



HIGH SCHOOL UPPERCLASSMEN SUMMER READING—BIBLE

All CCHS students are required to complete both Bible (below) and literature (next page) summer reading assignments.

Bible Selection for 2023: Book of Job

Rising Juniors and Seniors: Please read the Bible selection and respond to the questions below in a Word document, using 12 font, double-spacing, standard margins, and complete sentences. Bring your completed work to Bible class during the first week of school. All CCHS students are required to complete both scripture (below) and literature (next page) summer reading assignments.

Step 1: Using www.biblegateway.com, www.blueletterbible.com, or another online Bible source, find and read a brief commentary on the Book of Job. (People's New Testament is an appropriate commentary.)

1. What time period in history did the events of Job occur?
2. What is the theme of Job?
3. How would one divide Job into a three-part outline?
4. Given the context, what does the term "blameless" mean when God describes Job?
5. At what point do you think that sin crept in to Job's thoughts or words?

Step 2: Read Job 1-32 and answer the following questions.

1. How does Job respond to the great affliction that comes into his life?
2. How do you reconcile a loving God with the suffering of one of God's faithful followers?
3. What clues point to the fact that Satan already knew about Job before Job 1:8?
4. Briefly sum up the arguments of Job's three "friends."

Step 3: Read Job 32-37 and answer the following questions.

1. Why did Job's friends stop arguing with him?
2. Why did Elihu enter into the discussion?
3. How does Judges 21:25 help us understand Job's attitude in Chapter 32?
4. Analyze Elihu's argument. What are his main points and evidences of those points? You may use outline form to analyze this argument.

Step 4: Read Job 38-42 and answer the following questions.

1. How did the Lord answer Job's request from the first section that we read?
2. How did the Lord go about seeking to change Job's attitude?
3. What important facts about God's creation do we learn from God's questioning of Job?
4. In Job 40:3-5, Job withdraws his request to contend with God. How does the Lord respond to Job?
5. What is Job's response to God's continued questioning?
6. How does God allow Job some vindication in front of his friends?
7. What is the lesson for Job in his suffering?
8. How should Job's experience be applied to our lives?





HIGH SCHOOL UPPERCLASSMEN SUMMER READING—LITERATURE

Rising Juniors and Seniors: Over the summer, choose and read one book from the list below that you have not previously read. During the first week of school in English class, you will be asked to write reflectively about your summer reading, providing support from the text, so have it available and/or take notes. In addition to noting basic facts about author, historical context, setting, plot, characters, and overall message or theme, be prepared to answer the following questions:

- What would you say is the fundamental worldview of the author?
- How does the worldview of the book compare or contrast with biblical Christianity?
- Is this book ultimately redemptive? A redemptive story is one in which the main character triumphs over adversity, develops positive character qualities, or is saved from sin/evil.

CLASSIC FICTION

I Know Why the Caged Bird Sings by Maya Angelou

Any novel by Jane Austen

Jane Eyre by Charlotte Bronte

Cold Sassy Tree by Olive Burns

Heart of Darkness by Joseph Conrad

The Divine Comedy (any of the 3) by Dante Alighieri

Any novel by Charles Dickens except for *A Tale of Two Cities* and *A Christmas Carol*.

All the Light We Cannot See by Anthony Doerr

Crime and Punishment by Fyodor Dostoevsky

The Count of Monte Cristo by Alexandre Dumas

As I Lay Dying by William Faulkner

The Midnight Library by Matt Haig

Catch-22 by Joseph Heller

The Sun Also Rises by Ernest Hemingway

The Illiad or The Odyssey by Homer

Les Miserables by Victor Hugo

The Poisonwood Bible by Barbara Kingsolver

The Stream and the Sapphire by Denise Levertov

The Great Divorce by C.S. Lewis

Paradise Lost by John Milton

The Heart Is a Lonely Hunter by Carson McCullers

A Good Man Is Hard to Find and Other Stories by Flannery O'Connor

1984 by George Orwell

All Quiet on the Western Front by Erich Maria Remarque

Desirée by Annamarie Selinko

The Jungle by Upton Sinclair

Gulag Archipelago or One Day in the Life of Ivan Denisovich by Alexander Solzhenitsyn

East of Eden or The Grapes of Wrath by John Steinbeck

Strange Case of Dr Jekyll and Mr Hyde by Robert Louis Stevenson

The Help by Kathryn Stockett

Uncle Tom's Cabin by Harriet Beecher Stowe

Slaughterhouse-Five by Kurt Vonnegut Jr

The Age of Innocence by Edith Warton

The Time Machine by H.G. Wells

The Glass Menagerie by Tennessee Williams

Fences by August Wilson

Please note: We make every effort to offer a collection of honoring, redemptive, high-quality, engaging, and diverse texts. Nevertheless, not every book included here is appropriate for every student. Parents should use their judgement in helping students select the best text.





HIGH SCHOOL UPPERCLASSMEN SUMMER READING—LITERATURE (CONTINUED)

CLASSIC NONFICTION

Any nonfiction by Elizabeth Elliot

A Circle of Quiet by Madeleine L'Engle

The Family Romanov: Murder, Rebellion and the Fall of Imperial Russia by Candace Fleming

Unbroken by Laura Hillenbrand

Any nonfiction by C. S. Lewis (except *Mere Christianity*)

John Adams or Mornings on Horseback by David McCullough

The God Who Is There or How Should We Then Live? by Francis Schaeffer

Just Mercy: A Story of Justice and Redemption by Bryan Stevenson

A Severe Mercy by Sheldon Vanauken

The Glass Castle by Jeannette Walls

Up from Slavery by Booker T. Washington

April 1865: The Month That Saved America by Jay Winik

POETRY

Any collection of poems by:

Maya Angelou

Elizabeth Bishop

Emily Dickinson

Robert Frost

Langston Hughes

William Carlos Williams

W.B. Yeats