

10th Grade Major Works (2020-2021)

Novel/Play	Educational Purpose/Value	Biblical Integration
<p><i>Julius Caesar</i> (Shakespeare)</p>	<p>In Shakespeare's tragedy, <i>Julius Caesar</i>, students will thoroughly examine the idea of persuasion, diction, and discourse. With this play, we will delve into the ideas of allusion, tragic hero, and tragic flaw.</p>	<p><i>Julius Caesar</i> is an excellent text to discuss the idea of ambition. Is ambition good or bad? As a Christian, what is our duty to be in the world and not of the world? Also, we discuss how to stand firm in your beliefs and not be easily deceived by the world.</p>
<p><i>The Count of Monte Cristo</i> (Dumas)</p>	<p>Dumas' novel explores the theme of fate versus free will. We track the theme throughout the novel and discuss motifs extensively. While studying the novel, we begin our in-depth look at complex characters and what motivates them. It ties in nicely to world history because it gives insight into the French revolution and French society after Na.</p>	<p>The count truly believes he is the "hands of God" divinely appointed to enact revenge of those who wronged him. This novel opens many discussions regarding forgiveness versus vengeance, free will versus fate/destiny, and why do bad things happen to good people? We look at all these questions from a Biblical worldview, discuss the suffering of the apostles, and look at what the Scripture tells us.</p>
<p><i>The Metamorphosis</i> (Kafka)</p>	<p>In <i>The Metamorphosis</i>, students will use inference and textual analysis to answer the question: Is Gregor more bug or more human and why? Students will then use their textual evidence to add commentary/analysis to the claim they have made.</p>	<p>Kafka's life was sad and depressing. In class, we talk extensively about hope versus despair. How would Gregor's outlook and life look differently if he had unconditional love and hope? We talk about, as Christians, we have hope in Christ which allows us persevere in hardship.</p>
<p><i>Lord of the Flies</i> (Golding)</p>	<p>In Golding's novel, students learn about allusions, symbolism, character analysis, and track the theme of good versus evil. This novel is referenced often in modern culture and inspired many dystopian modern novels; we discuss its influences and how this book is still relevant today.</p>	<p>While reading this novel of good versus evil, students are challenged to answer the question: are humans inherently good or bad? As a class, we talk about the fall and original sin and what the Bible has to say about mankind. We also discuss that without God the world slips into chaos.</p>

<p><i>Things Fall Apart</i> (Achebe)</p>	<p><i>Things Fall Apart</i> eloquently articulates how western culture affected Africa. We analyze different characters and track their journey throughout the story. After, we discuss why the characters made the choices they made.</p>	<p>The book allows students to think about how to spread the gospel to all the corners of the world. We talk about why the missionaries were compared to “locusts” and how to reach people where they are. Discipleship and looking at Jesus’s ministry on earth are analyzed at length.</p>
<p><i>A Farewell to Arms</i> (Hemingway)</p>	<p>In Hemingway’s classic, <i>A Farewell to Arms</i>, students track themes throughout and map the plot of the book. This novel is 5 “novels within a novel”. Author purpose and structure are two of the main ideas students will examine. Students also learn what a “Hemingway hero” is and discuss whether or not a “Hemingway hero” is actually a hero.</p>	<p>In this novel, students will discuss ethics at length. The characters make poor choices and have to suffer the consequences of those choices. We use the Bible as our guide to discuss the morality of issues varying from sexually promiscuity to is war justified.</p>
<p><i>Antigone</i> (Sophocles)</p>	<p>In this classical play, students contemplate the question: who am I to obey, my religion or my ruler? We also learn about Greek mythology, customs, and the idea of hubris.</p>	<p>How does the Greek concept of fate, hubris, and “anagnorisis” conflict with Christian teachings and a Christian worldview. We also discuss what is the Biblical response when our Christian beliefs conflict with what our superiors ask of us.</p>
<p><i>Maze Runner</i> (James Dashner) (summer reading)</p>	<p>Over the summer, students are asked to read the novel and watch the movie. They are to keep a list of similarities and differences between them. When we return to school, we compare/contrast the two; we also debate how the differences affect the plot and story as a whole.</p>	<p>With the book, students learn the importance of perseverance and teamwork. We discuss what it means to be a leader and to stand up for what you believe in no matter the consequences. (Phil. 4:13)</p>