

## 9th Grade Major Works (2020-2021)

Novel/Play	Educational Purpose/Value	Biblical Integration
<p><b><i>The Tragedy of Romeo and Juliet</i></b> (William Shakespeare)</p>	<p>Shakespeare was the master of the English language and had deep insights into human behavior. Although it can be difficult to dig into the complex and often archaic language he employs, it is an essential reading skill for college success. This play provides a great introduction to Shakespeare because the topic is of great interest to most teenagers: first loves and crushes.</p>	<p><b>How then should we live?</b> Students will explore the biblical view of love and provide examples of authentic and enduring relationship characteristics.</p> <p><b>Guiding Scripture:</b> I Corinthians 13:1 Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth.</p>
<p><b><i>To Kill a Mockingbird</i></b> (Harper Lee)</p>	<p>This novel examines racism through the eyes of children in Depression-era Alabama. It helps teach the value of empathy and the importance of understanding differences, stereotypes, and prejudice. It is also a model Bildungsroman novel or coming of age story. It was published just as the United States civil rights movement was gaining momentum. There are multiple opportunities to learn about this important time period in American history.</p>	<p><b>How then should we live?</b> Students will discuss the biblical view of justice and mercy. They will be asked to identify the factors that influence moral growth and the experiences that help us learn how to judge right from wrong.</p> <p><b>Guiding Scripture:</b> Micah 6:8 What does the Lord require of you but to do justice, and to love mercy, and to walk humbly with your God?"</p>
<p><b><i>Great Expectations</i></b> (Charles Dickens)</p>	<p>This classic novel is also a Bildungsroman novel. It explores the ideals of loyalty and conscience over wealth and social advancement. Students will see how authors use their words to voice social criticism of the world.</p>	<p><b>How then should we live?</b> Students will research biblical views of success, expectations, and goals. They will focus on learning about their own unique qualities and gifts as they make plans for college and career readiness.</p> <p><b>Guiding Scriptures:</b> Jeremiah 29:11 "For I know the plans I have for you," declares the Lord, "plans to</p>

		<p>prosper you and not to harm you, plans to give you a hope and a future.</p> <p>Proverbs 16:3 Commit to the Lord whatever you do, and he will establish your plans.</p>
<p><b><i>Animal Farm</i></b> (George Orwell)</p>	<p>George Orwell’s novel, about totalitarianism, in particular Stalinism, is one of the most famous satires in the English language. Students will study satire, allegory, rhetoric, and elements of propaganda.</p>	<p><b>How then shall we live?</b> Students will discuss different types of government control and what their role as a Christian is with people and institutions in authority and the importance of being able to analyze information for themselves so that they are not led astray by false doctrines or philosophies.</p> <p><b>Guiding Scriptures:</b> Romans 12:21 Do not be overcome by evil, but overcome evil with good.</p> <p>Romans 13:1 Let everyone be subject to the governing authorities, for there is no authority except that which God has established.</p> <p>I John 4:1 Dear friends, do not believe every spirit, but test the spirits to see whether they are from God, because many false prophets have gone out into the world.</p>
<p><b><i>Fahrenheit 451</i></b> (Ray Bradbury)</p>	<p>Students are introduced to the characteristics of dystopian literature. Students will discuss the role of authority and control in government and in society. Students will also study conformity and the power of the majority to influence decisions.</p>	<p><b>How then shall we live?</b> Students will talk about their life’s purpose and what to do with the gift of learning and knowledge that is entrusted to them.</p> <p><b>Guiding Scripture:</b> Proverbs 4:7 The beginning of wisdom is this: get wisdom. Though it cost you all you have, get understanding.</p>

		<p>Romans 12:2 Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will his- his good, pleasing and perfect will.</p>
<p><b><i>The Chosen</i></b> (Chaim Potok)</p>	<p>Students are introduced to the principles and practices of Hassidic Jews. They will examine the importance and value of rituals, Sabbath practices, and spiritual disciplines. They will search for understanding in the unique parent/child relationship that is written in the narrative.</p>	<p><b>How then shall we live?</b> Students will explore spiritual disciplines that promote growth and reflection. Students will also discuss the role of forgiveness in friendship and relationships.</p> <p><b>Guiding Scriptures:</b> Hebrews 12:11 No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it.</p> <p>Philippians 4:9 Whatever you have learned or received or heard from me, or seen in me- put it into practice.</p> <p>Joshua 1:8 This Book of the Law shall not depart from your mouth, but you shall meditate on it day and night, so that you may be careful to do everything written in it.</p>
<p><b><i>A Raisin in the Sun</i></b> (Lorraine Hansbury)</p>	<p>This play by Lorraine Hansbury tackles the issue of the American Dream and whether or not it is possible for every person.</p>	<p><b>How then shall we live?</b> Students will explore appropriate and healthy ways to express disappointment amid trials and tribulations.</p> <p><b>Guiding Scriptures:</b> Galatians 6:10 Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers.</p>

		Galatians 6:9 Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up.
<b><i>The Odyssey</i></b> (Homer)	Students will learn about literary elements such as the Epic Poem, oral tradition, in media res, Archetypes, Joseph Campbell's The Hero's Journey. They will define what and who they believe is heroic. They will review many elements of oral tradition in particular: allegory, tall tale, fable, legends, and folklore.	<p><b>How then shall we live?</b> Students will look at what characteristics make a person heroic and we will compare and contrast Jesus as the ultimate hero. Students will also think about their life as a journey and what spiritual practices can help them be resilient and successful in life.</p> <p><b>Guiding Scriptures:</b> Proverbs 19:21 Many are the plans in a person's heart, but it is the Lord's purpose that prevails.</p> <p>Isaiah 53:5 But he was pierced for our transgressions, he was crushed for our iniquities; the punishment that brought us peace was on him, and by his wounds we are healed.</p>
<b><i>This Present Darkness</i></b> (Frank Peretti)	This fiction account of the spiritual battles that rage in the heavens is a compelling story that is an engaging novel for even reluctant readers.	<p><b>How then shall we live?</b> Students will study what God's word says about demons and angels compared to what popular culture teaches.</p> <p><b>Guiding Scripture:</b> Ephesians 6:12 For our struggle is not against flesh and blood, but against the powers of this dark world and against the spiritual forces of evil in the heavenly realms.</p>
<b><i>Death Be Not Proud</i></b> (John Gunther, Jr. )	Students will read this short memoir with diary entries from the point of view of a teenager who bravely battled a brain tumor in the late 1940s	<p><b>How then shall we live?</b> Students will discuss the transience of life and how to best use what time they have been</p>

	<p>and sacrificed his body for the benefit of scientific advancement for cancer treatment. They will also study Holy Sonnet X by John Donne from which the book gets its name. Students will research the Kubler-Ross model of the five stages of grief and compare it to other trials.</p>	<p>given for God's glory and purposes.</p> <p><b>Guiding Scriptures:</b>  I Corinthians 15:56  "Where, O death, is your victory?  Where, O death, is your sting?"</p> <p>Psalms 39:4  Show me, Lord, my life's end and the number of my days; let me know how fleeting my life is.</p>
<p><b>Percy Jackson</b> (Rick Riordan)</p>	<p>While a lower lexicon level for 9th grade, this novel will help us springboard into a unit on the Greek gods and goddesses and prepare the students to be able to compare and contrast The Odyssey. Most have read it previously but this will be a good review and also help build on their foundation of archetypal heroes.</p>	<p><b>How then shall we live?</b>  Students will look at origin stories and compare their origin stories as well as the origin story of creation and man in Genesis.</p> <p><b>Guiding Scripture:</b>  Psalm 139:14-17  I will praise thee; for I am fearfully and wonderfully made; marvelous are thy works; I know that full well. My frame was not hidden from you, when I was made in the secret place, when I was woven together in the depths of the earth. Your eyes saw my unformed body; all the days ordained for me were written in your book before one of them came to be. How precious to me are your thoughts, God! How vast is the sum of them! Were I to count them, they would outnumber the grains of sand - when I awake, I am still with you.</p>