



James Island Christian School

2026 Summer Reading Assignment

Ninth Grade CP English

Reading is essential to your success throughout the academic year, but it is also crucial to your brain development over the summer. Research shows that students who read, produce better writing, perform better on assessments, and think more critically. Simply put, it is important that you keep reading and thinking over the summer to prepare for our English class and the academic year.

Rising 9th Grade CP English students read and *annotate* the following:

The Count of Monte Cristo by Alexander Dumas ([Amazon Link](#))

After reading, students will complete a choice project from one of the options below:

[Movie Poster or Book Cover](#)

[Comic Strip](#)

[Journal Entry](#)

[Illustrated Quote](#)

[Mini-Paper Assignment](#)

As we begin our American Literature course, we will explore the following themes: the power of knowledge/words and the morality of censorship. Be ready to apply these concepts in our discussions! Happy reading!

Academic Integrity: Academic research demonstrates that summer reading helps prevent the summer slide, significant achievement gaps, among all student demographics. Consequently, unless a student has official accommodations on file with JICS, he is expected to read independently and without the help of audio recordings, movies, or any other reading aids.

I acknowledge that I have read independently without the use of audio recordings, movies, and other printed reading aids like Sparknotes. Furthermore I have not used ChatGPT (AI) in my written preparations. (Sign and return with your assignment on the first full day of school.)

Student Signature _____

Parent Signature _____



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2026 Summer Reading Assignment

Ninth Grade Honors

The specific guidelines for 9th Grade, Honors follow:

Rising Ninth Grade Honors

***Edith Hamilton's Mythology*: 0446574759**

Students will read **one** required book, Edith Hamilton's *Mythology*. A **test** will **NOT** be given on this book during the first week of school; however, there will be an assignment the first week which includes objective questions pertaining to details of the myths and possibly the writing of a one paragraph character analysis of a particular god or goddess. This character analysis includes these elements: personality description of a god or goddess, character traits possessed by the god or goddess, and character traits that the god or goddess may share with humans or a member of the Christian trinity. The student should observe these elements as he reads the book this summer. In addition, it is highly recommended the student take notes on these elements as he observes them since this will aid him with review preparation for his one paragraph character analysis of a god or goddess from classical mythology.

Project: After reading Edith Hamilton's *Mythology*, each student should very creatively and neatly complete the following **Mythology Book Project**.

Book Chapters

Cover (20 points)

The student should use his creativity and enjoy designing the cover for this project. This is an opportunity to let his imagination, artistry, and personality shine! Keep in mind the cover should reflect the content of the student's chapters.

Chapter One: Pantheon (20 points)

The Greek Pantheon was composed of 12 deities. The ancient Greeks viewed their gods as being very human; therefore, they often possessed the worst characteristics of humanity: pettiness, anger, rage, jealousy etc. However, two basic differences distinguished the gods from mankind. Gods and goddesses did not age, and consequently were immortal, and they were more powerful than their human counterparts. This group included Zeus, Hera, Poseidon, Demeter, Ares, Apollo, Hermes, Aphrodite, Athena, Hephaestus, Dionysus, and Artemis. The student should select six of his closest friends or relatives and **create his own pantheon**. Additionally each student will write **a one page description of each of the six members of his pantheon as if that individual were a Greek god or goddess**. Each of these six descriptions should include what the individual is god of, the god's symbol, the god's spouse, the god's children and other relatives, the god's special powers, the god's personality characteristics, and the god's negative and positive qualities. As the student creates his six gods or goddesses, he should use his imagination and have fun, but he should be careful to observe grammar rules and all rules of good writing,

Chapter Two: Allusions to Myths in Modern Culture (20 points)

Locate, categorize, and illustrate **three references to Greek mythology** found in modern culture. Each allusion should include a **two sentence** explanation of the reference, the Greek mythological figure referenced, an illustration, and a category.

Example: The United States' space mission to the Moon, Apollo, is an allusion to Apollo, the Greek god of light. Apollo was also the Greek god of prophecy, a form of intellectual enlightenment. One unusual thing about Apollo is that his Roman name is also Apollo. Apollo 11 was the space vehicle which carried Neil Armstrong to the Moon. Category: Space/ NASA. Be sure to include a color picture that illustrates the god in modern culture, for example a color picture of the spaceship Apollo 11.

Chapter Three: It Is All About Me (20 points)

The student should write a personal essay (**first person should be used for this section only**) describing the mythological god or goddess that is most like him. The writer needs to explain the similarities between the mythological god or character and himself. This section of the assignment must be **one to two pages in length. Remember grammar and correctness count.**

Chapter Four: Rewrite a Myth (20 points)

Select a myth from Edith Hamilton's *Mythology* which seems to have a Biblical theme. Compare the myth's theme with a story, character, or an example from the *Bible*. This portion of the assignment must be one to two pages in length. **No first person may be used** in this section of the assignment. Once again, do not forget the rules of good grammar and writing. Finally the student must reference Edith Hamilton's *Mythology* for this project, and he may consult library or internet sources. **Remember all sources must be cited using MLA format documentation** for the work cited page. Each chapter of this project **must be typed using 12 font Times New Roman**. All four chapters of this original work must be placed in a folder or carefully bound in some creative way. I am excited to see the materials each student selects to create the book jacket for his original cover design.

For MLA citations consult, if necessary, OWL at Purdue:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

***Important Note:* Only Greek myths are required for summer reading. Norse and other myths included at the end of Edith Hamilton's *Mythology* may be omitted.**

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