

Rising 10th Grade Summer Reading – *The Hiding Place* by Corrie ten Boom

Overview: Corrie and Betsie ten Boom are middle-aged sisters working in their father's watchmaker shop in pre-World War II Holland. Their uneventful lives are disrupted with the coming of the Nazis. Suspected of hiding Jews and caught breaking rationing rules, they are sent to a concentration camp, where their Christian faith keeps them from despair and bitterness. The women must somehow learn to love and forgive her captors for the conditions and treatment they experience during their time in captivity.

ASSIGNMENT:

1. You are to answer the Summer Reading Companion Questions using the attached chart. This chart may be downloaded and you may type directly on the chart, expanding boxes as needed to fit the information requested. If you choose to recreate the chart, it must include all of the same questions and explanations as required on the original. All work must be typed – handwritten responses will not be accepted. Please follow the format for name, date, grade, subject (English II), as shown at the beginning of the Summer Reading information.

2. Please answer the following questions regarding *The Hiding Place*. These responses must be typed and numbered. Use complete sentences and restate the prompt in your answer. Each answer must be a minimum of ½ page in length.

1. Corrie's father tells her that he pities the Nazi's: "They have touched the apple of God's eye." What does he mean by that statement (Reference Zech 2:8-9)? Consider and explain the strength of character it takes to feel pity for a people and a system that means to do harm to fellow beings.
2. What are the various hiding places, real and symbolic, to which the title of this book refers? How, for instance, do fleas help lead to a "hiding place" for Corrie and Betsie while they are imprisoned?
3. Comment on what Betsie said to Corrie: "I pray every day that we be allowed to do this! To show [the Nazis] that love is greater!" What do you find extraordinary in that statement?
4. In Chapter 3, Betsie says "Happiness isn't something that depends on our surroundings, Corrie. It is something we make inside ourselves." Explain how this would become significant throughout the story. Give examples.

FORMAT:

REMINDER FOR ALL WRITTEN RESPONSES:

- Type your responses.
- Send your work through spell and grammar check.
- Times New Roman– Font –Size 12 – double spaced
- Heading on top left of your paper
- Label each section
- Do not “share” any work with your peers.

NAME

Mrs. Vetter

English II

Date (August 12, 2019)

Students must be prepared for a graded assessment on each novel read for their grade-level assignment during the first week of school.

As a reminder, all written work is due on the first day of school and late work will not be accepted.

How Do You Turn In Work?

- Hard Copy on August 12, 2019 brought to class with you
- Email with attachment by 8:00 a.m. on August 12, 2019 (amy.vetter@cathedralemail.com)
- Shared Google Doc by 8:00 a.m. on August 12, 2019 (amy.vetter@cathedralemail.com)

Setting: The setting of a story defines the time, place and era of the action. A book can have multiple settings. List and label facts about each setting you know as you read. Include page numbers to support your ideas.

Where does the story take place? Describe the location: country or city, mountain, so beach, dirt roads or highways, bustling or sleepy, etc.


What time period does the story take place in? Describe what you know and how you know it: Is it modern day because there is current technology? Is it wintertime because it's snowing? Do you know the decade, year or month?

Characters: Characters are the “players” in the story who perform the action. List the Protagonist (main character), the Antagonist (the character the main character has a conflict with), and supporting or secondary characters (as many as needed – you are not limited by the space provided here). Include page numbers to support your ideas. **You must include at least 3 secondary characters**, but may include more if needed to adequately cover the key players in the novel.

Character Name	Physical Description	How the character feels about him or herself	How the character feels about others	Character Traits; Describe qualities the character has: caring, selfish, conceited, etc.
Protagonist				
Antagonist				

Secondary Characters

Plot: The plot of the story is how the actions progress through the book. Different sections of the action have different names; they also happen at different times in the story. Write down specific, key events in the boxes.

Introduction: Setting, characters, and conflict are introduced	Rising Action(s): Part(s) where the protagonist is faced with or tries to solve the conflict	Climax: Turning point in the story where the conflict is resolved or made worse 	Falling Action(s): Part(s) where the protagonist learns to live with the consequences of the conflict.	Resolution: Part that arrives at a natural, ironic, surprising, or thought provoking end.
Beginning of Story		Middle of Story	End of Story	

Themes and Symbolism: As you read, list ideas about these following elements of fiction to help you discuss and writ about the literary work. Include page numbers to support your ideas.

Themes: The author’s statement or lesson about life learned through the characters. For instance, the theme of <i>The Ugly Duckling</i> might be “don’t judge someone by their appearance alone”. Provide at least TWO examples.		Symbolism: When a concrete or real object is used to represent an idea or concept. For example, a bird, because if can fly, has often been used as a symbol for freedom. Provide at least TWO examples	
Themes:	Character(s) that represent the lesson	Symbol	Significance

Conflicts: As you read, identify problems or struggles between two opposing forces in the story. **Provide at least two examples below.** Remember, there are 4 main conflicts:

Man vs. Man – problem between two characters **Man vs. Self** – problem within the character’s mind
Man vs. Nature – problem between character and some force of nature (blizzard, fire, hurricane, etc) **Man vs. Society** – problem between a character and the law, regulation, tradition, or other social norm

<i>Description of Conflict</i>	<i>Type of Conflict</i>	<i>Why did you choose this Conflict type?</i>
	Man vs. Man Man vs. Self Man vs. Nature Man vs. Society	
	Man vs. Man Man vs. Self Man vs. Nature Man vs. Society	