

Sixth Grade Book Report #1

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Paragraph 1 (Don't forget to indent !)

_____ (Title) by _____
_____ (author's name) was first published in _____
(year). This story occurs **during / in** _____ . (when? colonial
times? Victorian era?) The story is told in (circle one) **first-person participant** (author pretends he's main
character telling own story -- uses "I") / **first-person observer** (author's character is only in story occasionally --
uses "I") / **third-person omniscient** (author tells story, no reference to self -- "I" not used) as told by (hero's
name) _____ , the **protagonist**.

Paragraph 2 (Don't forget to indent !)

There are _____ (spell out the number) chief characters. They are _____

_____ name	,	_____ brief description	;
_____ name	,	_____ brief description	;
_____ name	,	_____ brief description	;
_____ name	,	_____ brief description	;

and

_____ name	,	_____ brief description	.
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Paragraph 3 (Don't forget to indent !)

In this paragraph, we summarize what happened in the book. Only write about the most important incidents. Leave out unnecessary details. The first couple of sentences deal with the **exposition** — this sets the stage and prepares the reader for what is to come (it may be the first couple of chapters). There are several ways to begin this paragraph: The story begins, or When _____ (the main' character's name) arrives, etc. Put on your thinking caps! Write at least one to two sentences.

*The **Rising Action** takes place as the conflicts or problems of the story begins to unfold and progresses to a climax. Put on your thinking caps and try to write at least one to two sentences.

***Climax** is the high point of the story — a great conflict or problem of some kind. Try to write at least one to two sentences. You can do it. Our King is with you.

*The **Falling Action** of a story is the wind down — it is the period between the **Climax** and the **Resolution**. Try to write at least one to two sentences. You can do it.

*The **Resolution / Denouement** — which is the end of the story where all the difficulties are worked out. Try to write at least one to two sentences. You can do it.

Paragraph 4 (Don't forget to indent !)

We will now add in a paragraph before our evaluation. In this paragraph, we will determine if the author is **subjective** or **objective**. The author will make his characters act in certain ways for particular reasons and with certain consequences. This can give you a clue as to what the author's worldview presuppositions are — a Christian worldview or a humanistic worldview. More information will be going in this paragraph later, but we will begin with the **subjectiveness** or **objectiveness** of the author. Prove your assertions with an example or two! This paragraph may start out with the author's name or by stating "The author ..."

Subjective — does the author approve or disapprove of his subject? Does he try to win you over to his way of thinking? Is the author trying to prove a point by writing about a character in a particular way? Prove your assertions with an example or two!

_____ appears to be **subjective**. (Now give an example)

Objective — The author appears to offer no opinion, but merely reports information he has gathered. Be careful !!! Many try to present themselves as **objective**. However, upon closer examination by looking at how the author has characters behave in a certain manner or say certain things in a certain way, you will see that they may not be objective! Be careful !! Prove your assertions with an example or two! This paragraph may start out with the author’s name or by stating “The author ...”

_____ appears to be **objective**. (Now give an example)

Paragraph 5 (Don’t forget to indent !)

This last paragraph is where we talk about the book. We will no longer say that we recommend the book because we will now be **evaluating** the book. Instead, we will talk about our **emotions**. Did the book cause us to feel **sad, glad, mad, or scared**? Sometimes we may feel more than one feeling at a time. Why did we feel this way? Since we are Christians, we also have an **intellectual** response. We know that our thoughts, more often than not, control our emotions. This means what did you **think** about the book. This is also the paragraph where you are finally allowed to use a personal pronoun like “I”.

This book caused **a lot / only a few** emotions in me. I felt _____
(circle one) (pick a feeling)

when _____
(give an example)

Paragraph 5 (Continued)

When _____
(give an example) _____ happened, I
felt _____
_____. I thought _____
_____ when _____
_____.
(give an example)

I **did** / **did not** learn anything new about God in this book. I saw God's providential care when _____
(circle one)

(give an example)

Another time I saw God's providential care in the story was when _____

(give an example)

I was also made more aware of **the world** / **human nature** / **geography** / _____
(circle one or fill in the
blank)
when _____
(give an example)

The characters in the story seemed **believable** / **unbelievable**. I **could** / **could not** relate to them because _____ (circle one) _____ (circle one)

I especially liked _____ because _____
(give the name of a character)

(give example or reason)

Careful !!! Red Alert !! Pick one of the following sentences !!!

*This story **is** / **will be** out moded because _____
(circle one)

***OR**

*This story has an enduring theme because _____
