



LOUDONVILLE

CHRISTIAN SCHOOL

11th Grade Summer Reading Books

Students must read the following **two books**:

**Note: AP English Language and Composition students will have a separate summer assignment. Check your email for directions from your teacher.*

Book #1 – *Incidents in the Life of a Slave Girl* by Linda Brent. This authentic slave narrative (non-fiction) details the events in the life of a young African American slave girl who escaped from her master and found her way to freedom.

Book #2- *Their Eyes Were Watching God* by Zora Neale Hurston. Journey through the life of an independent Southern woman (fiction) who experiences poverty and many trials during the course of three marriages.

Expectations for Book One:

- ✓ MLA format: Times New Roman, 12-point font, 1” margins all around
- ✓ Show clear understanding of the assignment and the text.
- ✓ Show thoroughness and depth of analysis (details and examples but not plot summary).
- ✓ Edit carefully for effective use of punctuation, spelling, capitalization, sentence structure, and diction.
- ✓ Revise for clear and accurate ideas.
- ✓ Staple student and parent signature document to front of final printed assignment.
- ✓ Length of written response: two pages

Due Date: Your typed, hard copy response is due on the first day of English class. Ten points will be deducted per day late.

Formatting guidelines: Use the MLA template below to format your assignment.

Firstname Lastname

Teacher’s name

Name of course

Day Mo. Year (*no commas*)

Incidents in the Life of a Slave Girl

Directions: For Book One, answer the following questions. Please number each answer.

1. **Give** the title and author of the book and the date you finished reading it. (5 points)
2. **Write out two thoughtful discussion questions** you could ask about this book. Be sure your questions show reflection and are not “yes” or “no” questions. (5 pts. each; 10 pts. total).
3. **Write a fully developed paragraph** answering one of your two questions. ***Note** that a traditional paragraph contains 5 to 7 sentences and no more than 10 sentences. (10 points)

Your 5-10 sentence paragraph should contain the following elements:

- a. **Topic sentence:** the main idea of your paragraph (1-2 sentences)
 - b. **Body of the paragraph:** the reasons that back up your topic sentence in which you may add citations from the book to support your reasons (3-5 sentences)
 - c. **Concluding sentence:** this sentence(s) closes out your paragraph and restates your idea, offers a suggestion, gives an opinion, or makes a prediction. (1-2 sentences)
4. **What two passages** should be revisited? Copy them down, note the page numbers and explain why you chose them. Noteworthy passages could be provocation, controversial, informative, humorous, sad, or ironic. (20 points per passage; 40 points total)
 5. **Write a paragraph** (using the same paragraph format stated above) in which you make a detailed and thoughtful connection between this book and another work (movie, play, poem, novel, musical composition, scripture) or real life. (15 points)
 6. **Choose either 6a or 6b:**
 - 6a. **Write out 10 vocabulary words** from the book that are new to you and give their definitions. Then, use each of the words properly in a sentence. Underline the vocabulary words. (20 points) **-or-**
 - 6b. **Choose a theme** from the book and give three or more specific examples of where this theme is seen in the work. (20 points)

Expectations for Book Two: Be prepared to take an in-class multiple choice exam after reading *Their Eyes Were Watching God*. To be prepared for this exam, be sure you know the following information about the novel. You may bring a page of handwritten notes to class on the day the exam is taken.

- **Characters**
- **Setting:** the time and place

- **Context:** the important outside events occurring around the characters that influence the ideas in a literary work (ex: a war, a government change, racial discrimination, or a financial crisis)
- **Plot:** the events in a literary work and their sequence
- **Theme(s):** a major overarching or underlying idea in a literary work; an idea that an author repeats, revealing it as significant for readers to consider (ex: love, friendship, bitterness, hatred, despair, suffering, marriage, hope, death, or faith)
- **Motif(s):** an image, sound, action, idea, or figure that repeats. It has symbolic significance and contributes toward a theme. Though similar to theme, it is not a central idea in a story; instead, a motif develops or explains a theme.
- **Symbol(s):** An object representing another to give it a deeper and more significant meaning that is different from its literal sense. (Sometimes an idea, action, or event can have symbolic value. For example: a dove could symbolize peace; a rose could symbolize hope or love; a chain could symbolize union or imprisonment.)

***Important Reminder:** Accessing any information through outside sources, including **online material**, is **strictly prohibited** because it defeats the purpose of the assignment. Doing so will result in a **zero** for a major project grade.

***Please sign and staple this sheet to the front of the final copy of your summer assignment.**

I read the books: *Incidents in the Life of a Slave Girl* and *Their Eyes Were Watching God*.

I read (no films or re-read) ___% of my two books and answered all of the questions requested before the first day of English class.

Student Signature: _____

I confirm that my child completed his or her summer reading books.

Parent Signature: _____