



LOUDONVILLE CHRISTIAN SCHOOL 11TH GRADE SUMMER READING LIST 2016 - 2017

Book One: Read **one of the following** books:

- *Uncle Tom's Cabin* by Harriet Beecher Stowe. It's said that this novel may have laid the foundation for the Civil War. (Books have power!) Uncle Tom, a slave, is exchanged from household to household. He meets friends and foes along the way as he explores ideas of faith and freedom.
- *The Great Gatsby* by F. Scott Fitzgerald. Set in the Roaring Twenties in fashionable Long Island, where money is the determining factor in forming relationships, the mysterious Jay Gatsby throws lavish parties and creates quite a reputation . . . but does any of it *really matter*?
- *1984* by George Orwell. What happens when the government uses technology against you? What does society look like when there is no such thing as "privacy?" *1984* is a dystopian novel that questions what happens when man is reduced to a machine. (contains sensitive material)
- *Ethan Frome* by Edith Wharton. Set in rural New England in the late 19th century, the story is a classic in which the chance for happiness drives the protagonist to take increasingly dangerous risks. It's a story of forbidden love and its consequences. (contains sensitive material)

Book Two: You pick it! Select your own piece of literature independently OR from the recommended reading list below. Be sure that it meets the following requirements:

- New—cannot be something previously read
- At least 150 pages of text
- Any genre (autobiography, novel, Christian living, etc.)
- On or above grade level (if in doubt, research reading levels online)
- Parent approved (signature required before reading)
- You **may** select another novel from the required list (above), if desired.

Recommended 11th grade books:

- *The Jungle* by Upton Sinclair. A historical account about Immigration and social reform in the early 1900s. It examines the horrendous conditions of the Chicago meat-packing industries. (It'll make you curious about everything you buy at the grocery store . . .)
- *My Antonia* by Willa Cather. A story about 19th century immigrants living in Nebraska. It describes the harsh living conditions, prejudices, and struggles of settlers.

LOUDONVILLE CHRISTIAN SCHOOL

374 Loudon Road • Loudonville, NY 12211 • 518.434.6051 • www.lcs.org



- ***Red Badge of Courage*** by Stephen Crane. Drawn into the Civil War by the glory of the military, it doesn't take long for Henry Fleming, a common recruit in the 304th Regiment, to doubt his courage.
- ***A Tree Grows in Brooklyn*** by Betty Smith. Early 20th century. Irish-American immigrants living in tenement housing struggle with the hardships of life in a new land.
- ***Grapes of Wrath*** by John Steinbeck. The Joads, a Dust Bowl migrant family from Oklahoma, travel to California to seek work during the Great Depression. (strong language)
- ***When the Legends Die*** by Hal Borlund. A 20th century story about a young Indian man who wants to abandon his traditional Native American lifestyle.
- ***A Son Comes Home*** by Joseph Bentz. Contemporary fiction. A graduate student, Chris LaRue, faces a life-changing summer as he comes to terms with strained relationships in his own and extended family.
- ***Hiroshima*** by John Hersey. After the famous bombing of Hiroshima, Japan in 1945, this story explores the lives of six survivors—two doctors, two women, and two religious leaders—over the period of a few months.
- ***The Ox-bow Incident*** by Walter V. Clarke. Set in the Old West, a story of saloons, ranchers, cattle-rustlers, stage-coaches, deputies, stick-ups, and lynchings.
- ***The Joy Luck Club*** by Amy Tan. Spanning four decades, this novel traces the times of four Chinese women in the U.S. as they attempt to raise daughters between two cultures: the culture of their homeland and their new American culture.
- ***Wuthering Heights*** by Emily Bronte. 19th century British novel. Catherine's father, Mr. Earnshaw, brings home an orphan boy, Heathcliff, whom he raises as a son. Catherine detests the new family member. Yet, the longer they live together, the more complicated the situation gets . . . a story both haunting and tragic.
- ***Pride & Prejudice*** by Jane Austen. 19th century British novel. Elizabeth Bennet grows up with her emotional mother, thoughtful father, and four silly sisters. Each day they wake up to the ever-present reality that they must marry before their father's death . . . or have the family fortune entitled out of their family.
- ***Jane Eyre*** by Charlotte Bronte. 19th century British novel. Jane Eyre, an orphaned girl, is raised by her uncle's family, the Reeds. After her uncle's death, her aunt sends Jane to Lowood School. After her education, she accepts a position as governess at a mansion named Thornfield . . . and faces new & unexpected trials. A novel with gothic and startling events.



- **Beowulf** (Old English- pick a translation). One of the earliest pieces (an epic poem) written in the English language, Beowulf is filled with kings, warriors, and monsters. Is it the monster Grendel that the warriors should fear . . . or is it the wrath of *his mother*?
- **Screwtape Letters** by C.S. Lewis. Letters written by Screwtape, an advanced demon, to his tempter-in-training, Wormwood. A scarily realistic portrayal of how evil works to draw us away from God.

Expectations and format for book one (required reading): Write a **typed response** for your required reading selection that responds to the questions below. Use the following requirements:

- Font size - 12 point
- Times New Roman
- 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 usage.
- **Revise** for clear and accurate ideas.
- Staple student and parent **signature document to front** of final printed project.
- Maximum length of written response: **two pages**

NOTE: Your typed response is **due the FIRST day** of English class.
Ten points will be deducted per day late.

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 points each)
3. Write a brief paragraph **answering** one of your two questions (#2). (10 points)
4. What two **brief** passages should be revisited? Copy them down, note the page numbers, and explain why you chose them. Noteworthy passages could be provocative, controversial, informative, humorous, sad, ironic, etc. (20 points per passage and detailed response)
5. Write a paragraph 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)



Choose 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)

6b. Choose a **theme** from the book read and **give three or more** specific examples of where this theme is seen in the work. (20 points)

Book two (student selection): **Be prepared to write an **in-class response** after reading your selected literary work. To be prepared for this in-class response, be sure you know the following information about your book.

- **Characters**
- **Setting:** the time and place
- **Context:** the important outside events occurring around the characters that influence the ideas in a literary work (i.e: a war, a government change, racial discrimination, a financial crisis, etc.)
- **Plot:** the events in a literary work and their sequence
- **Themes:** 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, faith, etc.)
- **Motifs:** 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, it develops or explains a theme
- **Symbols:** 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) (ex: a dove could symbolize peace; a rose could symbolize hope or love; a chain could symbolize union or imprisonment, etc.)

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.

LOUDONVILLE CHRISTIAN SCHOOL

374 Loudon Road • Loudonville, NY 12211 • 518.434.6051 • www.lcs.org



Reminder: All books should be new- not previously read.

I read the books:

- 1) **Circle:** *Uncle Tom's Cabin* **OR** *The Great Gatsby* **OR** *1984* **OR** *Ethan Frome*
- 2) _____

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

Student Signature: _____

I confirm that my child completed his/her summer reading and had my approval for both reading books before he/she began reading.

Parent Signature: _____

***Staple this 1/2 sheet to the front of the final copy**