



# HOLY SPIRIT

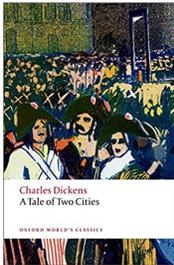
PREPARATORY SCHOOL

## *British Literature*

### Summer Assignments

Academic Year - 2022-2023

#### **Course Information**



Department: English

Class Description:

Materials Required: *A Tale of Two Cities* by Charles Dickens (Oxford University Press) ISBN# 978-0199536238

Contact [dlabbe@holyspiritprep.org](mailto:dlabbe@holyspiritprep.org) for any questions

#### **Summer Assignment**

Learning objectives

- Our goal is for the HSP student to be introduced to a wide breadth of classical and contemporary books both in the classroom and over the summer. In addition, we hope to foster a habit of and love for reading and with that goal in mind, we hope to provide students an opportunity to explore additional literature that they may not be exposed to otherwise. Please read the following pages for information about the titles and assignments, and feel free to contact the school with any questions or concerns.

Estimate time of completion

- 4-5 days

## Details of Assignment

Assignment: As you read *A Tale of Two Cities*, thoroughly annotate the text. Students will be given a grade out of 50 points for their annotations (quality and quantity). The rubric for the annotations can be found below. Critic James R. Cope suggests that one could argue that Madame Defarge both is and is not a symbol for the French Revolution. With this debate in mind, students should especially note Dickens' use of symbolism in the text. What items/people are used as symbols of the French Revolution? With these ideas in mind, **write a 3 page essay** examining Dickens' use of symbolism and the French Revolution.

Your essay is due on the first day of class and we will use this to begin our discussion of the story.

CATEGORY	25-23%	20-18%	15-13%	10-8%
Identifies important details and facts	Student identifies all the main points of the plot. Student could easily identify events of the story. Student has explained the importance of the detail.	The student lists all the main points, but may only be stating the obvious.	The student lists most of the main points. S/he does not highlight any unimportant points.	The student cannot identify important information with accuracy.
Inquiry Questioning	Student has added inquiry statements and questions that address actions and events in the story and highlight important points of discussion.	Student has added inquiry questions. Some of the questions may develop into valuable discussion points.	Student has added inquiry questions, but the answers may be easily found through some research.	Student has some questions. Many of the answers are obvious based on the context. Student has only marked: "?", "Why", "What", "How"...
Identifies literary elements	Student has addressed major themes in the story and identified literary elements significant to the understanding of work as a whole. Literary elements include such devices as themes, characteristics, tone, imagery, but also add specific devices such as metaphors, allusions, use of diction, style, irony, symbolism juxtaposition...	Student has highlighted some of the themes and identified literary elements. Literary elements are obvious, but still important to understanding the work. Literary elements include such devices as themes, characteristics, tone, imagery.	Student may have pointed out some of the literary elements, but the devices do not seek to add analysis of the work.	Student has missed pointing out significant details that would lead to analysis.
Pages annotated	At least 100% of the pages annotated, with more than one annotation on the page.	At least 80% of the pages annotated, with one annotation on a page.	At least 50% of the pages annotated, with one annotation on every page.	Less than 25% pages annotated. Student may only have underlined.