2020 Summer Reading Packet: British Literature

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 their interests and choose a book that appeals to them. Therefore, in addition to reading one book chosen by the English department, students will select a second fiction or nonfiction book to read independently. Please read the following pages for information about the titles and assignments, and feel free to contact the school with any questions or concerns.

Note: All summer reading assignments are due on the first day of school, Wednesday, August 12th

The more that you read, the more things you will know.
The more that you learn, the more places you’ll go.

-- Dr. Seuss
Book One

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

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, August 12th, and we will use this to begin our discussion of the story.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>25-23%</th>
<th>20-18%</th>
<th>15-13%</th>
<th>10-8%</th>
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</thead>
<tbody>
<tr>
<td>Identifies important details and facts</td>
<td>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.</td>
<td>The student lists all the main points, but may only be stating the obvious.</td>
<td>The student lists most of the main points. S/he does not highlight any unimportant points.</td>
<td>The student cannot identify important information with accuracy.</td>
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<tr>
<td>Inquiry Questioning</td>
<td>Student has added inquiry statements and questions that address actions and events in the story and highlight important points of discussion.</td>
<td>Student has added inquiry questions. Some of the questions may develop into valuable discussion points.</td>
<td>Student has added inquiry questions, but the answers may be easily found through some research.</td>
<td>Student has some questions. Many of the answers are obvious based on the context. Student has only marked: &quot;:&quot;, &quot;Why&quot;, &quot;What&quot;, “How”…</td>
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<tr>
<td>Identifies literary elements</td>
<td>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…</td>
<td>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.</td>
<td>Student may have pointed out some of the literary elements, but the devices do not seek to add analysis of the work.</td>
<td>Student has missed pointing out significant details that would lead to analysis.</td>
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<tr>
<td>Pages annotated</td>
<td>At least 100% of the pages annotated, with more than one annotation on the page.</td>
<td>At least 80% of the pages annotated, with one annotation on a page.</td>
<td>At least 50% of the pages annotated, with one annotation on every page.</td>
<td>At least 25% pages annotated, with annotations distributed throughout the work. Student may only have underlining.</td>
</tr>
</tbody>
</table>
In the spirit of encouraging engaged reading by all HSP students, the YouChoose book assignment is designed to focus on the interest of the reader – you! As such, you may choose any book you would like to read for this assignment. Over the course of your high school experience, you will read many books throughout your journey at the Upper School. This is a chance to read a book based on your interests, so please enjoy this particular journey. As we all know, there are quite a few books available, so please choose wisely.

To begin with, we encourage you to start with the list of suggested books, which is found at the end of this packet. This list includes a wide variety of books for all grade levels and topics of interest. If you do not happen to find a book there, you are permitted to broaden your search based on your interests, but you are asked to challenge yourself!

Once you have made your choice (whether a book from our list or one you’ve chosen independently), please complete the Parental Consent form and return it to Mr. Cole (tcole@holyspiritprep.org) by August 1, 2020.

YouChoose: Written Component

All YouChoose assignments should be typed, printed, and submitted by Wednesday, August 12th. To help you make a good first impression on your English teacher in the fall and show you how best to share your thoughts, we have included a rubric in this packet.

Option 1: Create a typed book review of the text you read as if you are a critic writing for a website or publication such as “goodreads.com”. Make sure you use textual evidence (quotations, specific examples, and page numbers) to show your readers you are well-informed in your review. A thorough review will answer all of the following questions with at least 1 paragraph (5-7 sentences) for each bullet point:
- **Plot:** What is this book about? What happened? Is it fun to read? Why or why not?
- **Characters:** Who are they? Do you like them? How did they make you feel?
- **Your Opinion:** Did you like the book? What was your favorite part and why? Were there any funny or scary parts? Did you learn anything?
- **Age/Interests:** What age do you think this book is suitable for? Who might enjoy this book most?
- **Recommend:** Would you recommend this book to other people? Why or why not?

**Option 2:** Write a short but well-developed narrative choosing one of the following story revisions:

- Add yourself as a character and develop a plotline where you participate in the story;
- Change the original ending creating your own resolution to the plot;
- Add a chapter narrating events that could take place before, after or in the middle of the story.

The narrative should make sense within the context of the story and its themes, and it should be a minimum of 2 pages typed double-spaced.

**Option 3:** Identify the character whom you feel changed the most throughout the story. Explain the changes (physical, emotional, mental, and/or spiritual) as well as the causes and effects of those changes. The response should be a minimum of 2 pages typed.

**Option 4:** Choose 5 sentence starters listed below and write a well-developed paragraph (5-7 sentences) response for each. Each response should include at least one specific textual reference that is properly cited.

- I noticed...
- I wonder...
- I was reminded of...
- I think...
- I’m surprised that...
- I realized...
- I’d like to know...
- I’m not sure...
- If I were...
- Although it seems...
- If ________, then ________...
## YouChoose Assignment Rubric

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good (-1 point)</th>
<th>Fair (-2 points)</th>
<th>Poor (-3 points)</th>
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<tbody>
<tr>
<td><strong>Comprehension</strong></td>
<td>The response demonstrates a deep understanding of the text, its characters, and its themes through the use of insightful details and examples.</td>
<td>The response demonstrates a complete understanding of the text, its characters, and its themes and includes some important details and examples.</td>
<td>The response demonstrates a basic or superficial understanding of the text, its characters, and its themes with some flaws.</td>
<td>The response shows an incomplete understanding of the text, its characters, and its themes.</td>
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<tr>
<td><strong>Components</strong></td>
<td>The response contains all required elements of the prompt.</td>
<td>The response contains all major components of the prompt but is missing 2-3 minor elements.</td>
<td>The response contains at least half of the major requirements of the prompt.</td>
<td>The response does not meet the requirements of the prompt.</td>
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<tr>
<td><strong>Style/Mechanics</strong></td>
<td>The response demonstrates a mastery of conventions and style, sophisticated word choice, and sentence fluency; there are no grammatical errors.</td>
<td>The response demonstrates a solid grasp of conventions and style, appropriate word choice, and sentence fluency; there are minimal grammatical errors that do not distract.</td>
<td>The response demonstrates an adequate knowledge of conventions and style and uses basic word choice and sentence fluency; there are many minor or a few distracting grammatical errors.</td>
<td>The response demonstrates a lack of mastery of conventions and style and contains inappropriate word choice, poor sentence fluency, and pervasive grammatical errors.</td>
</tr>
<tr>
<td><strong>Presentation/ Effort</strong></td>
<td>The response reflects extra effort on the student's behalf in terms of neatness, adherence to MLA, and overall presentation.</td>
<td>The response reflects considerable effort in terms of neatness, adherence to MLA, and overall presentation.</td>
<td>The response reflects some effort but appears rushed or sloppy.</td>
<td>The response reflects little effort.</td>
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</tbody>
</table>
YouChoose Book Selection: Parental Consent Form

Once you have made your choice (whether a book from our list or one you’ve chosen independently), please complete the Parental Consent form and return it to Mr. Cole (tcole@holyspiritprep.org) by **August 1, 2020**. Happy Reading!

Please write your name and your desired selection below.

______________________________________________________________________________
Your Name

______________________________________________________________________________
Title of the Book

______________________________________________________________________________
2020-21 English course

______________________________________________________________________________
Author

To the parent or guardian:
By signing below, I confirm that I have read the attached information letter and give my student permission to read the book listed above.

______________________________________________________________________________
Parent/Guardian Name (Please Print)

______________________________________________________________________________
Date

______________________________________________________________________________
Parent/Guardian Signature
Suggested 2020 Summer Reading Texts

- Achebe, Chinua, *Things Fall Apart*
- Adams, Henry, *The Education of Henry Adams*
- Adams, Richard, *Watership Down*
- Aeschylus, *The Oresteia* (trilogy)
- Alcott, Louisa, *Little Women*
- Augustine of Hippo, St., *Confessions*
- Austen, Jane, *Emma, Mansfield Park, Persuasion, Pride & Prejudice, Sense & Sensibility*
- Aristotle, *Poetics*
- Bede, Venerable, *A History of the English Church and People*
- Belloc, Hilaire, *Great Heresies, Path to Rome, The Four Men*
- Benson, Robert Hugh, *Come Rack, Come Rope, Lord of the World*
- Bernanos, George, *Diary of a Country Priest*
- Bligh, William, *The Mutiny on Board H. M. S. Bounty*
- Boethius, *Consolation of Philosophy*
- Bolt, Robert, *A Man for All Seasons*
- Bradbury, Ray, *Fahrenheit 451*
- Bronte, Charlotte, *Jane Eyre*
- Bronte, Emily, *Wuthering Heights*
- Brown, Dee, *Bury My Heart At Wounded Knee*
- Bunyan, John, *Pilgrim’s Progress*
- Burke, Edmund, *Reflections on the Revolution in France*
- Cather, Willa, *Death Comes for the Archbishop, My Antonia*
- Cervantes, Miguel, *Don Quixote*
- Chambers, Whittaker, *Witness*
- Chesterton, G. K., *Heretics, The Man Who Was Thursday, The Everlasting Man, Orthodoxy*
- Cicero, *On Old Age*
- Ciszek, Walter, *With God in Russia*
- Cooper, James Fenimore, *Last of the Mohicans*
- Costain, Thomas, *The Silver Chalice*
- Dante, *Divine Comedy*
- Dashner, James, *The Maze Runner* (trilogy)
• Defoe, Daniel, *Robinson Crusoe*
• De Tocqueville, Alexis, *Democracy in America*
• De Wohl, Louis, *The Spear*
• Dickens, Charles, *Tale of Two Cities*
• Dostoevsky, Fyodor, *Brothers Karamazov*
• Douglass, Frederick, *Narrative of the Life of Frederick Douglass*
• Duffy, Eamon, *The Stripping of the Altars*
• Dumas, Alexandre, *The Three Musketeers, Count of Monte Cristo*
• Eliot, T. S., *Murder in the Cathedral*
• Endo, Shusaku, *Silence*
• Euripides, *Medea*
• Eusebius, *Ecclesiastical History*
• Faulkner, William, *The Reivers, The Unvanquished*
• Foote, Shelby, *The Civil War*
• Forester, C. S., *Captain Horatio Hornblower* (series)
• Francis de Sales, St., *Introduction to the Devout Life*
• Frankl, Victor, *Man’s Search for Meaning*
• Godden, Rumer, *In This House of Brede*
• Greene, Graham, *The Power and the Glory*
• Hawthorne, Nathaniel, *The Marble Faun*
• Hemingway, Ernest, *The Old Man and The Sea*
• Herodotus, *The Histories*
• Homer, *The Iliad*
• Huxley, Aldous, *Brave New World*
• Ilibagiza, Immaculee, *Left to Tell*
• Joseph, Chief of the Nez Perce, *I Will Fight No More Forever*
• Julian of Norwich, *Revelations of Divine Love*
• Keyes, Daniel, *Flower’s For Algernon*
• Kipling, Rudyard, *The Jungle Book*
• Knowles, John, *A Separate Place*
• Lewis, C. S., *Chronicles of Narnia* (series), *Great Divorce, Abolition of Man, Space Trilogy*
• Livy, *The Early History of Rome*
• London, Jack, *Call of the Wild*
• Lore, Pittacus, *Lorien Legacies* (series)
• Machiavelli, Nicolo, *The Prince*
• Manzoni, Alessandro, *The Betrothed*
• Marx, Jeffery, *Season of Life*
• Melville, Herman, *Moby Dick*
• Miller, John Grinder, *The Bridge at Dong Ha*
• Milton, John, *Paradise Lost*
• Moliere, *The Bourgeois Gentleman*
• Montgomery, Lucy Maud, *Anne of Greene Gables*
• More, Thomas, St., *Utopia*
- Newman, John Henry, St., *Idea of a University & Apologia Pro Vita Sua*
- Nye, Naomi Shibab, *Going Going*
- O’Connor, Edwin, *Edge of Sadness*
- O’Connor, Flannery, *The Habit of Being*
- Ovid, *Heroides*
- Parkman, Francis, *The Oregon Trail*
- Plato, *Republic, Last Days of Socrates*
- Polybius, *The Rise of the Roman Empire*
- Powers, J. F., *Morte d’Urban*
- *Quest of the Holy Grail*
- Rawicz, Slavomir, *The Long Walk*
- Remarque, Erich Maria, *All Quiet on the Western Front*
- Riordan, Rick, *Percy Jackson & The Olympians* (series)
- Scott, Sir Walter, *Ivanhoe*
- Shakespeare, William, *Hamlet, Henry V, Julius Caesar, MacBeth, Merchant of Venice, Richard III, A Midsummer Night’s Dream, Much Ado About Nothing, Othello, The Tempest*
- Sheen, Fulton, *Life of Christ & Treasure in Clay*
- Shelley, Mary, *Frankenstein*
- Sienkiewicz, Henryk, *Quo Vadis*
- Solzhenitsyn, Aleksandr, *The Gulag Archipelago, A Day in the Life of Ivan Denisovich*
- Sonnenblick, Jordan, *Drums, Girls, and Dangerous Pie, Notes From the Midnight Driver, Zen and the Art of Faking*
- *Song of My Cid*
- *Song of Roland*
- Sophocles, *Theban Plays* (trilogy)
- Speare, Elizabeth George, *The Bronze Bow*
- Stevenson, Robert Louis, *Treasure Island*
- Stewart, Trenton Lee, *The Mysterious Benedict Society* (series)
- Stowe, Harriet Beecher, *Uncle Tom’s Cabin*
- Swift, Jonathan, *Gulliver’s Travels*
- Tacitus, *Annals*
- Therese of Lisieux, St. *Story of a Soul*
- Thucydides, *History of the Peloponnesian War*
- Tolkien, J. R. R., *The Lord of the Rings* (trilogy), “Beren” and “Luthien” from the *Silmarillion*
- Tolstoy, Leo, *Anna Karenina, The Life of Ivan Ilyich*
- Twain, Mark, *Roughing It, The Gilded Age, Joan of Arc*
- Undset, Sigrid, *Kristin Lavransdatter*
- Verne, Jules, *20,000 Leagues Under the Sea, Around the World in Eighty Days*
- Virgil, *Aeneid*
- Wallace, Lew, *Ben Hur*
- Washington, Booker T., *Up from Slavery*
• Waugh, Evelyn, *Brideshead Revisited, Edmund Campion, Helena*
• Wells, H. G., *The War of the Worlds, The Time Machine*
• Wodehouse, P. G., *Jeeves & Wooster* (series)
• Wilde, Oscar, *The Picture of Dorian Gray*
• Wilder, Thornton, *The Bridge of San Luis Rey*
• Wyndham, John, *The Chrysalids*