

12-CP British Literature Summer Reading 2022-

If you have questions, please email Mrs. Alafat: malafat@bishopbrady.edu.

N.B.: Whether you have English first or second semester, all projects are due to your teacher on the first day of classes.

Next year we will dive into British literature. These summer reading selections will expose you to British literature and culture. These books span the serious and the fun. Read about 15th and 16th century England. Learn about the Romantics and the Victorians. Read a fantasy or a classic from the past or discover contemporary fiction. The choice is yours!

This summer, the reading list includes modern books. For all the praise given to the Austens' and Dickens' of Britain's past, a relatively small amount of attention has been paid to England's post war canon. Far from dotting upon the same social issues, these novels often express the difficulties of adjusting to modernity after colonial rule, to adapting to suburban life, to rejecting and accepting new subversive movements. This list barely scratches the surface, but I hope these selections lead you to discover the manifold trends that have populated the hearts and minds of the United Kingdom.

What you are required to do:

1. READ -

Choose one book from the list: either fiction or nonfiction

2. PROJECT -

Complete a project. This project will reflect your knowledge of the book. You will be presenting this project to the class in the first week of school.

3. TIMED WRITE -

Be prepared to have a timed write the first week of school on one of the text.

4. COLLEGE ESSAY -

First Draft of your College Essay - we will be reviewing and editing our college essays in the first two weeks of school.

PLAGIARISM STATEMENT

I certify that this assignment/report is my own work, based on my personal study and/or research and that I have acknowledged all material and sources used in its preparation, whether they be books, articles, reports, lecture notes, and any other kind of document, electronic or personal communication. I also certify that this assignment/report has not previously been submitted for assessment in any other course.

Possible projects could be:

N.B.: Whether you have English first or second semester, all projects are due to your teacher on the first day of classes.

1. **Scrapbook.** Think about all the kinds of mementos you would put in a scrapbook if you had one. Then create a scrapbook for your character, cutting out pictures from magazines or drawing the mementos he or she would have in a scrapbook.
2. **Create a homepage.** Select several characters and design a home page for each of them, picking out appropriate backgrounds and pictures and then creating information that would tell a viewer about your character. Also, create links to at least five different sites that you think your character would be interested in. Then write up and post on the page an explanation of how you made the decisions you did and what you believe this tells us about the character.
3. **Word collage.** Write the title of the book in the center of a sheet of paper. Then look through magazines for words, phrases, and sentences that illustrate or tell something about your book. As you look, think in terms of the theme, setting, plot line, as well as characters. Work to get fifty such words, phrases, or sentences so the whole sheet of paper will be covered. The visual impact of the collage should tell a potential reader a lot about the book.
4. **Create a character's room.** We learn a lot about people by what they keep in their closets, what they have on their walls, what they select to put in a room. Select a character you know well and create a living room, bedroom, kitchen, or some other room that would mean a lot to the character. Draw it or write about it, making sure to include an explanation of why you designed the room as you did.
5. **Create a mobile from items related to the story.** Select 10 items that represent people, places, events, or other parts of the book and hang them from a hanger using string or yarn. Write a key that explains each object and why you chose it.
6. **Create a diorama of a scene from the book.** Create a scene from the book in a shoebox. Write a description of what the scene shows.
7. **Re-write and illustrate the story as a picture book** for young children
8. **Create an illustrated timeline** showing the important events in this book.
- 9.. **Invent a game** (sport, board, word, logic, or other) inspired by the book.
11. **Poetry** Write three poems in response to the novel. It can be about the characters, where the book took place, or the themes in the book.

If you have other suggestions, please email Mrs. Alafat at malafat@bishopbrady.edu.

Book selection:

Fantasy/Horror-Fiction

Alice's Adventures in Wonderland Through the Looking Glass - Lewis Carroll

The War of the Worlds -H.G. Wells

Classic- Fiction

Great Expectations - Charles Dickens

Pride and Prejudice - Jane Austin

Jane Eyre- Charlotte Bronte

Middlemarch - George Eliot

Mystery- Fiction

And Then There Was None - Agatha Christie

Modern Fiction

Atonement - Ian McEwan

Remains of the Day -Kazuo Ishiguro

A Room with a View -EM Forster

The Guernsey Literary and Potato Peel Pie Society - Mary Ann Shaffer, Annie Barrow

Nonfiction

The Splendid and the Vile: A Saga of Churchill, Family, and Defiance During the Blitz - Erik Larson

The Railway Man - Eric Lomax

Victoria and Albert - A Royal Love Affair - Daisy Goodwin

All Creatures Great and Small - James Herriot

Frozen in Time: The Fate of the Franklin Expedition - Owen Beattie, John Geiger, Margaret Atwood

Project Grading Rubric

Category	Advanced (19-20 points)	Proficient (17-18 points)	Basic (15-16 points)	Below Basic (14 points or below)
Originality / Inference	Student imaginatively infers what may happen before or after an author's writing, or makes educated and supported guesses as to either an author's or a character's hidden intent.	Student uses some imagination and inference making in determining what an author's intent for writing may be, as well as where an author's writing may lead before or after the work.	Student makes reasonable guesses at where an author is going in his or her writing, but only supports these ascertains with minimal support from the text.	Student either does not make any inferences, or makes those that he or she cannot support at all from the text.
Description / Detail	Student insightfully provides detailed explanations about various components of a text, while demonstrating keen understanding for multiple nuances or interpretations.	Student provides ample detail and description on several elements of a text, while showing exceptional understanding for how to view characters and the author's intent through various lenses.	Student demonstrates an understanding of the main events, themes, and characters, but does not delve into these components from more than one viewpoint.	Student provides minimal or no detail on any components of the text, while displaying little insight into the plot, setting, characters, or themes of that work.
Planning / Organization	Student demonstrates meticulous planning and organization in the design, order, and presentation of their work.	Student blends aspects of their project together cohesively, while showing careful planning and organization in their project.	Student shows seamlessness through some connections, but then demonstrates loosely connected ideas in other areas.	Student shows little or no planning through ideas that are loosely, if at all, connected.
Art / Layout	Student's artwork attractively shows careful thought as to its interpretation and meaning, as well as its relevance to the written work.	Student's artwork attractively shows some thought as to its interpretation and meaning, as well as its relevance to the written work.	Student's artwork is attractive, but shows little thought as to its interpretation and meaning.	Student's artwork is not colorful and shows little or no thought as to its relevance to the written work at hand.
Accuracy	Student presents claims and information that are not only accurate, but show a level of understanding beyond the surface level of a text.	Student's claims are all accurately presented and clearly supported through citation of relevant textual evidence.	Student's claims are mostly accurate, but only somewhat supported by citations of relevant textual evidence.	Student makes claims that are either inaccurate or cannot be supported at all by the text.

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