

Summer Reading for Honors British Literature

Below you will find the ENGLISH Summer Reading Books and Assignments. NOTE - the student should presume that he/she will be enrolled in the requested English class unless changes are confirmed by the Guidance Office.

It is the SOLE responsibility of the STUDENT to ensure that the correct Summer Reading Assignments are completed if a schedule change occurs during the summer.

BOOKS:

A Man for all Seasons, Robert Bolt

Brave New World, Aldous Huxley

The Picture of Dorian Gray, Oscar Wilde

All British Literature students will write a response journal for two of the novels and may continue their response journal or choose one of the alternative assignments listed below for the third novel. Students will also complete a critical essay on *Brave New World* after an in-class study at the beginning of the semester. See below for a description of the assignments. **Note:** assignments are due the second day of class.

Response Journal Assignment Description:

Each English student is required to maintain a double entry response journal for the assigned books. This can be hand written or typed. Perhaps the easiest and most portable way to do this is to use a spiral notebook; one should be able to accommodate all four novels' journal entries. In the journal, the student will cite FIVE meaningful passages from each book, as evenly spaced throughout the book as possible. The student will write an excerpt directly from the book and note the page number in the text. On the facing page (or in the facing column if the student chooses to divide the page into two columns) he or she will write a personal response to that passage. (If the student prefers typing, it is probably easiest to type the passage followed by the response.) This response can explain how the selected passage makes the student feel, tell how the passage relates to an event in the reader's life, or predict how the passage relates to the remainder of the book. Students' responses should total a minimum of 200 words per response.

The high school English teachers hope that students will read the novels for enjoyment. Some may decide to note and respond as they read, but if they decide to do the responses after they finish the whole book, it might be a good idea to keep some post-it notes handy so they can easily come back to these spots.

The journal will serve as the assessment tool for students' reading comprehension and for completion of the task. Students will turn in their journals on the second day of school. The grade that they receive for their efforts will count as their first major grade of the marking period.

Alternate Activities

- **Scrapbook.** Create a scrapbook for one of the characters in the novel. What newspaper clippings, magazine articles, ticket stubs, photographs, etc., would accurately reflect the character? Your final product should include at least ten items. Be prepared to defend your choices during a short presentation. (over)
- **Cartoon squares.** Create a series of six drawings in six squares that show significant events in the novel. Under each picture or cartoon, write a few lines of explanation. Be prepared to defend the choices you have made in terms of the significance to the overall work.
- **Create an “On the Scene Report.”** Change events in your novel into breaking news. In a video tape or audio tape, take us to the scene and interview people who will help us as viewers to be informed about the latest events in your novel’s drama. Simulate “real life” reporting by sensationalizing the story, breaking in with new developments, showing or describing incidents pertinent to the “drama.” (Note: It would be acceptable to work in a group with others to complete your audio, video, or even a “live” drama of your news report.) Be prepared to defend the choices you have selected.
- **Time line.** Make a time line of major events in your novel. Be sure that the divisions of the time line reflect the sequence of events in the plot. Be clever as you illustrate the ways subplots weave in and out of main plots. Use drawings or magazine cutouts to illustrate events along the time line and use short, written explanations of each event. Be prepared to explain why you chose the events on your time line.
- **For the artistic.** If you have talent in creative writing, visual, or performing arts, demonstrate your ability to think and create big ideas symbolically. In a poem, song, drawing, painting, collage, sculpture, dance, or acted performance, illustrate the theme or themes from the novel you read. Be prepared to explain your work.

If you have any questions about this assignment, please contact Mr. Mitchell@smitchell@covenantday.org.