Summer Reading Assignment – Research Paper Preparatory Reading

Welcome to CP British Literature! To prepare for next year's course, your Summer Reading will double as an introduction to British Literature **and** a bit of preparation for your senior year Research Paper. You will choose from an approved book list of British Literature titles (see list at the end of this packet), and the **book you read will become the focus text for your senior year research paper.**

Do not simply pick the same title as your friend, as each student must research and develop her own unique thesis statement for the research paper next year. Select book options that appeal to **you** based on the brief synopsis and research you do into the book's content and style. **You will choose the title on your own and let me know by 5/21 (The sign-up will be in my room, 311)**

Over the summer, you will have **TWO** assignments that will support your reading experience:

1. Read & Annotate your book
2. Complete a Dialectical Journal/Reading Log Chart

1. Reading & Annotations

The expectation of summer reading is to take the assignment seriously and complete it to the best of your ability. Plan to annotate as you read (that means it is not meant to be a fast read but it is still meant to be enjoyed!). You are involving yourself in the reading process and taking notes as you go. Keep in mind that the end goal is to make the research paper process smoother and generally easier on yourself once we get back to school. Writing down your thoughts and observations while reading will help you remember what you were thinking when it comes time to begin your research.

Your book can be purchased in either used or new condition, as long as it is not already written in. Annotations include underlining, looking up words, and summarizing key quotes

and/or passages within pages. They also include taking note of emerging themes or literary devices you spot. Just mark key things in your book, as you are training yourself to look for the most important or interesting pieces of a story. **THERE MUST BE AT LEAST 3 ANNOTATIONS PER PAGE- there cannot be more than one highlight per page, and the other annotations should be written!**

2. **Dialectical Journal/Reading Log Chart**

The Dialectical Journal/Reading Log Chart must have **8 total entries** (divided into equal sections of your book). Across these eight entries, you will be selecting **16 – 20 relevant quotations** total to analyze.

A dialectical journal is a conversation between you and what you are reading. It highlights the questions, connections, and ideas that you have as you read. This process is an important way to understand a piece of literature. By writing about literature, you make your own meaning of the work in order to truly understand it. When you do this yourself, then the text belongs to you! You make it yours. The book is there for everyone to read; however, the connections and interpretations are uniquely yours. You are neither right nor wrong in your response, so be willing to take risks, try your ideas, and be honest. I want to see **your thoughts**.

Since the journal is a conversation between you and the text, you'll need to record parts of the text and your thoughts about the text. In one column of your dialectical journal you will record phrases, sentences, or short passages that interest you. In the next column, you will write your thoughts about the quoted text. Try to use literary terms in your reflections when appropriate and elaborate as you express your thoughts!

Aim for a mix of comments about:

- what you think something means (interpretation)
- the personal connections you make (to a character, setting, event)
- patterns you notice (symbols, motifs, repetition, style)

- predictions you can pose
- commentary on important decisions made by characters, ideas expressed, or key events
- observations about a character
- what seems unusual or sparks your curiosity
- recognition of a literary technique and ideas about its meaning and purpose

How to Set Up Your Dialectical Journal/Reading Log:

- Use a 4-column table:
    - Column 1: entry #
    - Column 2: date/pages completed/time reading
    - Column 3: novel passage/quote
    - Column 4: commentary

- As you read, choose passages that stand out to you and record them in the "novel passage/quote" column of the chart (ALWAYS include page numbers).

- In the last column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage).

- <u>You must label your responses using the following codes:</u>
    - (Q) Question – ask about something in the passage that is unclear
    - (C) Connect – make a connection to your life, the world, or another text
    - (P) Predict – anticipate what will occur based on what's in the passage
    - (CL) Clarify – answer earlier questions or confirm/negate a prediction
    - (R) Reflect – think deeply about what the passage means in a broad sense –not just to the characters in the story/author of the book. What conclusions can you draw about the world, about human nature, or just the way things work?

- (E) Evaluate - make a judgment about what the author is trying to say

<u>Some sentence leads could include:</u>

Why did …

Who is …

This setting reminds me of…

This doesn't make sense because …

This character reminds me of… because …

If I were (character), at this point, I would …

What would happen if …

Now, I understand …

This idea/event seems to be important because …

The language makes me feel the author is …

When the author does … , it creates a … tone that …

The details create / show …

The … is compared to a … and it really makes me see how …

The …symbolizes … and it … (the effect)

With the … , the author creates an image of … that …

This moment makes me think of …

This passage seems to be developing a theme of … because …

This reminds me of … [insert other book, movie, song, etc.] because …

Sample of the Dialectical Journal/Reading Log Chart:

Name:

Book Title: *The Age of Innocence* by Edith Wharton

Item #	Reading Log (Date, Pages, Time)	Passage/ Quote & page #	Commentary
1	6/7/25 Pages: 1 – 45 Time: 9:30 – 12:00	• [Chapter #], [“Quote” (citation).]	C: The setting is important because…
2	6/15/25 Pages: 46 – 62 Time: 10:15 – 11:00	• [Chapter #], [“Quote 1” (citation).] • [Chapter #], [“Quote 2” (citation).]	R: I think this is significant to his/her character development because… P: Because of the language in this passage, I predict that…
3	6/23/25 Pages: 63 – 90 Time: 3:00 – 4:15	• [Chapter #], [“Quote” (citation).]	C: The language here reminds me of…

Grading: Entries will be evaluated on details, thoughtfulness, and variety in the type of entry. You must have **at least eight** entries in your dialectical journal and should have **16 – 20 relevant quotations** total across your entries.

Basic Responses- these are for just the minimum grade (think "B" or "C")

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

Higher Level Responses- doing any of these will get you more points (think "A")

- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc…)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole

	4 – Exceeds Expectations	3 – Meets Expectations	2- Partially Meets Expectations	1-Does Not Meet Expectations
Quality of Responses	All entries demonstrate deep insight into the novel and do an exceptional job of explaining the student's thoughts thorough the skillful selection of textual evidence and thoughtful analysis.	Most entries demonstrate sufficient insight into the novel and adequately explain the student's thoughts through the selection of textual evidence and analysis.	Some entries demonstrate a lack of insight into the novel and do not adequately explain the student's thoughts.	No evidence of insights beyond simply identifying or restating the speaker and/or circumstances o the passages or quotes.
Quantity of Responses	Includes 16-20 relevant quotations or passages accompanied by high-level student responses.	Includes 16-20 relevant quotations or passages accompanied by mostly high-level student responses.	Includes 16 relevant quotations or passages accompanied by some less than high-level student responses.	Does not include minimum of 16 relevant quotations or passages, accompanied by insufficient student responses.
Conventions	Evident control of grammar, spelling, and sentence formation. All entries are grammatically correct.	Sufficient control of grammar, spelling, and sentence formation. Few grammatical errors.	Limited control of grammar, spelling, and sentence formation. Confused or inconsistent use of conventions.	Minimal control of grammar, spelling, and sentence formation.
Format	All passages/quotes are copied carefully, are placed in quotation marks, and are followed by the page numbers.	Most passages/quotes are copied carefully, (some may contain minor errors), are placed in quotation marks, and are followed by the page numbers.	Many passages/quotes are copied but may contain errors, lack quotation marks, and/or may be missing page numbers.	Passages/quotes often contain obvious errors, and are missing quotation marks and/or page numbers.

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Organization of work for submission:

• Put your name on the first page or have a header on all pages.

• Use a file name that is clearly labeled, such as: YOUR INITIALS and the assignment (example: CC Summer Reading)

• Remember that your assignment must be submitted through Canvas when we return to school.

• Bring your annotated novel to class.

Due Dates and Summer Reading Quiz:

- All Summer Reading Work (annotations, Dialectical Journal/Reading Log Chart) must be completed by **THURSDAY, 8/27/26**. The first day of school is Wednesday, 8/26, so your summer work is due the following day.

- On one of the first days of class, you will write an essay to serve as the standard "Summer Reading Quiz." If you read and did the above assignments, do not worry – you will be fine! To prepare, simply complete the assignments above to the best of your ability. Do NOT use Sparknotes or other digital sources to complete your Dialectical Journal commentary. Likewise, do not use collaborative group-think: other sources—friends, family, ChatGPT—are NOT FROM YOUR HEAD and words coming from other places may sound like plagiarism and may be treated as such.

Any questions or concerns, feel free to reach out via email, as Ms. DiGiuseppe will be periodically checking email throughout the summer.

<u>Approved Reading Titles for the Summer Assignment:</u>

(CHOOSE ONE BASED ON YOUR PERSONAL PREFERENCES. TRY NOT TO REPEAT THE SAME TITLE AS YOUR FRIENDS.)

- *Sense & Sensibility* by Jane Austen- The satirical, comic work offers a vivid depiction of 19th-century middle-class life as it follows the romantic relationships of Elinor and Marianne Dashwood, each personification of good sense (common sense) and sensibility (emotionality), respectively.
- *Persuasion* by Jane Austen- Anne Elliot, the quiet heroine, has an "elegance of mind and sweetness of character" that her family does not appreciate. At 29 she has almost passed the marriageable age for women, her looks seem to have faded, and she finds herself in the role of the spinster aunt whom everybody exploits but nobody listens to. When her father, Sir Walter, and her eldest sister, Elizabeth, need advice regarding the family's money crises, they reject Anne's retrenchment proposal, opting instead to lease the family home and take up lodgings in Bath.
- *Jane Eyre* by Charlotte Brontë- The orphaned Jane Eyre has emerged a fiercely independent young woman. As governess at Thornfield Hall, she's found her first real home—though it stands

in the shadow of the estate's master, Mr. Rochester, and its haunted halls ring with maniacal laughter; for even the grandest houses have secrets. As much a story about defying convention as it is about coming-of-age, Jane Eyre remains one of the most beloved novels in the English language. Both Gothic and Victorian in its influence and scope, it captures one woman's determination to live life on her own terms—choosing courage over fear, while finding power in love and compassion

- *A Tale of Two Cities* by Charles Dickens-"It was the best of times, it was the worst of times…" (Dickens). The story is set in the late 18th century against the background of the French Revolution. The plot involves Sydney Carton's sacrifice of his own life on behalf of his friends Charles Darnay and Lucie Manette.
- *Oliver Twist* by Charles Dicken- Dickens's second novel, the story of an appealing orphan who survives as part of the London underworld, although not very successfully, Oliver interacts with one of fiction's most famous "light" villains, Fagin, as well as one of its most evil, Bill Sikes. The first English novel with a child as main character, *Oliver Twist* offered a view of the lower depths of Victorian society through a child's innocent viewpoint.
- *A Passage to India* by E.M. Forster - illustrates Forster's belief that British imperialism devastated colonized countries, their people, and the relationship between the colonized and the imperial power. The novel details the complicated relationships formed between the British and the Indians.
- *Brave New World* by Aldous Huxley- The novel depicts an orderly society in which scientifically sophisticated genetics and pharmacology combine to produce a perfectly controlled population whose entire existence is dedicated to maintaining the stability of society. People are genetically engineered to satisfy the regulated needs of the government in regard to specific mental and physical sizes and types.
- *The Time Machine* by H.G. Wells - - the first significant tale in which travel to another age was achieved through scientific endeavor, in this case the creation of a machine that somehow allowed its operator to step outside the normal flow of time and move forward or backward at will.

- *1984* by George Orwell- published in 1949 as a warning against totalitarianism. The chilling dystopia is set in 1984 in Oceania, one of three perpetually warring totalitarian states (the other two are Eurasia and Eastasia). Oceania is governed by the all-controlling Party, which has brainwashed the population into unthinking obedience to its leader, Big Brother. Protagonist Winston belongs to the Outer Party, and his job is to rewrite history in the Ministry of Truth, bringing it in line with current political thinking. However, Winston's longing for truth and decency leads him to secretly rebel against the government.
- *Metamorphosis* by Franz Kafka- - protagonist, Gregor Samsa, wakes up in his bedroom one morning only to discover that he has inexplicably metamorphosed into a giant dung beetle. As Gregor struggles to coordinate the new facets of his insect body, and come to terms with the fantastic reality that has presented itself, it is revealed to the reader—through Kafka's third person narrative—that Gregor is a traveling salesman who lives with his parents and younger sister inside a modest apartment, for which Gregor's salary is needed to pay the bills. Gregor has never been satisfied by his work, but he is burdened not only with the responsibility of rent and household bills, but also with the difficult task of paying down his parents' debt, accumulated through the collapse of his father's business.
- *Pygmalion* by George Bernard Shaw= One of George Bernard Shaw's best-known plays, Pygmalion was a rousing success on the London and New York stages, an entertaining motion picture and a great hit with its musical version, My Fair Lady. An updated and considerably revised version of the ancient Greek legend of Pygmalion and Galatea, the 20th-century story pokes fun at the antiquated British class system.In Shaw's clever adaptation, Professor Henry Higgins, a linguistic expert, takes on a bet that he can transform an awkward cockney flower seller into a refined young lady simply by polishing her manners and changing the way she speaks. The irresistible theme of the emerging butterfly, together with Shaw's brilliant dialogue and splendid skills as a playwright, have made Pygmalion one of the most popular comedies in the English language. A staple of college drama courses, it is still widely performed.
- *Emma by Jane Austen = beautiful*, clever, rich—and single—Emma Woodhouse is perfectly content with her life and sees no need for either love or marriage. Nothing, however, delights her more than interfering in the romantic lives of others. But when she ignores the warnings of

her good friend Mr. Knightley and attempts to arrange a suitable match for her protegee Harriet Smith, her carefully laid plans soon unravel and have consequences that she never expected. With its imperfect but charming heroine and its witty and subtle exploration of relationships, Emma is often seen as Jane Austen's most flawless work.

- *Pride and Prejudice* by Jane Auste- follows the headstrong Elizabeth Bennet and the wealthy, reserved Mr. Darcy. Set in 19th-century England, the story explores how the two must overcome their titular flaws—her hasty judgments and his class snobbery—to realize they are perfect for each other.
- *Animal Farm* by George Orwell- a political satire where mistreated farm animals overthrow their human farmer to establish a society of equality. However, the pigs hijack the revolution, and their leader, Napoleon, creates a corrupt dictatorship. The novel ultimately serves as a cautionary tale about power and totalitarianism
- *Frankenstein* by Mary Shelley- follows Victor Frankenstein, a brilliant young scientist obsessed with conquering death. He succeeds in creating life from dead body parts, but is instantly horrified by his creation and abandons it. Shunned by humanity, the intelligent, lonely creature seeks revenge on his creator, sparking a tragic, destructive conflict.
- *Dracula* by Bram Stoker- Jonathan Harker, an English lawyer, travels to Transylvania to help a mysterious nobleman, Count Dracula, buy property in England. Harker soon discovers the Count is a vampire and a prisoner in his own castle. Dracula travels to England, where a band of allies led by Professor Van Helsing must hunt him down to save his victims and destroy the ancient creature.
- *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson- Respectable London doctor Henry Jekyll struggles with his inner dark side and creates a potion to separate his good personality from his evil impulses. This serum transforms him into the malevolent Mr. Hyde, a man free to indulge in vices without ruining Jekyll's reputation. Initially, Jekyll enjoys this freedom, but Hyde grows stronger, causing Jekyll to lose control over the transformations. As Hyde commits violent acts, Jekyll tries to stop the transformation but finds himself transforming involuntarily. The story, told largely from the perspective of lawyer Gabriel Utterson, investigates the mysterious connection between the two men until a desperate, final discovery