



# REGINA DOMINICAN

## English Department Summer Assignment - 2026

**Course:** British Literature

**Level:** 2

**Grade:** 11

**Instructor:** Jessica Barrett

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### **Brief Course Description:**

This course examines British literature ranging from the English Renaissance to present day, including poems, plays, novels, short stories, and essays, with an emphasis on analyzing written works in depth and developing and refining written expression in narrative, argument, and informative research. Students will build on the reading and writing skills they have gained in prior years, exploring literary techniques in selected texts from this important place in the Western tradition, and gaining understanding of the thematic and historical concerns relevant to its major authors. In addition, students practice critical thinking, purposeful use of technology, oral presentation, small and large group discussion, project-based learning, vocabulary, grammar, and other language skills throughout the year.

**What to Read:** *The Curious Incident of the Dog in the Night-Time* by Mark Haddon

This must be purchased IN PRINT (no e-Books are allowed for English).

### **1. Read, highlight, and annotate the novel. (50 points for quality of work)**

Your book will be collected on the first day of class in order to check the quality of annotations. **See the rubric for details on what is expected.**

Note: we will be looking closely at the unusual structure of the novel, which includes visual diagrams and other types of text. You will need to pay attention to these features as you prepare to do some narrative writing of your own in this unit.

### **2. There will be a quiz on the novel during the first week of school. (50 points for understanding expressed)**

Content will be discussed on the first day.

Although the study guide questions are not required, I highly suggest that you use them to guide your reading and prepare for the quiz. See the last section of this assignment description.

Annotations Rubric: 50 pts

Point Value	Quality of annotations	Further details:
A-/A/A+: 45-50 pts	The text is <b>extensively</b> annotated with <b>copious</b> margin notations. The annotations demonstrate a <b>comprehensive and thoughtful reading</b> . The margin notes show that the reader has proficiently <b>analyzed</b> the text, made <b>insightful connections</b> and drawn <b>valid conclusions</b> . Notations are balanced and <b>show deep reading and thinking</b> . <u>All</u> of the text is addressed.	Student annotations should reflect comprehension, inference and depth/breadth of interaction with text.  Based on text type, the following types of responses should be evidenced in annotations:
B-/B/B+: 40-44 pts	The text is <b>adequately</b> annotated with margin notations. The annotations demonstrate that the <b>reader understands the text beyond the literal level</b> . The margin notes show that the reader has <b>analyzed</b> the text, made <b>some connections</b> and drawn <b>some conclusions</b> . Notations are balanced and <b>show some deep reading and thinking</b> . <u>Most to all</u> of the text is addressed.	<ul style="list-style-type: none"> <li>• Questions, reactions, opinions</li> <li>• Predictions and Inferences</li> <li>• Locating important passages / key evidence or ideas</li> <li>• Connections               <ul style="list-style-type: none"> <li>○ other sources/accounts</li> <li>○ our current world</li> <li>○ other texts, films, etc.</li> </ul> </li> </ul>
C-/C/C+: 35-39 pts	The text is annotated with <b>some</b> margin notations. The annotations are <b>basic</b> and consist mainly of plot driven questions or <b>literal ideas</b> . Annotations indicate a <b>basic understanding</b> of the text. The reader has been able to make <b>one or two connections</b> , but has been <b>unable to use the text to draw valid conclusions</b> . Notations are unbalanced and <u>only half</u> of the text is addressed.	<ul style="list-style-type: none"> <li>• Key words or phrases including figurative, connotative and specific word choices of the writer</li> <li>• Challenges of author's bias/assumptions</li> <li>• Identification of author's strategies:               <ul style="list-style-type: none"> <li>○ Development of events or characters OR</li> <li>○ Structure and development of argument</li> </ul> </li> </ul>
D-/D/D+: 30-34 pts	The text is underlined in appropriate places, but there are <b>very few margin notes</b> making it difficult to evaluate how well the reader understood the reading. <b>Notes are illogical</b> and not balanced. <u>Only one quarter</u> of text has been glossed. Insufficient length and depth in comments.	<ul style="list-style-type: none"> <li>• Writer's Style: Tone, POV, Facts v. Opinions, Rhetorical/ Persuasive Devices, (diction, point of view, tone, repetition, etc.)</li> </ul>
F: 25-29	Significant parts of the text are completely unmarked. There are no margin notes, only underlined text; OR the text is completely unmarked.	<ul style="list-style-type: none"> <li>• Literary elements such as characterization, setting, narrative (point-of-view), allusions, imagery, mood, etc.)</li> <li>• A comment on something that intrigues, inspires, confuses, aggravates, etc.</li> <li>• Definitions of any unfamiliar words or allusions</li> <li>• Particular difficult lines (it's okay to be confused)</li> </ul> <p>RL.11-12.1,RL.11-12.2,RL.11-12.3,RL.11-12.4,RL.11-12.5, RL.11-12.6,RL.11-12.8,RL.11-12.9,RL.11-12.10,W11-12.4,</p>

## STUDY GUIDE QUESTIONS

### Chapter 2, 3, and 5

1. What did the narrator find? Describe the conditions of the scene.
2. What was the name of the dog? Who did it belong to? What kind of dog was it?
3. Describe some things about Christopher John Boone. What is he like? Continue doing this throughout the novel.
4. Who is Siobhan (pronounced: sha-VOHN)? What do you think her job is? What does she do for Christopher?
5. What does he do to the dog? What happens next?
6. How does he react to Mrs. Shears?

### Chapter 17

7. Why does being arrested make Christopher feel calmer?

### Chapters 31-37

8. What ritual or routine do Christopher and his father share? Why have they developed this ritual?
9. What about the conversation with the police shows that they do not understand that Christopher is autistic or different? What are some of the pieces they are missing?

### Chapter 41

10. What does Christopher's father tell him to do about Wellington?

### Chapters 43, 47, and 53

11. What superstitious systems has Christopher created for himself? Why does he create them?
12. What does Christopher say about his mother's death? What happened after Christopher learned that his mother had died?

### Chapter 67

13. Why does Christopher find it hard to talk to strangers? Why does he ask new people so many questions when he gets to know them?
14. Comedy that uses satire or sarcasm to lighten unpleasant or taboo subjects is called black (or dark) humor. How can Christopher's interviews be considered black humor?

### Chapter 79

15. What is Mrs. Alexander's reaction when Christopher tells her about his mother's heart attack and death?

### Chapters 151-157

16. How does Christopher's mother explain her decision to leave?

17. How does Christopher's father explain the deception or his dishonesty of saying that his mother was dead?

### Chapter 167

18. What happens when Christopher's father holds up his open hand to comfort or assure Christopher of his love?

### Chapters 197 and 199

19. When the policeman catches Christopher on the train, the officer is "breathing really loud and holding his knees." What does this action reveal about the officer, and what does the telling of it reveal about Christopher?

20. What is funny about the sequence of events when the train starts moving? How was this kind of event foreshadowed earlier in the book?

### Chapters 211 and 223

21. What is the point of showing all the signs at the station, both as they are written and as Christopher begins to see them?

### Chapter 227

22. How does Christopher's mother react when she first sees him at the front door?

23. Describe what happens when Christopher's father shows up to the mother's house.

### Chapter 233

24. Why does Christopher say he has to go back to Swindon? What does this illustrate or show about Christopher?

25. Why does Christopher go outside at 2:07 a.m., and what happens to make him go back in?

26. What happens the night after Christopher gets home, and what can you infer or conclude about the relationship between Christopher's mother and Roger?

27. What two events help stabilize or calm Christopher's life as the story ends?

28. What is Christopher's long-term plan?