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**Summer 2022 Required Reading British Literature 11th Grade**

**Part I:** Read and annotate[[1]](#footnote-0) Volume I of ***Jane Eyre*.** Although it is optional to do so, you are encouraged to finish the book, as we’ll be covering the second two volumes quickly in the first few weeks of school. In the first weeks of school, you will have a 5-10 minute conversation with the teacher about Volume I, which will be your assessment on your reading. In this meeting the students will be expected to do the following:

1. show their annotations
2. recite from memory their 3 favorite sentences from the text and explain why they like them
3. answer questions about the characters and plot
4. give their reactions to the text thus far

*Note;* Since we will cover the second two volumes of the text more extensively in class, it is required that all students purchase the same version of *Jane Eyre*, using the ISBN listed here.

*Jane Eyre* by Charlotte Bronte (Ignatius Critical Edition, ISBN: **978-1586176990**)

**Part II:** Students will also be required to complete a **vocabulary enrichment project**. For this assignment, students will need to “find” 20 words they don’t know, explain where they found them, what they mean, and prove that they have used them properly in context at least twice. Here is an [example](https://docs.google.com/document/d/1a6sL2gXM37iGVBQQpE2CsXonH7ddQv9tFX_zE5vyyps/edit?usp=sharing) and a [template](https://docs.google.com/document/d/1rVIpP6d0-DrYaQCxA7IblRhU1MtkUIWexZ1fDBYds-g/edit?usp=sharing) (please copy and fill in yourself). It should be typed, printed, and signed by the parents.

1. To *annotate* a text means to take notes on the pages of a text while reading. It is a way of engaging with and entering into an author’s art and ideas. The goal is to have a rich, satisfying, and thought-provoking reading experience. To annotate wells means to *thoughtfully* and *frequently* do the following as you read:

	* underline and/or star key sentences (thesis statements, important topic sentences of sections, etc.)
	* circle and define any words that you do not know yet
	* note transitions to help you map out the structure of the book’s flow
	* ask questions in the margins (example: “Is this true?” “What’s his evidence?” “Why is this character angry?” “This symbol seems important; what’s it mean?”)
	* make comments about your own thoughts about / reactions to the text (example: “This character is crazy!” “I should tell Ellen about this study.” “This character reminds me of me. Hmmm.” “Interesting!!” “Weird.” etc.)
	* identify key symbols, and speculate on their meaning
	* speculate on the book’s theme as you go
	* at end of each chapter, write bullet summary of what happenedAs readers annotate, they often develop an annotating system of their own. You will learn what works for you. For now, the important thing is to read all your summer assignments with pen or pencil in your hand, and take time to “talk back” to the text as you go by writing in your book. [↑](#footnote-ref-0)