

English 12 Honors - British Literature – Summer Reading 2026

Hello British Literature Honors Students!

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, 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.

If you would like to read a novel that is not on the list, then you may email Mrs. Sica for approval. If you have any other questions regarding your project, please email Mrs. Sica at psica@bishopbrady.edu.

Happy Reading!

The Bishop Brady English Department

Please note: Whether you have English in the first or second semester, all projects are due to your teacher with presentations uploaded to Google Classroom by Thursday, September 3, 2026.

Note to Parents, Families, and Guardians: Our 2026 Summer Reading suggestions include some titles containing mature themes and content. Thus, we encourage parents and guardians to take an active role in helping individual students choose those books that are the best for them. Several websites, including Common Sense Media and Amazon.com, offer reviews to help parents and students make the best selection for them.

Bishop Brady Honor Code Pledge

By signing this statement, I agree that I have read the Honor Code Policy as stated in the Student/Parent handbook, understand it, and will abide by its provisions. As a student, my signature indicates that I agree to the following statement on all academic activities requested by faculty. I agree that if the statement is not requested, I still will abide by the Honor Code Policy.

Bishop Brady Honor Code Statement

During this activity I have not participated in or been witness to a violation of the Bishop Brady Honor Code.

Student Signature: _____ **Date:** _____

The Assignment: Choose two books from the list: **select one fiction book and one non-fiction book.**

Fiction

Fantasy Fiction

- *Alice's Adventures in Wonderland Through the Looking Glass* - Lewis Carroll
- *The Midnight Library* - Matt Haig

Classic - Fiction

- *Great Expectations* - Charles Dickens
- *Jane Eyre* - Charlotte Bronte

Mystery - Fiction

- *The Murder of Roger Ackroyd* - Agatha Christie
- *The Adventures of Sherlock Holmes* - Arthur Conan Doyle

Modern Fiction

- *A Room with a View* - EM Forster
- *Atonement* - Ian McEwan
- *The Power and the Glory* - Graham Greene

Nonfiction

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

The Railway Man - Eric Lomax

All Creatures Great and Small - James Herriot

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

Faithful Fictions: The Catholic Novel in British Literature - Thomas Woodman

→ **Fiction Novel:** For your **fiction novel**:

- ◆ You will complete a **visual project** which should represent the overall message of the novel. It should also convey any deeper meaning you see in the work.
 - The goal here is to capture the essence of the book in a unique, creative way. Some ideas for your visual project: collage, painting, drawing, brochure with pictures, diorama, redesigned book cover/jacket, costume design for characters, artistic interpretation of setting/theme/etc. Be creative. Look at the rubric.
 - **The physical project must be submitted to your teacher by Thursday, September 3, 2026**
- ◆ You will also **record a video presentation** of yourself discussing your project.
 - Your recorded presentation should be at least 60 seconds in length and meet the rubric requirements below.
 - **This must be uploaded to the Senior Summer Reading Google Classroom by Thursday, September 3, 2026.**

→ **Non-Fiction** - For your **non-fiction** selection, you will respond to a writing prompt. The prompt will be provided during class *within the first two weeks of school*, and you will complete the assignment in class. You will not be writing a summary. Expect a question on purpose, symbolism, point of view, etc. It will be graded. See rubric below. You will be able to use and reference your book while writing your essay.

Project Grading Rubric

Category	Advanced (10 points)	Proficient (7-8 points)	Basic (5-6 points)	Below Basic (4 points or below)
Originality / Inference	Student imaginatively infers what may happen before or after an author's writing, or makes educated and supported guesses about the author's or a character's hidden intent.	Student uses imagination and inferences in determining an author's intent, as well as what may have happened before and after the text.	Student makes reasonable guesses at where an author is going in the writing, but only supports these assertions with minimal textual evidence..	Student either doesn't make any inferences, or makes those that he or she cannot support 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 about several elements of a text while showing exceptional understanding of 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.
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.
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.
Presentation	Student presents enthusiastically, accurately, and thoroughly. Speaks loudly and clearly. Maintains consistent eye contact.	Student presents concisely. Speaks clearly. Eye contact is maintained.	Student presents project. Difficult to hear. Minimal eye contact.	No presentation.