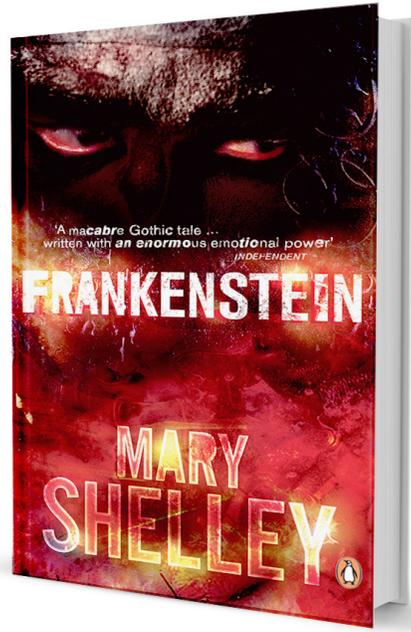


# ACA Summer Reading: 12th Grade

**Required Selection:**  
*Frankenstein* by Mary Shelley



Because Hollywood chose Mary Shelley's *Frankenstein* as a vehicle for Gothic horror and riotous parody, few know the true monster Victor Frankenstein created almost two hundred years ago. At twenty-one years old, Mary Shelley used a dream to create the essence of the story for her entry into her friends' storytelling competition. Developing on that idea and borrowing from other familiar sources, she completed the novel and published it anonymously. The novel merits our attention as an exemplar of 19<sup>th</sup> century Gothic fiction, as a first in the genre of science fiction, and as a useful tool for learning about critical analysis.

This 1818 Gothic Romantic novel follows a young scientist, Victor Frankenstein, who creates a grotesque but intelligent creature in an unusual scientific experiment. He essentially discovers how to "kill death." However, Frankenstein must face the repercussions of his experiment and the results of his endeavors. Because of our familiarity with the numerous retellings of Frankenstein, the original plot surprises the modern reader, and the psychological drama connects with our modern understanding of nature versus nurture.

Please purchase a copy of *Frankenstein*. This book is available through Barnes and Noble and other sources. **You will need to have your own hard copy for annotating.** This document includes the assignments you will need to complete along with the summer reading. We encourage you to start your senior year off strong!

Please purchase a copy of *Frankenstein*. You will need your own hard copy for annotating.

## 2-Part Assignment Due Date

- Students are required to bring their books and typed assignments to class on the second day of school, **Friday, August 11**
- Any student who is **absent** on this day will be required to submit a **hard copy the day he or she returns to school**

## Comprehensive Reading Test

- Students will be tested on the reading on **Wednesday, August 16**

## Part 1: ANNOTATION

In higher-level learning, you are encouraged to practice and skillfully master the art of avid note-taking. As you read the summer novel, annotate the text. Annotating can be completed through underlining, highlighting, and note taking within the margins. However, simply highlighting and underlining is not enough. I will be looking for evidence that the book was read in its entirety and that you understood the book. Reading is thinking; through annotating, you reflect on your own metacognition—that is to say, you *think* about your thinking.

### Things to look for:

- Important plot events
- Setting
- Conflicts (internal and external)
- Foreshadow
- Characterization
- Irony
- Mood
- Flashback
- Connotative and denotative uses of vocabulary
- Passages that describe or reveal characteristics
- Imagery
- Patterns (in meaning and syntax)
- Symbolism
- Themes
- Figurative language
- Your thoughts, analysis, and opinion of the writing and the plot

Continued

**DO NOT MARK** for the sake of marking. Annotating should make essay writing easier because you have front loaded all your thinking. Consider the difference in these examples:

- Bad example: "Wow. So cool."
- **Good example:** "That's a bold move. Until now, he seemed cowardly."
- Bad example: "What does this word mean?"
- **Good example:** "Capricious: prone to making sudden changes." Same as unpredictable?
- Bad example: "Lol."
- **Good example:** "It's funny to picture someone screaming in high-tiered vocabulary."

### Annotation Scoring Rubric

60%	60-69%	70-79%	80-89%	90-100%
<ul style="list-style-type: none"> <li>• Simple highlighting or identification is present throughout the <u>entire</u> book</li> <li>• Observations lack purpose and/or variety.</li> </ul>	<ul style="list-style-type: none"> <li>• Highlighting or underlining, while intentional, is not accompanied by commentary.</li> <li>• The reader did <b>not analyze</b> the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Lots of highlighting and underlining, but noted commentary is infrequent; many pages are empty.</li> <li>• Annotations show comprehension but <b>not analysis</b>.</li> <li>• Annotations offer some variety.</li> </ul>	<ul style="list-style-type: none"> <li>• Annotations are above the average.</li> <li>• There are notes on every other page.</li> <li>• Annotations show comprehension and <b>analysis</b>.</li> <li>• Annotations vary in content.</li> </ul>	<ul style="list-style-type: none"> <li>• Annotations are among the best in the class.</li> <li>• There are multiple annotations on <b>each</b> page.</li> <li>• Annotations are <b>analytical and unique</b>.</li> <li>• Annotations vary in content.</li> </ul>

### Part 2: ANALYTICAL RESPONSES

**Write 2-3 pages for each of the categories below (a total of 6-9 pages).** Your paper should be formatted correctly (MLA, typed, double-spaced, Times New Roman, 12-point font, etc.) and include textual evidence to support your analyses and claims.

#### 1. Allusions (2-3 pages)

- *Prometheus*: Research the allusion of Prometheus, the Greek god who stole fire for mankind, and make connections to the text. Why would Shelley choose to reference this in her subtitle? (Be warned! You should be able to make clear connections and argue your assertion. Do not merely summarize the myth.)
- *Paradise Lost*: Research this poem and analyze why Shelley would use these allusions in the text. How does the story parallel Victor and his creation of the monster? Why does the monster compare himself to Adam? Be specific!
- *The Rime of the Ancient Mariner* – Why is this poem important to Walton? How is the stranger similar to the Ancient Mariner? (Look beyond superficial similarities! Suggestions: look at motivations, personalities, word choices, etc.) What mood does Shelley create by alluding to this poem? Be specific. Do not merely summarize the poem.
- **Provide examples of textual evidence to support your claims.**

## 2. Theme (2-3 pages)

- In 2-3 pages, identify a universal theme from the novel.
- Be able to explain how this theme evolves from one specific literary element, such as characterization, setting, mood, conflict, symbolism, motif, figurative language.
- Be able to use specific citations to help you establish the literary element, which then proves the author's message (theme).
- Warning! A theme is not a single word; themes are expressed as complete thoughts that can be argued and defended through examination of the literary elements within a work.
- **Provide at least two examples of textual evidence to support your claims.**

## 3. Structure: Epistolary and Frame (2-3 pages)

- Frankenstein is written in both an "epistolary structure" (written in the form of letters) and a "frame structure" (the over arching story that contains little stories within it).
- In 2-3 pages, discuss how and why Shelley chose to set up the novel using these structures.
- What is the effect of this structure on the story, the background information that supports the story, and the views of the characters in the story?
- **Provide at least two examples of textual evidence to support your claim.**

### PLAGIARISM POLICY

If any form of plagiarism is detected on the assignment(s) submitted, the assignment(s) will not receive FULL credit or ANY credit, at the discretion of the teacher and the school. Therefore, it is imperative to **cite any borrowed material and quotes that you choose to incorporate in your responses.**

Plagiarism is a very serious issue in the academic world. Sometimes labeled as "literary theft," plagiarism is defined as follows:

*In an instructional setting, plagiarism occurs when a writer...uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or online, to manuscripts, and to the work of other student writers.*

- The Council of Writing Program Administrators, in affiliation with Purdue University's On-Line Writing Lab, <http://www.wpacouncil.org/node/9>

Plagiarism is the act of appropriating either the words or the ideas of any other writer without properly acknowledging the source of those words or ideas. It is cheating! God has given you increased potential to be in this class, and I would encourage you to learn how to tap into this potential throughout the school year.

