

SUMMER READING PROJECT

Seniors

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Readings: *Frankenstein* Mary Shelley, and **One** of the books listed below which we will be reading in class this year.

Project: listed under each reading selection

Frankenstein

Summer Reading Assignment

Your summer read is **Frankenstein** by Mary Shelley. This book is available through Barnes and Noble and other sources. You will need to have your own copy.

This file includes the assignments you will need to complete along with the summer reading. Some of the assignments have different due dates.

You must complete the following:

- **Academic Vocabulary** - begin prior to reading the novel to help you understand the historical context and the structure of the novel. **Due first day back.**
- **Dialectical Journal** – a dialectical journal is a “discussion” with the text. You will be responsible for creating a total of 7 dialectical journals on the novel. See the directions for further information. Due within your

first week back – please consult your teacher for the exact date. kcarroll@cdoecs.org

• **Literary Reflection** - you will be completing a literary analysis on some aspects of the novel. For these responses you will need to cite textual evidence (quotes/passages from the novel) and analyze how these quotes prove your claim.

Vocabulary

Directions: Before reading look up the following terms to help you better understand the novel. **DUE ON THE FIRST DAY BACK.**

Gothic Novel

(be sure to look at gothic novels in the time that Frankenstein was written)

Romantic Literary Movement

Epistolary Structure

Frame Structure

1. Read and annotate *Frankenstein* by Mary Shelley
2. Memorize 6 quotes of your choice from the book.

3. Annotated book due during the first class period you meet for the new school year.
4. **IN CLASS**, on the first day of class: Complete a timed essay that utilizes all of your memorized quotes. The quotes should be memorized; you will not get to use your book.

A Note About Annotating:

As you read the summer novel, annotate the text. Simply highlighting 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.

Stuff to look for:

- Important plot events
- Connotative and denotative uses of vocabulary
- Passages that describe or reveal characteristics
- Imagery
- Patterns (in meaning and syntax)
- Symbolism
- Analysis of theme
- Identification and analysis of figurative language
- Your thoughts, analysis, and opinion of the writing and the plot

- **IMPORTANT**
DO NOT MARK for the sake of marking.
Annotating should make essay writing easier because you've frontloaded 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?" or "New Word."

Good example: "Capricious: prone to making sudden changes. Same as unpredictable?"

Bad example: "Lol"

Good Example: "It's funny too picture someone screaming in high-tiered vocabulary."

SCORING RUBRIC FOR ANNOTATIONS

And sample found at url below:

<http://orthohosmag-lausd-ca.schoolloop.com/file/1278179292392/941354178836901065.pdf>

Other books you will need to purchase this year include:

Dracula by Bram Stoker

The Picture of Dorian Gray by Oscar Wilde

Crime and Punishment by Fyodor Dostoevsky

Poetics by Aristotle

Heart of Darkness by Joseph Conrad

How to Read Literature Like a Professor by
Thomas C. Foster

PROJECT for 2nd Book

Choose one of the books above, and create a project for it and will demonstrate to me you have read and understand the book well. Be creative and if you have questions, email me at kcarroll@cdobc.org.