Welcome to IB English 3!

**Purpose:** The purpose of the summer reading assignment is complex:
- To help build confidence and competence as readers of complex texts
- To give you a basis for literary analysis and prepare you for the rigor of class.
- To give you, when you enter the class in the fall, an immediate basis for discussion of literature - elements like theme, narrative, viewpoint, symbolism, plot structure, etc. (We will be using the novel and activities throughout quarter 1 and excellent work will only benefit you!)
- Last but not least, to enrich your mind and stimulate your imagination

**Instructions:** Please use loose leaf notebook paper for these assignments and title each assignment as it is titled here. Assignments should be neatly handwritten in pen. If I can’t read it, I won’t grade it. Write on the front and back of the page unless your pen bleeds through. No composition books please.

**Grading:** Total points possible=125 pts. The number of points you earn divided by the total points possible will give you your percentage for the summative assessment. This will be your first test grade for quarter 1. It will be graded based upon your deeper insights on how literary/rhetorical devices as well as excerpted evidence add meaning to the text. Surface level interpretations as well as those found on websites such as Sparknotes are not considered ‘A’ level work. You will be rewarded for your own thoughts and ideas. These assignments are due the first day of school for the 2019-2020 school year. Late work will be accepted until the end of the first week of school for 50% credit.

***Plagiarism:** Any student found to have used another person’s ideas or words including classmates or online resources will receive a zero for the assignment. This assignment is not group or partner work.

Your summer reading consists of three required assignments.

1. **Assignment One – Frankenstein (50 points)**

   Read Frankenstein and complete the Frankenstein Study Guide (attached) answering each question completely with evidence from the text.

   **Text:** *Frankenstein* by Mary Shelley  
   **Paperback:** 223 pages  
   **Publisher:** Barnes & Noble Classics  
   **ISBN-13:** 9781593081157

   Annotate the text as you read, bearing in mind the suggestions for close reading from below. I will ask you to read to consider specific ideas in each assignment. These certainly should not be the only things you notice, but they will be concepts that we will discuss in class.

   **Ideas for annotating Literature**

   “*Every Text is a lazy machine asking the reader to do some of its work.*”  
   – Novelist Umberto Eco

   - Use a pen so you can make circles, brackets and notes. If you like highlighters use one for key passages, but don’t get carried away and don’t only highlight.
   - If you do not wish to write in your text, sticky notes work just as well!! Use different color stickies to denote different ideas or literary devices and write your information on the stickies – instead of the book.
   - Look for patterns and label them (motifs, diction, syntax, symbols, images, and behavior, whatever).
• Mark passages that seem to jump out at you because they suggest an important idea or theme or for any other reason (an arresting figure of speech or image an intriguing sentence pattern, a striking example of foreshadowing, a key moment in the plot, a bit of dialogue that reveals character, clues about the setting etc.).
• Mark phrases, sentences, or passages that puzzle, intrigue please or displease you. Ask questions make comments talk back to the text.
• At the ends of chapters or sections write a bulleted list of key plot events. This not only forces you think about what happened, see the novel as whole, and identify patterns, but you create a convenient record of the whole plot.
• Circle words you want to learn or words that jump out at you for some reason. If you don’t want to stop reading, guess then look the word up and jot down the relevant meaning later. You need not write out a full dictionary definition; it is often helpful to put the relevant meaning in your own words.
• The Harvard College Library has posted an excellent guide to annotation, “Interrogating Texts: Six reading habits to Develop in your First Year at Harvard.” https://guides.library.harvard.edu/sixreadinghabits
• If you still need help, please visit this supportive essay on how to annotate a text, http://www.tnellen.com/cybereng/adler.html.

2. Assignment Two - How to Read Literature Like a Professor (HTRLLP) (50 Points)

Text: How to Read Literature Like a Professor by Thomas C. Foster.
Paperback: 336 pages
Publisher: Harper Perennial; Revised edition

Read all of the following chapters from Foster’s book and use them to analyze Frankenstein.

1. Chapter 1 - “Every Trip Is a Quest”
2. Chapter 6 - “…or The Bible”
3. Chapter 12 - “Is That a Symbol?”
4. Chapter 19 - “Geography Matters…”
5. Chapter 24 - “Don’t Read with Your Eyes”

Respond to each chapter by writing a well-developed paragraph that explains the main points Foster is making (make sure you paraphrase Foster by putting his ideas into your own words) and show how they apply to Frankenstein (each paragraph should typically be a minimum of 150 words). Include at least two specific textual examples (at least one of which is a direct quote from the novel) that show how the author is using the technique or idea discussed in Foster’s chapter. Use MLA parenthetical citation to indicate where in the novel you found your examples.

3. Assignment Three - Gothic Literature (25 points)

Study the information on Gothic Literature at www.virtualsalt.com/gothic.htm. Use the information found on this website along with Frankenstein and HTRLLP to complete the following activities.

1. List three fundamental qualities or characteristics of Gothic Literature, and then give a specific example (direct quotation) of when we see those elements in Shelley’s Frankenstein. Use a T-chart format.

<table>
<thead>
<tr>
<th>Elements of Gothic Lit</th>
<th>Example in Frankenstein</th>
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2. Read Chapter 9 of HTRLLP: “It’s More Than Just Rain or Snow.” Complete the following tasks:

a. What are three major takeaways from this chapter? What do you know to look for when reading from now on?

b. Connection to Frankenstein. Re-read pages 58-65 (beginning of Chapter 7) of the novel. Then, explain the significance of the stormy weather and the setting. What does this weather mean? Why does Shelley include it? How does it impact the story? Be clear and specific.
FRANKENSTEIN STUDY GUIDE

Answer the questions for each set of chapters. Provide at least one piece of evidence with correct MLA citation to support your answer for each question. (Author Page #) Ex: (Shelley 26)

Letters

1. Define a frame story.
2. Characterize Captain Walton. What is he like?
3. What does Captain Walton desire personally?
4. What does Captain Walton desire professionally?
5. How do we meet Victor Frankenstein?
6. How are Captain Walton and Victor Frankenstein alike?
7. Evaluate: Is Walton’s professional goal overly ambitious? Why? Why not?
8. Consider why Mary Shelley uses a frame for her story about the monster. Why does she introduce us to Captain Walton first?

Chapters 1-3: Frankenstein’s Early Life

1. What was Victor’s early life like?
2. Who is Elizabeth Lavenza? What is her significance to Victor? Cite passages that characterize her and illustrate her significance.
3. How does Victor change as he matures? What contrasts do we see develop between his early life and his young adult life? Cite a passage that demonstrates a conflict (either internal or external) and explain its significance.
4. What becomes Victor’s obsession?

Chapters 4-5: Creation of the Monster

1. How does Victor’s character change as he studies for two years at Ingolstadt?
2. In chapter 4, Victor talks about becoming “capable of bestowing animation upon lifeless matter.” How does he learn to do this?
3. How does Victor view himself after this discovery?
4. What warnings does Victor give Walton?
5. How does Victor describe the monster?
6. How does Victor react to his “success”?
7. How is Victor affected at the end of chapter 5? In your answer explain who Henry Clerval is.
8. Record a passage from chapters 4-5 that foreshadows danger or destruction. Explain how the passage sets a foreboding or dangerous tone.

Chapters 6-7: Consequences of Creation

1. The tone of chapter 6 is a great contrast to chapter 5. How are the following elements positive forces in Victor’s life? (What makes them good in and of themselves? and/or What positive effects do they have on Victor?)
   a. Justine
   b. William
   c. Clerval and school
   d. Touring Ingolstadt with Clerval
2. If chapter 6 is to lift our spirits, chapter 7 crushes them. Explain how the chapter is tragic for each of the characters listed.
   a. William
   b. Justine
   c. Elizabeth
   d. Victor
3. According to Victor, who is at fault for the events of chapter 7?

Chapters 8-10: Consequences of Creation

1. What unfortunate events conspire against Justine?
2. How does Victor’s guilt affect him?
3. Argue and Defend: Whose victimization is the most profound in chapters 1-8? William? Justine? Victor? The monster? Cite a passage that supports your answer. You will have to look back through the book for this passage. This is meant to help you consider and review the story so far.
4. What is the purpose of the religious references in the conversation between Victor and the monster at the end of chapter 10?

Chapters 11-13: The Monster’s Story

As you read this section, think about the concept of nature vs. nurture. (If you don’t know what this is, look it up!) Be prepared also to choose what you think is the most significant quote from this section and discuss its significance in class.

1. Chapter 11 tells us details about the monster’s early days alone. What does he say about the following?
   a. clothing and temperature
   b. nature
   c. fire
   d. contact with people
2. In chapter 12, the monster learns by watching the cottagers. What does the monster learn from the cottagers concerning the following?
   a. their financial situation
   b. his own capacity for kindness
   c. language
   d. beauty vs. deformity
3. Chapter 13 begins with the monster saying, “I shall relate events that impressed me with feelings which, from what I had been, have made me what I am” (Shelley 104). We meet Safie in this chapter. What does the monster learn from Safie, Felix, and the family about the following?
   a. relationships
   b. language and education
   c. reflections on himself and his own situation
4. How does the change in narration to the monster’s point of view affect the reader and the story?
5. Consider how the story presents the sociological concept of nature vs. nurture. Write down a few thoughts.
6. What is the most significant quote in chapters 11-13? Be sure to cite the page number. Copy the quote and explain its significance.

Chapters 14 – 16: The Monster’s Story

1. Chapter 14 tells us about the history of the DeLacey family, in particular the background of the relationship between Felix and Safie. What does the monster learn about the following topics from learning this story?
   a. betrayal
   b. devotion
2. In chapter 15, the monster finds a “leathern portmanteau, containing several articles of dress and some books.” What specifically does he learn from each of the three books?
   a. Sorrows of Werter
   b. Plutarch’s Lives
   c. Paradise Lost
3. In chapter 15, the monster finally reads Victor’s journal that he had taken from the laboratory. What does he learn from reading it?
4. What is the monster’s greatest desire that he expresses after reading and witnessing the DeLacey family’s interactions?
5. What advice does DeLacey give the monster?
6. How is the end of chapter 15 horribly ironic?
7. How does the tone shift in chapter 16?
8. Chapter 16 includes several important scenes. Describe the significance of each.
   a. the DeLacey cottage:
b. Saving a drowning girl:
c. “sleep relieved me from the pain of reflection, which was disturbed by the approach of a beautiful child”:
d. “a woman sleeping on some straw”

9. What significant demand does the monster make at the end of chapter 16?
10. At this point in the story, what are your thoughts on the concept of nature vs. nurture? To what do you credit the monster’s situation most? Nature? Nurture? Both? Defend your answer.

Chapters 17-20: Aftermath

1. Chapter 17 returns from the flashback of the monster’s story to the conversation between the monster and Victor. How are the following ideas represented in the chapter?
   a. Compare/contrast (both) the monster to the Biblical Adam.
   b. Compare/contrast (both) Victor to God.
   c. How does the monster propose a new “Eden?”

2. At the end of chapter 17, what important decision does Victor make?
3. In chapter 18, how does Victor’s decision (from previous chapter) affect him?
4. What does Victor’s father desire for him? How is this desire IRONIC? (Remember that Victor is a “father,” too.)
5. Shelley draws an ironic parallel at the end of chapter 18. Victor spends a good deal of time talking about the wonders of God’s creation (nature). How does this build the irony between Victor and the monster?
6. At the beginning of chapter 19, who does Henry Clerval remind Victor of?
7. What sickens Victor at the end of chapter 19?
8. At the beginning of chapter 20, Victor fears what “might” happen. What does he fear?
9. Based on this fear, Victor does something that could be considered the turning point (point of no return) in the story.
   a. What does Victor do based on his fear?
   b. How could this be considered a turning point to the story?
   c. As a result, what does the monster promise Victor twice?
   d. What does Victor do with the “remains” of his project?

10. Why is Victor taken into custody of Mr. Kirwin at the end of chapter 20?
11. What are your thoughts on nature vs. nurture at this point? Who is most responsible for the tragedy? Victor? The monster? Both? Why?

Chapter 21 – 24 and Walton’s final letters: Aftermath

1. In chapter 21, we learn specifics about the incident that ended chapter 20.
   a. How was the victim killed?
   b. Who was the victim?
   c. How does it affect Victor?
2. Who “saves” and nurses Victor at the end of chapter 21? How is this ironic?
3. What internal struggle regarding his “fellow beings” does Victor deal with in chapter 22?
4. What assumption does Victor make about his wedding night several times in chapter 22?
5. What significant realization does Victor make at the beginning of chapter 23? How is this event the “perfect” revenge?
6. At the end of chapter 23, Victor still cannot understand the monster. What does he fail to understand about the commonalty of his and the monster’s misery?
7. At the end of chapter 23 and the beginning of chapter 24, we find out how Victor came into the path of Captain Walton. How does that happen? How does the monster taunt Victor along the way?
8. What warning does Victor give Walton at the end of chapter 24 about the monster?
9. In the first letter, what does Victor say to Walton about “senseless curiosity”?
10. How does Victor compare himself to Satan from Paradise Lost?
11. In the second letter, what does Walton say that indicates he has learned from Victor’s story?
12. In the third letter, how does Victor chastise the crew? Why is this ironic?
13. How are Victor’s last words to Walton significant?
14. In the final scene and conversation between Walton and the monster, we learn several surprising things. What does the monster beg of Victor? Ironically, what are the monster’s only desires? How is the monster miserable and wretched?