

**AP LITERATURE AND COMPOSITION**  
**Summer Reading Assignment**

*I am so excited you've signed up for AP Lit! It's going to be a great year.*

*In order to help prepare you for the college-level literary analysis coursework for AP Literature class, complete the below assignment over the summer months. If you have any questions, please email me at [Madams2@everettsd.org](mailto:Madams2@everettsd.org). I look forward to learning with you!*

First and Foremost:

- ✓ **Make time to read this summer.** You “have”(get!) to read *Frankenstein*, but the more books you read, the stronger you will be, so read for pleasure, yes, but also *push yourself*—not every book, because sometimes your brain needs candy, but also, it needs rich, challenging content, too. Choose a classic you've never read but always meant to, and read it, too. If you want recommendations, email me.

To do (actually required ☺):

- ✓ Complete the **Pre-Conceived Notions** about Frankenstein Chart and **Purpose for Reading**.
- ✓ **Read *Frankenstein* by Mary Shelley** (available for checkout through the Everett High School library, and also \$6 on amazon and even cheaper at used book stores—if you are able, *buying your own copy allows you to **annotate** right in the text.* Annotating=writing/tracking your thinking=a better/deeper understanding of the text!) If you have a copy from our library, use sticky-notes to annotate/keep track of your thoughts.
- ✓ During and after reading, **complete 9 Dialectical Journal entries**. Although you are encouraged to discuss the novel with your peers, your responses must be your own. Come to class (on the first day of school) with your DJ entries, and be prepared to discuss the novel and write an in-class timed write about the novel.
- ✓ After reading, answer **two of Analysis questions**. #1 is an extended response (1-2 page response; 250ish words) and #2 is a short-answer (paragraph) response.

Below, brainstorm all your knowledge about Frankenstein before you read the novel. This knowledge could come from television, movies, literary allusions, or conversations you've heard or in which you've participated. Everyone has had some exposure to Frankenstein, even if it's very limited.

Preconceived Notions	Purpose for Reading
	Below, write <b>3</b> questions you hope to answer after reading this novel:  <i>Ex: Thematically, how is <u>Frankenstein</u> still relevant today (or is it)?</i>

## Dialectical Journal

### What:

“A dialectical journal is a CONVERSATION between YOU and WHAT YOU ARE READING. You simply **write down passages that make you think, or interest you, and write about your thoughts**. This process is an important way to understand a piece of literature. By writing about literature, you **make your own meaning of the work** in order to truly understand a piece of literature. When you do this yourself, then the text belongs to you—you have made it yours. You are neither right or [sic] wrong in your response. So be willing to take risks and be honest.”

– definition from the Lawrence Livermore National Laboratory

Think of your dialectical journal as a series of conversations with the text. It is a useful way to process what you’re reading, prepare yourself for discussion, and gather textual evidence for your in-class write.

### How:

You can do this electronically—typed—or handwritten, in which case a college-ruled composition book notebook will work well. Do whatever works best for you. You need a **minimum of 9 entries—3 entries per section**. Either way, this should be done AS you read, in “real time,” not after.

Section 1: Ch 1-10

Section 2: ch 11-ch 20

Section 3: Ch 21-end of the novel

3 entries 3 entries 3 entries =9 total entries ☺
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### PROCEDURE:

- As you read, choose passages that stand out to you and record them in the left-hand column of a T-chart (*ALWAYS include page numbers*).
- Make sure that you vary the type of responses and respond to a variety of sections of the book, not just a select few.
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)

### Sample Dialectical Journal entry: THE THINGS THEY CARRIED by Tim O’Brien

Passages from the text	Comments & Questions
<i>“They carried like freight trains; they carried it on their backs and shoulders-and for all the ambiguities of Vietnam, all the mysteries and unknowns, there was at least the single abiding certainty that they would never be at a loss for things to carry” (2)</i>	O’Brien chooses to end the first section of the novel with this sentence. Why does he choose to end this portion this way? And why this direct reference to the title? Before reading, I assumed the title was literal, but at this point in the novel the metaphorical weight of what they carried is so much more obvious. He provides excellent visual details of the literal items, of what each soldier in Vietnam would carry for day-to-day fighting, using a simile to portray the men as more machine than man. He makes you feel the physical weight of what soldiers have to carry for simple survival. When you combine the emotional weight of loved ones at home, the fear of death, and the responsibility for the men you fight with, with this physical weight, you start to understand what soldiers in Vietnam dealt with every day. This quote sums up the confusion that the men felt about the reasons they were fighting the war, and how they clung to the only certainty - things they had to carry - in a confusing world where normal rules were suspended. It allows the reader to understand how they clung to the physical to escape the psychological weight on their shoulders.

*\*\*\*This is a strong response because it includes **questioning, connections**, and it corrects previous assumptions based on newly discovered evidence in the text; it analyzes the **diction and imagery** and its effect on the reader, and works to interpret what the author is trying to communicate **thematically**.*

## Analysis Questions

For the novel, you need to answer two questions: an extended response (1 typed page or 2 pages handwritten—approximately 250 words) and a short-answer response (paragraph).

Your writing should reflect a depth of understanding of the text and themes. Your answer should include textual support from the given passages and in your writing, try to demonstrate the pattern: what-how-why.

When thinking about the prompts that follow, be sure you are thinking analytically and not merely focusing on plot. Whatever you are trying to prove should be connected to and supported by ample evidence in the text. And don't forget the WHY: does Shelley's choices support a theme? Why did she use diction in this way? Everything was a decision. Analyze WHY she made the choices she did as an author.

### **Extended Response:**

Choose one of the two choices below, and write a 1-2 page (250ish words) response

#### 1. **Theme:**

It has been said that intelligence and/or knowledge can be both a curse and a blessing. Defend, challenge, or qualify the validity of this statement in relation to *Frankenstein*.

**OR**

Consider that neither God nor a woman is involved in the act of conception and birth here. This creation is an unnatural act. What is the role of parenting? Of the creator? What is Shelley saying about the scientific issues or moral attitudes of her time?

### **Short-Answer Response**

Answer the question below in an extended paragraph (shorter than #1!)

2. **Diction:** How does Mary Shelley's use of diction in *Frankenstein* serve to characterize the creature? Select a paragraph from any point in the novel in which the monster is described, choose 4-6 adjectives that are used to describe the monster, and explain Mary Shelley's attitude towards the monster in this paragraph.