

2020-2021 AP English 3 Summer Reading Assignment

Dear Students,

Welcome to AP Literature! Below you will find what I expect you to have completed BY August 12 (with the exception of Assignment 1, which is due by June 30th), our official first full day of school. Any student who plagiarizes on any question will receive a zero for the whole assignment.

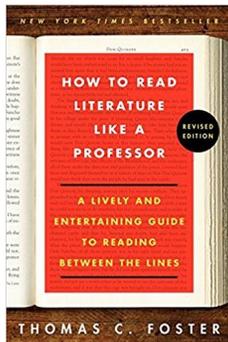
Grading: Total points possible=125 pts. The number of points you earn divided by the total points possible will give you your percentage for the **summative assessment**. This will be your first test grade for quarter 1. It will be graded based upon your deeper insights on how literary/rhetorical devices 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 full day of class for the 2020- 2021 school year, with the exception of Assignment 1, which is due June 30. Late work will be accepted until the end of the first week of school for 50% credit.**

Assignment 1: Email me

- ❖ Email afunderlich@johncarrollhigh.com the following by **June 30**.
 - Your preferred name,
 - Dream job (and a mini plan as to how you will get there),
 - What I need to know to help you succeed in this course,
 - How I can be praying for you this summer.

Assignment 2: Read the entirety of the book and complete questions 1-6 that follow.

- ❖ How to Read Literature like a Professor, by Thomas C. Foster. ISBN: 978-0-06-230167-3



I believe I have found it for free in the link below.

https://www.stamfordpublicschools.org/sites/stamfordps/files/uploads/how_to_read_literature_like_a_professor.pdf

- ❖ Complete the following in well-composed and thoughtful responses. Please type your responses.
 1. Introduction: What does Foster mean by a “language of reading” (xxv)? What three items does Foster say separate the “professional reader” apart from the crowd, and why are these so important in interpreting literature?
 2. Chapter 1: You have read a lot of stories about quests. What does Foster say the quest story is really about? What is a quest story you have read and enjoyed (other than those he mentions)?
 3. Chapter 12: What is Foster trying to say about the recognizing and defining symbols? Does he mean that there is no right and wrong answer as to what functions as a symbol and what it stands for? Explain.
 4. Chapter 14: In this chapter Foster asserts the importance of recognizing and understanding Christian imagery. Why does he believe that you need to “put aside your belief system, at least for the period during which you read” (126-127)? Do you agree? Explain.
 5. Chapters 19-20: In these chapters, Foster is trying to assert that the author makes deliberate choices about his or her setting, and readers should pay attention to these choices. What is a story that you have read where the geography or season greatly impacts the story?
 6. Type a **sentence or two** reflection on the chapters that do not have an assigned question. Be prepared to discuss.

Assignment 3 – Frankenstein: read the book in its entirety, annotate, and complete the guided reading found below(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 and 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, and 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 to 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>.

Assignment 4: Common App Essay

Incoming 12th Grade Summer Assignment The College Essay

Nearly 1000 colleges use either the Common App or Coalition App for their application processes. Please look at what schools you are applying to and choose an essay prompt from either the Common or Coalition choices based on where you will be applying. If you are applying to schools where you will need to complete both the Common and Coalition applications, look at the prompts for both applications, and see if there is one essay that would "fit" for both applications.

Write an original essay using the prompt of your choice. Include the prompt at the start of your essay. Your essay must be typed in 12-point font, double-spaced, and printed. It is due the first full day of the 2020-21 school year. Essays should be between 450-550/650 words (Common App max is 650; Coalition App max is 550).

Coalition Application Essay Prompts:

1. Tell a story from your life, describing an experience that either demonstrates your character or helped to shape it.
2. Describe a time when you made a meaningful contribution to others in which the greater good was your focus. Discuss the challenges and rewards of making your contribution.
3. Has there been a time when you've had a long-cherished or accepted belief challenged? How did you respond? How did the challenge affect your beliefs?
4. What is the hardest part of being a student now? What's the best part? What advice would you give a younger sibling or friend (assuming they would listen to you)?

Common Application Essay Prompts:

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
4. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma - anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?

Grading Rubric for College Essay--Assignment 4

Score	Description
5.0 95-100	<p>Writer includes prompt at the top of the essay. Essay explores prompt topic fully without exceeding word limit.</p> <p>Writer's voice is unique, authentic, and memorable. An original, creative approach is taken.</p> <p>Essay is well organized and coherent with separate intro, body paragraphs, and conclusion. Essay has momentum from start to finish with smooth transitions and a good flow of ideas.</p> <p>No grammar or spelling mistakes. Limited punctuation issues.</p>
4.0 85-94	<p>Prompt included. Essay might not explore every prompt sub-topic fully.</p> <p>Writer's voice has unique, authentic, and memorable qualities. Originality is attempted.</p> <p>Essay is mostly well organized and coherent. Occasional lack of momentum or disruption of flow with an awkward transition.</p> <p>One or two grammar or spelling mistakes. Some punctuation issues.</p>
3.0 75-84	<p>Prompt included. Essay explores most prompt sub-topics with the occasional digression.</p> <p>Writer's voice has moments of authenticity. A few clichés are used.</p> <p>Essay has adequate organization with few paragraphing errors. Momentum is interrupted with a few awkward or missing transitions.</p> <p>A few grammar, spelling, and/or punctuation mistakes, but they do not obscure meaning.</p>
2.0 65-74	<p>Prompt unclear or missing. Essay maintains some focus on a topic with occasional digressions.</p> <p>Essay sounds formulaic with an occasional memorable moment. Many clichés are used.</p> <p>Some paragraphs have an unclear focus. Intro and/or conclusion might be underdeveloped. There is a consistent lack of momentum with many awkward or missing transitions.</p> <p>Frequent grammar, spelling, and punctuation mistakes that occasionally interfere with meaning. Proofreading is needed.</p>
1.0 60-64	<p>Prompt missing. Essay strays from one sub-topic to another with little cohesion.</p> <p>Approach to essay is derivative lacking any originality. Too many clichés.</p> <p>Intro and/or conclusion is missing. Lack of clear organization affects meaning. Many problems with awkward or missing transition.</p> <p>Frequent grammar, spelling, and punctuation mistakes that consistently interfere with meaning. Major proofreading required.</p>
0	<p>Essay not attempted. Incomplete grade or evidence of plagiarism</p>

If you have any questions, please email me at: afunderlich@johnncarrollhigh.com

FRANKENSTEIN STUDY GUIDE -- For Assignment 3

TYPE the answers to the questions for each set of chapters. Use text evidence with correct MLA citation to support your answers when appropriate. (Author Page #) Ex: (Shelley 26)

Letter

1. Define a frame story.
2. Evaluate: Is Walton's professional goal overly ambitious? Why? Why not?
3. 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

4. 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.
5. What becomes Victor's obsession?

Chapters 4-5:

Creation of the Monster

6. In chapter 4, Victor talks about becoming "capable of bestowing animation upon lifeless matter." How does he learn to do this?
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

9. 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

Chapters 8-10:

Consequences of Creation

10. 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.

11. . 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.

12. 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

13. 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

14. 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

15. 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

16. 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*

17. What is the monster's greatest desire that he expresses after reading and witnessing the DeLacey family's interactions?
18. How is the end of chapter 15 horribly ironic?
19. How does the tone shift in chapter 16?
20. 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

21. 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?"
22. At the beginning of chapter 20, Victor fears what "might" happen. What does he fear?
23. Based on this fear, Victor does something that could be considered the turning point (point of no return) in the story.
 - a. How could this be considered a turning point to the story?
 - b. As a result, what does the monster promise Victor twice?
 - c. What does Victor do with the "remains" of his project?
24. 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

25. At the end of chapter 23, Victor still cannot understand the monster. What does he fail to understand about the commonality of his and the monster's misery?
26. 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?