

## Advanced Placement Literature and Composition Summer Assignment

This year, you will have one reading assignment and one writing assignment. In order to receive full credit, you must complete **both assignments** and turn them in on the first day of school. If you have any questions as you work, you may email me at [heather\\_carter@dekalbschoolsga.org](mailto:heather_carter@dekalbschoolsga.org).

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### Summer Reading: Why?

AP Literature is all about immersing yourself in a handful of rich, multi-faceted texts that are categorized as “works of literary merit.” A book with literary merit is one that, over time, continues to be universally relevant. These works may be a little difficult to “get into” at first, but once you read them, you will discover that they have an enormous capacity for application, discussion, and enjoyment. Some books offer entertainment; works of literary merit offer deep, lasting satisfaction. Since you and I will only have one semester together, it is important for us to use the summer to read one of these texts. (Also, I am excited about exploring this novel with you!)

**Assigned Text:** *Frankenstein* by Mary Shelley (1831 version)

### Assignment One: Read and Annotate the Text

Your assignment is to annotate this novel, mapping your way through the text, leaving meaningful notes and comments in your wake. When annotating your text, use any space available – margins, blank pages, empty space on the page, etc. If you do not want to write in the book, you may always write on post-it notes strategically placed throughout the book. Look closely at the rubric, and use it as a guide for your annotations. It offers clearly defined, quantifiable directions. Of course, you should feel free to annotate more than what is required by the rubric, but know that if you follow the expectations on the rubric, you will do well on the assignment.

When it comes to annotating a text, the possibilities are endless and sometimes come down to individual preferences and ways of processing a text. As long as you meet the requirements on the rubric, feel free to individualize your annotations. Below are some suggestions for ways to “mark up” a text. Enjoy!

### While You Read

- **Ask questions** – Are you confused about something? Write the question down. You might find the answer later, or you might get an opportunity to ask your questions during class discussions.
- **React to what you read** – Maybe you just read something that made you mad, startled you, or brought you to tears. Write down your reaction to the text so you remember it later. So many times, an emotional response can be the first glimpse of a complex theory about a text or analysis of a text. Pay attention to your reactions! Later on, after completing the novel, you may be able to make meaning of what was once just a fleeting emotion or a “gut” reaction.
- **Give an opinion** – Do you like or dislike an idea? Do you think the author is too boring? Record this opinion next to the passage that inspired it.
- **Make real world connections:** Novels of literary merit are timeless and contain universal themes that are relevant to any time period. If you see connections to current issues facing students or people in general today, make a note of them so we can further explore them in class.
- **Make cross curricular connections** – Maybe something you read reminds you of a literary movement you have studied or a philosophy with which you are familiar. Perhaps your knowledge of history provides insight into some aspect of the setting or an event in the text. Even your studies in AP Psychology can offer surprising insight into a text. Record these connections and they will help you find meaning and relevancy in what you read.
- **Underline, bracket, or circle important passages** – Do you see a quotation that is important or thoughtful? An idea that might be worth remembering? Is there a “big concept” at the foundation of the novel? These are important to locate, as they are what you might quote in your investigation or written essay later. If possible and profitable, write brief comments within the side margins that indicate your motivation in underlining. **Focus on the essential elements of literature (plot, setting, characterization, point of view and theme)** and any other aspects of literature study as instructed by your teacher.
- **Consider characterization** – is there a passage that reveals something about an important character? Make note of this. Where is each major character introduced in the text? Mark character entrances. What is significant about this first appearance? Sometimes even subtle details can indirectly reveal important things about characters.
- **Define new words** – Too often, reading comprehension problems occur because readers don’t understand words. As you are reading, use dictionary.com or a phone app to look up words. Sometimes, words have multiple meanings,

and knowing a second or third meaning of a word with which you *thought* you were familiar may unlock new avenues of understanding.

- **Track motifs** – If you notice a reoccurring idea or pattern as you read, start noting the motif when it takes place. Doing so will help you understand the message that the article is trying to convey.
- **Using the writing prompt as a guide** – This is probably quite obvious, but since you know the topic of your summer reading essay, make note of anything that may be useful as you explore that topic and consider how you will address it in your paper.

**Thematic topics to consider as you read *Frankenstein***

- **Birth and Creation:** 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?
- **The “Overreacher”:** Victor’s desire to participate in divine creative activity makes him an “Overreacher.” Consider him a modern Prometheus, full of moral paradoxes. Is he good or evil?
- **Rebellion and Moral Isolation:** Consider the way in which characters rebel, what they rebel against, and how this rebellion leads to isolation. Also consider why it leads to isolation and whether Shelley is condemning or glorifying rebellion.
- **Victim and Victimizer:** Who is the victim here? Who is the victimizer? How does the moral perspective of this story constantly shift?
- **The Unjust Society:** The human world often appears monstrous in this book. What specific aspects of society is Shelley criticizing?
- **Doubles/Doppelgangers:** Many critics have noted that Victor and his creature are doubles – two aspects of the same being. There may also be other doubles in the novel. Additionally, consider the idea of the divided self – “the civilized man or woman possesses within the self a monstrous, destructive energy”
- **Technology:** Shelley examines the dangers of science and modern technology in this work. She said herself that “technology can never be more than a magnified image of the self.”
- **Romanticism:** Clearly, Shelley is a Romantic writer. What aspects of Romanticism do you find in her novel? Can you find allusions to other works by Romantic writers (especially Wordsworth and Coleridge)?

**Final Considerations:**

- Remember that even though annotation can feel like a burden, it’s an important part of understanding what you read. Choosing not to do so is choosing to reject a strategy that will help you become a more thoughtful and thorough reader.
- The most common complaint about annotating is that it slows down your reading. Yes, it does. That’s the point. If annotating as you read annoys you, read a chapter, then go back and annotate. Reading a text a second time is preferable anyway.
- Approach the text with an open mind. Let this piece of literature – with all of its unique (and perhaps idiosyncratic) aspects – inspire you and stretch your imagination.

Annotation Rubric – *Frankenstein*

<b>Expectation</b>	<b>Points Earned/Points Available</b>
Each chapter has been given a title, placed on the first page of the chapter, signifying something important that occurs or develops in that chapter.	/40
The student has written at least three meaningful notes or annotations per chapter. These notes must be legible, specific and relevant. Remember that your annotations will be evaluated, so they must make sense to others.	/45
The annotations demonstrate an in-depth consideration of the text. The annotations reflect a thorough and thoughtful reading of the ENTIRE text.	/15
<b>TOTAL SCORE</b>	<b>/100</b>

## Assignment Two: Summer Activities Journal

### Summer Writing: Why?

One of the elements of writing we will examine in AP Literature is **voice**. Each writer has a voice – even you! And that voice is as distinctive as a fingerprint. Once I have read enough of your writing, I will likely be able to identify it, even without your name on it. I'll know it is yours not because of your handwriting, but because of your vocabulary, your sentence structure, your tone, your use of figurative language, and your general pattern of thinking. So, this summer I would like for you to work on finding your writing voice. This shouldn't be a chore; instead, it will come through writing freely and consistently, with few structural or topical restrictions. Since every writer needs some inspiration to get started, here is yours:

### Assignment

This summer, you will keep a journal reflecting on your “out-of-school” activities, among other things. I know that many of you probably have summer plans already. In fact, June and July may be so crammed with activity that finding room for this assignment seems impossible. So, if your summer takes you overseas, makes you a camp counselor, stations you in the drive-thru window of a Chick-fil-A, or tosses you off the grid entirely, feel free to write about that experience. If not, I have listed some suggestions below. Either way, your journal **MUST** include the following:

- A total of twenty-five (25) entries, spread out over the entire summer. That means you will be writing an average of two or three entries per week. Each entry should be at least one page in length, and should be dated. You may write about anything, really -- the summer experiences you have, the things you read, or your thoughts on important or interesting subjects.
- Your entries may not be electronic; they must be either handwritten in a bound book or printed out and inserted into a journal. Either way, you will have to turn in a hard copy; no elements of the journal should be turned in electronically.
- You may include pictures or drawings if you choose, but this is not a requirement. However, note that the rubric does consider physical attributes of the journal. The journal should at least be neatly bound, titled, and presented. The more effort and creativity you can put into it, the better!
- The entries must be legible.
- You should find **two poems** that you find particularly enjoyable and/or meaningful and write about them in your journal.
- At least **two** entries should be tied to your summer reading in some way. You must label these entries, “*Frankenstein Tie-in*”
- One entry (**the last one**) should be a reflection on the journal-writing process as a whole, considering how your writing may or may not have developed as a result. You should also read back through your entries and consider your own writing style. Do you detect any patterns in your diction, sentences structure, punctuation, use of figurative language, etc...? What is the overall tone of your journal? Characterize yourself as a writer.
- You must also choose at least **three of the following activities (see the list below)** to complete. You must document this in some way, whether by taking a photo at the activity and including it in the journal or by including a ticket stub or program. You must label these entries with the activity title and write the corresponding number from the list.

### Summer Activity Possibilities (Choose at least three):

1. Attend a summer festival. Try the [Atlanta Ice Cream Festival](#), the [Summer Film Festival at the Fox](#), or any others you can find.
2. Go to a museum or a historic attraction. Try the [High Museum](#), [Carter Presidential Library](#), or the [Stone Mountain Laser Show](#) if you've never been.
3. Spend a day without electronics (no smartphones, iPod, iPad, computers, TVs, etc) and consider what it was like to live in a pre-internet, pre-TV world. You can do it! You might even find it enlightening.
4. Explore a neighborhood in Atlanta. Eat at the [Krog Street Market](#). Walk the [Belt Line](#). Explore the [Westside Provisions](#) or [Ponce City Market](#).
5. Do some gardening. If you don't have much of a yard, consider a container garden or try keeping and observing a potted plant.
6. Hike at least 5 miles in a national or state park such as [Sweetwater Creek](#), [Providence Canyon](#), [Amicalola Falls](#), or the [Appalachian Trail](#) in Georgia.
7. Talk with a grandparent or older adult (40 + years older) about life in their younger years. Count this as two entries if you record it on [StoryCorps](#).

8. Go camping in a tent. It can either be far from home or in your backyard.
9. Go to the theater (not the movie theater) to see a live production. Try the [Shakespeare Tavern](#), plays in Piedmont Park, or the [Center for Puppetry Arts](#). Buy half-price tickets at [AtlanTIX](#). Or, try a smaller community theater in Dunwoody or Sandy Springs.
10. Eat an authentic meal from a foreign culture.
11. Work a shelter or a food pantry preparing or delivering food for the elderly or disadvantaged.
12. Visit with the patients at a nursing home.
13. Go fishing or horseback riding.
14. Prepare a meal for your family and then enjoy it with them.
15. Pick berries and make a cobbler or pie.
16. Attend a service of a different religion or interview a person of a different religion.
17. Repair or build something or do some kind of maintenance (changing oil, rotating tires).
18. Plan a trip – map out the route, find places to stay, and located points of interest to visit.
19. Spend an evening playing board games or cards with your family and friends.
20. Visit a cemetery and read the headstones. Consider the history of the family, community, state, and nation embodied in these headstones. Reflect on your experiences. Creepy but fun. Try [Oakland Cemetery](#) in Atlanta and then go to Six Feet Under or Tin Lizzy's for dinner.
21. Visit a quiet spot on a beach, by a stream, or by a lake. Spend an hour in thought and record your thoughts in a journal or notebook.

**How will this be graded?**

First, although journals are often completely private, that is not quite the nature of this one. I will read it, and one or two of your peers (with your permission) will read an entry of your choosing during class as we analyze one another's writing style and voice. So, while I want you to write freely and to not feel restricted in terms of your tone or structure, you will have a small, select audience, so your entries will need to be "school appropriate." You will be graded by the standards listed on the rubric below.

**Summer Activities Journal Rubric**

Expectations	Points Earned/Points Available
<p><b>Minimum Requirements</b> Journal contains at least twenty-five dated entries, spread out over a good bit of the summer (an average of two or three per week). These entries are at least one full page in length. At least three of these entries correspond with the "summer activities list," and include documentation (see requirements above). Additionally, at least two entries are about poetry. Two entries are about the summer reading, and the very last entry is a self-reflection piece.</p>	/70
<p><b>Writing Content</b> While the writing may be lighthearted or serious, traditional or creative, formal or informal, it is <i>CERTAINLY NOT</i> sloppy, thoughtless, or devoid of meaning. Moreover, its content is appropriate for a school assignment.</p>	/10
<p><b>Presentation</b> The journal is neatly bound and titled, and the entries themselves are legible. As a whole, the physical attributes of the journal demonstrate creativity, thoughtfulness, and effort.</p>	/10
<p><b>Reflection</b> The very last journal entry offers a reflection on the writing experience as a whole. It also contains a brief analysis of the writer's own voice and style.</p>	/10
<b>TOTAL</b>	<b>/100</b>