

2017 ENGLISH II SUMMER ASSIGNMENT (Rising 10th Grade):

*****Please note: *Frankenstein* is the assigned text for English II.*****

*****Beowulf is the assigned text for Honors English II.*****

Please buy THIS text: https://www.amazon.com/Frankenstein-Mary-Shelley/dp/0486282112/ref=sr_1_1?s=books&ie=UTF8&qid=1495812577&sr=1-1&keywords=frankenstein

- Annotate directly in the text all of the passages that you find meaningful, thinking in terms of questions and connections: *Why might the author have structured the plot in this way at this particular moment? How has the character changed or stagnated? Why does this language or description or image appeal to me?* You are free to annotate any passage of your choosing; focus on passages or moments that delight, intrigue, surprise, bother, or even trouble you. **Be a curious, active reader.**
- In addition, choose **three** of the six annotation questions below and annotate your responses to them directly in the novel. Please **RECORD THE ANNOTATION QUESTION NUMBER** next to your comments.
- **Please note: You should expect to WRITE essay-style answers to one or more of these questions within the first two weeks of school.**

Frankenstein Annotation Questions:

1. Obviously, the question of **monstrosity** looms massively over the course of the novel. What qualities or traits does the novel seem to deem “monstrous”? Which characters seem most monstrous? When? How? Conversely, if monstrosity seems the thematic thread of the novel, where do we see evidence of its opposite—that of humanity? Which characters seem most human? When? How? What, ultimately, does Shelley seem to say about the relationship between monstrosity and humanity in the novel? More to the point: In what ways are Victor and the creature similar? Different? How does that relationship grow and change over the course of the novel?

2. The epigraph of the novel is from *Paradise Lost*, John Milton’s great epic poem about the creation story. Read the epigraph carefully and do some preliminary research about *Paradise Lost*. What does the epigraph have to do with the novel as a whole? Where do you see the issues it raises—**those of the power and dangers of creation, of divine power**—appear in the novel?

3. Given that focus on creation, Shelley's novel explores obvious issues of **technology**. Annotate moments in which the novel seems to be making a commentary on **technology, science, and knowledge**.

4. What's the nature of **women's roles** across the span of the novel?

5. The novel plays a bit with **point-of-view**, as we receive Walton's, Frankenstein's, and the creature's **perspectives** at various points. How do these multiple perspectives contribute to the novel's themes and overall impact?

6. The origins of *Frankenstein* are fascinating. (Do a little research on how the story came into being.) How does Shelley use **suspense and foreshadowing** for this "ghost story"?