May 16, 2019

Dear Prospective Honors World Literature Students:

As part of the Honors World Literature class, BHS has committed its students to summer reading programs so that students to taste a bit of the type of readings expected in the Honors World Literature course. As another intention, students will use part of the summer to prepare for their upcoming academic year, so we can begin the fall semester immediately with the business of reading, thinking, interpreting, and writing about literature with the rigor expected from a college-level course. BHS now requires students to procure their own copy of the text listed below.

*Frankenstein* – Mary Shelley: At once a Gothic thriller, a passionate romance, and a cautionary tale about the dangers of science, *Frankenstein* tells the story of committed science student Victor Frankenstein. Obsessed with discovering the *cause of generation and life* and *bestowing animation upon lifeless matter*, Frankenstein assembles a human being from stolen body parts; however, upon bringing it to life, he recoils in horror at the creature’s hideousness. Tormented by isolation and loneliness, the once-innocent creature turns to evil and unleashes a campaign of murderous revenge against his creator, Dr. Frankenstein.

*Frankenstein*, an instant bestseller and an important ancestor of both the horror and science fiction genres, not only tells a terrifying story, but also raises profound, disturbing questions about the very nature of life and the place of humankind within the cosmos: What does it mean to be human? What responsibilities do we have to each other? How far can we go in tampering with nature? In our age, filled with news of organ donation, genetic engineering, and bio-terrorism, these questions become more relevant than ever (Amazon.com). NOTE: Not only will we talk about these ideas upon your return in the fall, you will complete an essay during Quarter 1.

Your teachers will speak with the good people at Barnes and Noble to make sure they stock enough copies of the *Barnes and Noble* publication of this novel as this version sells for the low price of $5.00 (ISBN 9781593080051). However, we will not discourage you from checking out Amazon.com or RK News. You do not need this exact publication, but we will refer to this version in class. For a full length PDF of the novel visit [http://www.planetebook.com/ebooks/Frankenstein.pdf](http://www.planetebook.com/ebooks/Frankenstein.pdf) online.

**Assignments**

1. **Double Entry Journal**: Create a table like the attached model (Refer to page to the next two pages.) Find and record **one (1) passage or short excerpt per chapter as a cited quote**. For each excerpt, label and explain a schema connection. You will need a total of **twenty-four (24) schema connections** for this assignment, including four or more (+) of each of the following: first thoughts, text-to-self, text-to-text, text-to-world, and picture descriptions. (SEE ATTACHMENT for detailed instructions and a model of a Double Entry Journal for a novel.)

2. **Text Annotations**: We recommend that you highlight quotes as you read. Label the literary devices to tune-up your annotation skills: consider **plot development, setting, tone, point of view, character development, protagonists, antagonists, motifs, theme, sentence structure, diction, imagery, figurative language, etc.** NOTE: In *Frankenstein*, Mary Shelley used the following motifs (repeating ideas in the novel): Birth and Creation, Rebellion and Moral Isolation, Romanticism, Overreaching, Doubles, Technology, Victim and Victimizer, and Unjust Society.

Hopefully, you will find reading Mary Shelley’s *Frankenstein* enlightening and entertaining. If questions arise over the course of the summer or you need a new copy of the assignment, please e-mail one of us or access the Summer Reading World Lit. Honors Google Classroom with the code “surlw6.” Periodically, we will check our e-mails to answer your questions. Prior to your return in the fall, make sure to read and complete these assignments. We look forward to working with you next fall. Above all, enjoy your summer.

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BHS English Teachers
Double Entry Journal

Instructions:

1. Create a two-column t-chart by drawing a line down the middle of your page and a line across the page for your two headings.
2. Label the left column, QUOTE, and the right column, ENTRY CONNECTION.
3. In the QUOTE column, twenty-four (24) memorable and important novel passages or short excerpts within quotes in MLA Format with proper citation (1 per chapter).
4. In the ENTRY CONNECTION column, record and label your thoughts as schema connections about each quote in one of five ways:
   a. **Four or more (4+) FT: First Thoughts** (What did you think about first after reading the passage? Explain.)
   b. **Four or more (4+) T-S: Text-to-Self** (How does the passage connect to me personally? Explain.)
   c. **Four or more (4+) T-T: Text-to-Text** (What novel, movie, short story, poem, song, play, manga, graphic novel, comic, TV show, or video game does the passage remind me of? Explain.)
   d. **Four or more (4+) T-W: Text-to-World** (What historical or current event does the passage remind me of? Explain.)
   e. **Four or more (4+) PD: Picture Description** (Draw or use clipart to depict what occurs in a passage.)

*This MODEL includes quotes from Laurie Halse Anderson’s novel called *Speak* (1999) about a troubled teenager who becomes an outcast during her freshman year in high school.

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<tr>
<th>QUOTE</th>
<th>ENTRY CONNECTION</th>
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<td>&quot;It is my first morning of high school. I have seven new notebooks, a skirt I hate and a stomachache&quot; (Anderson 3).</td>
<td><strong>T-S:</strong> In 1984, I walked into Sprayberry High School as a Freshman. I had six spirals, one per class period. The butterflies in my stomach told me that I was very nervous since I had been forced to wear a dress for school pictures. Yuck!!</td>
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| "The ninth graders are herded into the auditorium. We fall into clans: Jocks, Country Clubbers, Idiot Savants, Cheerleaders, Human Waste, Eurotrash, Future Fascists of America, Big Hair Chix, the Marthas, Suffering Artists, Goths, Shredders. I am clanless. I wasted the last weeks of August watching bad cartoons. I didn’t go to the mall, the lake, or the pool, or answer the phone. I have entered high school with the wrong hair, the wrong clothes, the wrong attitude. And I don’t have anyone to sit with" (Anderson 4). | **T-T:** The list of clans as mentioned by Melinda refers to stereotypes or cliques as people sometimes call them. This quote reminds me of the letter written by the geek, Brian Johnson (played by Anthony Michael Hall) in John Hugh’s *The Breakfast Club* (1985) movie: “Dear Mr. Vernon,
We accept the fact that we had to sacrifice a whole Saturday in detention for whatever it is that we did wrong. But we think you’re crazy to make us write an essay telling you who we think we are. You see us as you want to see us: in the simplest terms and in the most convenient definitions. . . . But what we found out is that each one of us is a brain. And an athlete. And a basket case. A princess. And a criminal. Does that answer your question?
Sincerely yours,
The Breakfast Club." |
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<td>“A cartoon thought bubble forms over the heads of everyone in the class ('WILL THIS BE ON THE TEST?')” (Anderson 53).</td>
<td><strong>FT:</strong> It’s like children yelling, “Are we there yet?” It wastes time in classes to ask the obvious. Just write the information down in your notes. If the teacher doesn’t review for the test, then ask the teacher later what will be required to know for the test.</td>
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<td>“Mr. Freeman holds onto everything a normal person would throw out: Happy Meal toys, lost playing cards, grocery store receipts, keys, dolls, a salt shaker, trains . . .” (Anderson 63).</td>
<td><strong>T-S:</strong> My husband collects junk like a packrat: keys that he cannot remember what they go to, movie ticket stubs, receipts from every purchase, wine bottle corks, and much more. <strong>T-T:</strong> In Clive Cussler’s <em>Raising the Titanic</em>, the character named Patricia O’Connell keeps everything. However, if she does not dump her keepsakes, the weight of the objects will cause her to sink as she swims to a safer area of the ship to await her rescue.</td>
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<td>“The Merryweather Wombats!” (Anderson 69).</td>
<td><strong>T-W:</strong> Wombats is a popular school mascot even though it sounds like a weird animal. This marsupial was the unofficial mascot for the 2000 Summer Olympics in Sydney, Australia.</td>
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<td>“We are the Wombats, woozy wicked Wombats! Worried, withdrawn, weepy, weird, Wombats” (Anderson 69).</td>
<td><strong>FT:</strong> These sentences feature alliteration using the sound of the letter “W”. The author catches the readers’ eyes and ears as well as their attention to show how Melinda Sordino feels about her classmates.</td>
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<td>“I open up a paper clip and scratch it across the inside of my wrist. Pitiful. If a suicide is a cry for help, then what is this? A whimper, a peep?” (Anderson 87).</td>
<td><strong>PD:</strong></td>
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<td>“Sometimes I think high school is just one long hazing activity: if you are tough enough to survive this, they'll let you become an adult. I hope it's worth it” (Anderson 191).</td>
<td><strong>T-W:</strong> In a news article called “Bullying Becomes a Growing Problem” (August 11, 2010), Siobhan Riley wrote in reference to public schools: “Bullying has long been an issue in schools, but with the growing use of texting and the internet - the problem itself has grown . . . Out of 166 kids who took a survey at a youth summit held in the Golden Triangle [in MS] back in June, 52 said they had been bullied. When asked if the bullying had ever gotten so bad that they wanted to commit a violent act in retaliation, more than half of those kids said yes” (<a href="http://www.wcbl.com/article.php?subaction=showfull&amp;id=1281557740&amp;archive=&amp;start_from=&amp;ucat=2&amp;">http://www.wcbl.com/article.php?subaction=showfull&amp;id=1281557740&amp;archive=&amp;start_from=&amp;ucat=2&amp;</a>).</td>
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