AP Literature and Composition
Summer Reading Assignment 2019

Video Assistance Link:
http://youtu.be/NnrZ6zlgspU?hd=1

Required Reading:

1. *Frankenstein* by Mary Shelley (https://amzn.to/2IVwj27)
   Note that there are two versions of this novel. Either is acceptable, but I prefer the 1831 version if you can find it. Please annotate this novel as you read it, highlighting and making marginal notes on the motifs outlined on the back of this sheet.

2. One of the following novels of choice.
   Carefully consider your options as you will work with this text regularly throughout the year and work more intimately with it than any other novel. Like your reading of Frankenstein, annotate for motifs. *Unlike* Frankenstein, develop your own list of motifs and system of organization. These texts are much longer but modern and the style of writing is more easily accessible. Plan accordingly.
   - *The Poisonwood Bible* by Barbra Kingsolver (https://amzn.to/2IULXKW)
   - *A Prayer for Owen Meany* by John Irving (https://amzn.to/2ZXxtzs)
   - *All The Light We Cannot See* by Anthony Doerr (https://amzn.to/2VEcJNN)

Expectations:
Expect to use these works in class within the first week of school. This means read BOTH books BEFORE the first day of class. You will have several major assignments relating to summer reading within the first few weeks of school, so be prepared! I hope you enjoy your summer reading, and I look forward to working with you in the fall.

Purchasing summer reading book(s) is recommended, but if that is not possible, please visit your local library and/or see Mr. Womack in room 2219 before leaving for the summer to borrow a book from the school bookroom.

*NOTE: Use of outside sources like Spark Notes, Bookrags, etc is strictly prohibited and will NOT prepare you for the work we will do with these texts. If you feel you need to consult these sources in order to understand a novel, AP Lit may not be the right course for you!!! Do the reading! Do your own thinking! I cannot emphasize this enough!*

If you have questions about the assignment, contact
Mr. Womack (womackm@fultonschools.org)
Frankenstein: Annotations/Motifs

General Instructions:

1. As you read Frankenstein, annotate/highlight key quotations, looking for lines/passages that relate to the motifs and concepts listed below. In our class discussion, we will split the novel into three sections, so note these divisions and how they work together in the work as a whole.
2. You may take note of them in any way you prefer as long as you take note of them in some way that you will be able to refer back to. Some ideas are listed below.
3. Keep in mind that many of the quotes you find will be related to several of the ideas listed, so find what you can, mark those ideas that stand out, and accept that some will slip by.
4. You may address questions you have, chapter summaries, connotations of specific words, themes, recurring images, symbols, connections, patterns, allusions, etc. in additional annotations if this is helpful, but it is not required.

Ideas for Tracking Motifs:
Here are some ideas that might be helpful. You do not need to use them all, but you must keep some kind of record of the lines/passages that correspond to the motifs listed below.

1. Color code the motifs and create a key, then use highlighters, colored pencils, or post-it notes to mark any related quotes.
2. Mark and label quotes in your book that relate to motifs listed below.
3. Create a chart where you list the page number, paragraph number, and start of the quotes that relate to the motifs.
4. Create a chart where you copy and paste the entire quote from a digital full text of the novel every time you see something related to a motif listed below.

Motifs:

1. 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?

2. 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?

3. Rebellion and Moral Isolation: Consider the way in which characters rebel, what they rebel against, and how this rebellion leads to isolation. Consider also WHY it leads to isolation and if Shelley is looking down on or glorifying rebellion

4. Victim and Victorizer: Who is the victim here? Who is the victimizer? How does the moral perspective of this story constantly shift?

5. The Unjust Society: The human world often appears monstrous in this book. What specific aspects of society is Shelley criticizing?

6. The Doubles: Many critics have noted that Victor and his creature are doubles—two aspects of the same being. Also consider other doubles in the novel. Also consider the idea of the divided self—the civilized man or woman possesses within the self a monstrous, destructive energy...

7. Technology: Shelley examines the dangers of science and modern technology in this work as well as the healing power of nature. She said herself that “technology can never be more than a magnified image of the self.”