

AP English Literature and Composition
Luella High School 2014 Summer Reading
Thematic Complexity: *Monstrosity and Magnanimity*

During the summer, you will read two works: *Frankenstein; or, The Modern Prometheus* by Mary Shelley and *The Metamorphosis* by Franz Kafka. For *Frankenstein*, complete the literary analysis and vocabulary tasks outlined below. For *The Metamorphosis*, simply read the text and be prepared to analyze and discuss thematic and literary parallels with *Frankenstein*. Visit the AP English Literature website (<http://lisaboyd.pbworks.com/>) for links to online texts and information about signing up for Remind101 and Edmodo. If you sign up NOW, you will receive reminders and have the opportunity to participate in online discussions over the summer.

TASK 1: Literary Analysis

Choose ten quotations from the text (a minimum of one narrated by Walton and three each narrated by Frankenstein and the creature), and for each complete the tasks described and illustrated in the charts below.

LITERARY ANALYSIS INSTRUCTIONS

| <i>quotation</i> | <i>narrative point of view</i> | <i>ethos, logos, and/or pathos</i> | <i>characterization</i> | <i>theme</i> |
|---|---|--|---|---|
| Select a multi-sentence quotation that portrays character and reveals thematic concept(s). Indicate chapter number in a parenthetical citation. | Identify the narrator of the quotation (Walton, Frankenstein, or the creature). Briefly, explain how the point of view influences perception of character(s). | Describe how and why the narrator appeals to ethos, logos, and/or pathos in the passage. | Choose two adjectives that aptly express traits of the character (either the narrator OR the character he is discussing). Briefly explain how the passage reveals these traits. | Discuss what the passage and the depiction of character(s) reveals about the concepts of monstrosity and magnanimity. |

LITERARY ANALYSIS EXAMPLE

| <i>quotation</i> | <i>narrative point of view</i> | <i>ethos, logos, and/or pathos</i> | <i>characterization</i> | <i>theme</i> |
|--|---|--|--|---|
| I never saw a more interesting creature: his eyes have generally an expression of wildness, and even madness; but there are moments when, if any one performs an act of kindness towards him, or does him any the most trifling service, his whole countenance is lighted up, as it were, with a beam of benevolence and sweetness that I never saw equalled. But he is generally melancholy and despairing; and sometimes he gnashes his teeth, as if impatient of the weight of woes that oppresses him. (Letter IV) | Through his first-person point of view description of his first encounter with Victor Frankenstein, Robert Walton reveals his awe in meeting the complex man. When he vows that "[he] never saw a more interesting creature," Walton reinforces the reader's perception of himself as a man of "ardent curiosity" (Letter I). | Walton's letter employs pathos as he reveals his fascination with and sympathy for Victor Frankenstein. He calls him not a man but a "creature" to highlight how "the weight of woes that oppresses him" has dehumanized Frankenstein. The reader feels compassion for Frankenstein as Walton emphasizes that he possesses "sweetness that [he] never saw equalled" and thus should not suffer "melancholy" and "[despair]." | Walton portrays Frankenstein as a complex individual whose mysterious nature is defined by duality. To Walton, he is both awe-inspiring and pitiable. His conflicting qualities are depicted in the juxtaposition of his "wildness" and "melancholy" with his "benevolence" and "sweetness." | Walton's introduction of Victor Frankenstein as a "creature" who "sometimes gnashes his teeth" and a man is "lighted up . . . with a beam of benevolence" amplifies the dualistic focus on the novel on man as equally monstrous and magnanimous. |

LITERARY ANALYSIS RUBRIC

| Standard | <i>Exceeding</i> | <i>Meeting</i> | <i>Progressing</i> | <i>Not Meeting</i> |
|---|------------------|----------------|--------------------|--------------------|
| CCSS.ELA-Literacy.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence when writing to support conclusions drawn from the text. | | | | |
| CCSS.ELA-Literacy.CCRA.R.2: Determine central ideas or themes of a text. | | | | |
| CCSS.ELA-Literacy.CCRA.R.3: Analyze how and why characters develop and interact over the course of a text. | | | | |
| CCSS.ELA-Literacy.CCRA.R.4: Interpret words and phrases as they are used in a text, including determining connotative and figurative meanings. Analyze how specific word choices shape meaning and tone. | | | | |
| CCSS.ELA-Literacy.CCRA.R.6: Assess how point of view shapes the meaning of a text, and analyze how an author uses rhetoric to advance that point of view and meaning. | | | | |
| CCSS.ELA-Literacy.CCRA.L.1&2: Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. | | | | |

TASK 2: Vocabulary Acquisition for *Frankenstein*

Select twenty words from list below, and for each complete the tasks described and illustrated in the charts below.

| | | | | | | |
|-------------|---------------|--------------|----------------|---------------|--------------|-----------|
| adversary | conciliating | discern | filial | irksome | penury | respite |
| afflict | consolation | disconsolate | harrowing | irrevocably | perseverance | satiate |
| ameliorate | consternation | emaciate | hovel | lament | perused | spurn |
| ardent | countenance | enigmatic | illustrious | malicious | physiognomy | sublime |
| averred | culled | entreated | immutable | mortification | procure | sullen |
| capitulated | dauntless | evinced | impertinent | multifarious | prudence | suppliant |
| capricious | delineate | exhortation | incredulous | obdurate | rambling | torpor |
| celestial | delirium | fastidious | indefatigable | obstinate | recompensing | traversed |
| chimerical | deplored | fervent | inexorable | omnipotent | repose | venerable |
| commiserate | diffident | fiend | insurmountable | pensive | requisite | wantonly |

VOCABULARY ACQUISITION INSTRUCTIONS

| # | State the word, and identify the <u>part of speech</u> . |
|----|--|
| a) | Write the sentence from the book with the word in it and indicate page or chapter number in a parenthetical citation. |
| b) | Record the <u>definition</u> of the word, citing your <u>source</u> , and at least one SAT-level <u>synonym</u> for the word. If multiple definitions exist, choose the definition(s) that is apt for the context of the book's sentence. |
| c) | Determine <u>other forms</u> of the word that you could in your writing and speaking, stating the <u>part of speech</u> of each. |
| d) | Discuss how the use of the word in the passage shapes the <u>tone</u> and reveals <u>characterization</u> and/or <u>conflict</u> . Explain <u>context clues</u> (from the sentence or surrounding sentences) reinforce the meaning of the word. You should also consider how literary devices of <u>repetition</u> , <u>juxtaposition</u> , and/or <u>figurative language</u> influence the meaning of the passage. Underline the literary devices you incorporate in your analysis. |
| e) | Compose a sentence of your own about a text you have read, using the new word (or one of its forms) in context that clearly shows its meaning. You must show me that you can use the word—DO NOT copy or rephrase sentences from internet sites. Underline the word and the context clue(s). |

VOCABULARY ACQUISITION EXAMPLE

| | |
|----|---|
| 1 | abhorrence (noun) |
| a) | "I felt the greatest ardour for virtue rise within me, and abhorrence for vice, as far as I understood the signification of those terms, relative as they were, as I applied them, to pleasure and pain alone." (<i>Frankenstein</i> chapter 15) |
| b) | <u>definition</u> : the act of regarding something with extreme repugnance (<i>Merriam-Webster</i> online) <u>synonyms</u> : loathe, despise |
| c) | abhorrent (adjective), abhorrently (adverb), abhor (verb), abhorring (adjective), abhorrer (noun) |
| d) | The creature's use of the word abhorrence in this passage emphasizes the fervent <u>tone</u> that defines his entire narrative and illustrates his passionate <u>character</u> . The context clue depends upon <u>parallel structure</u> to emphasize <u>contrast</u> of ideas and emotion. "Ardour for virtue" shows that the creature feels passionate love for acting morally, which is directly <u>juxtaposed</u> with "abhorrence for vice" as he feels intense hatred for acting immorally. The <u>parallelism</u> of "pleasure and pain" reinforces the opposition that has defined his life and shaped his character. <u>Ironically</u> , despite the cruel treatment he has received from most humans he has encountered, including his creator Frankenstein, the creature maintains his benevolent spirit, and his learning to read intensifies his humane character. |
| e) | From the beginning of Act 1 of <i>The Tragedy of Othello</i> , Iago feels <u>abhorrence</u> for Othello and Cassio and thus sets about to destroy them both; all his actions are driven by his <u>intense hatred</u> because he believes Othello passed him over for promotion and Cassio stole his rightful position. |

VOCABULARY ACQUISITION RUBRIC

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|--|-----------|---------|-------------|-------------|
| CCSS.ELA-Literacy.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence when writing to support conclusions drawn from the text. | | | | |
| CCSS.ELA-Literacy.CCRA.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings. Analyze how specific word choices shape meaning or tone. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings. | | | | |
| CCSS.ELA-Literacy.CCRA.L.1&2: Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. | | | | |
| CCSS.ELA-Literacy.CCRA.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues and consulting general and specialized reference materials. | | | | |
| CCSS.ELA-Literacy.CCRA.L.6: Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading and writing at the college and career readiness level. | | | | |