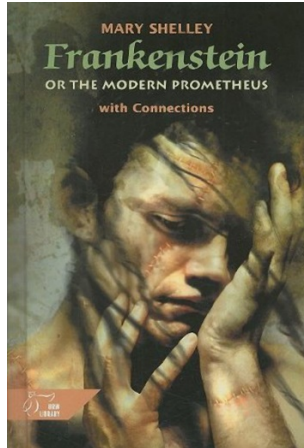


2018-2019 (HS)2 Grade 10 Enriched English Summer Reading



Welcome to Grade 10 Enriched English!

The purpose of the summer reading assignment is to encourage you to enjoy reading, improve your reading and writing skills, improve your vocabulary, and help you make personal connections with literature. For this reason, you are required to read *Frankenstein or the Modern Prometheus* by Mary Shelley during your summer break AND complete two assignments. *Frankenstein* is a classic piece of literature published in 1818. You may read this in any format, and there are several FREE online books available.

Stanford University's Center for Biomedical Ethics reminds us of how this novel is relevant today. "The year 2018 marks the 200th anniversary of the publishing of Mary Shelley's novel *Frankenstein*. The novel is eerily relevant today as we face ethical dilemmas around appropriate use of stem cells, questions about organ donation and organ harvesting, as well as animal to human transplants. Additionally, the rise of artificial intelligence portends an uncertain future of the boundaries between machines and humans." Without question, *Frankenstein* is perfectly suited for the (HS)2 Academy.

Please complete the two assignments below, and follow the directions precisely. **Both assignments are due the first day of school.** This summer reading assignment will provide you with the background you need to complete your first project during the first quarter.

Enjoy your summer.
Ms. Kunes

ASSIGNMENT #1: READING REFLECTIONS

Directions: READ each of the articles below, and respond to the questions. Each response must be typed, double-spaced, and at least three paragraphs in length. You will reach these sites easily if you open a new tab each time and copy and paste the URL.

1. Begin by reading “The Story of Prometheus”. Go to http://boliveira.weebly.com/uploads/8/3/3/2/8332701/prometheus_myth.pdf.

QUESTION FOR RESPONSE: Based on the story of Prometheus, what can be inferred as the reason Mary Shelley calls Frankenstein “The Modern Prometheus”? Cite strong and thorough textual evidence from the story to support your response.

2. Go to <http://www.cbc.ca/radio/whitecoat/monsters-and-medicine-1.4618294/frankenstein-101-what-the-monster-teaches-medical-students-1.4618322> Listen to the radio program AND read the article “Frankenstein 101: What the Monster Teaches Medical Students”.

QUESTION FOR RESPONSE: What is the theme or central idea of this article? Cite strong evidence to support your response.

3. Go to <http://stanmed.stanford.edu/2018winter/why-issues-raised-in-Frankenstein-still-matter-200-years-later.html>. READ “Why Frankenstein Matters” by Audrey Shafer, MD

QUESTION FOR RESPONSE: According to the article, why does Frankenstein matter? Cite strong evidence to support your response.

ASSIGNMENT #2: READING the NOVEL

Directions: While reading the novel *Frankenstein*, stop periodically to complete the activities below before, during, and after each assigned section. Again, each response must be typed, double-spaced, and complete.

PART 1: The Letters 1–4

VOCABULARY PREVIEW

ardent [ardənt] adj. passionate

countenance [kountə nəns] n. face; expression

dauntless [dɔntlis] adj. fearless

harrowing [haro̅ in] adj. extremely distressing

irrevocably [i revə kə ble̅] adv. in a way impossible to change

mariner [marə nər] n. navigator of a ship

perseverance [pur̅sə ve̅ rəns] n. steady persistence

Before Reading

1. What do you think spurs people to explore the unknown?

While Reading

2. As you read Walton's letters, make notes about Walton's goals, attitude, and personal qualities. Consider both the character's statements and his actions.

After Reading

3. In his letter to his sister, what does Walton say he longs for? Why do you think Walton feels lonely even though he is on board a ship with a full crew

PART 2: Chapters 1–10

VOCABULARY PREVIEW

benevolent [bə nevə lənt] adj. showing charity

commiserate [kə mizə ra̅ t̅] v. to express sympathy

consolation [kɒn sə la̅ shən] n. something that eases sorrow or disappointment

discern [di surn] v. to detect; to perceive

fiend [fe̅ nd] n. evil spirit; devil

hideous [hide̅ əs] adj. extremely ugly

omen [oːmən] n. a sign of future good or evil

Before Reading

1. How do you define personal responsibility? When something bad happens that involves you, how do you know whether or not you bear some responsibility for it?

While Reading

2. In Chapters 1 through 10, the author introduces the two major characters in the novel as well as several minor characters. List each character and note important details about his or her background or personality.

After Reading

3. What is Frankenstein's purpose in pursuing science? What does he study?
4. Do you agree with Frankenstein that he bears some responsibility for the death of William? Why?

PART 3: Chapters 11–16

VOCABULARY PREVIEW

conjecture [kənˈdʒektʃər] v. to guess using the available evidence disconsolate [disˈkɒnsəˈleɪt] adj. unable to be cheered up

enigmatic [enɪˈmɪtɪk] adj. puzzling

flagrant [ˈflæɡrənt] adj. highly offensive

pensive [ˈpensɪv] adj. deeply or dreamily thoughtful

venerable [ˈvenərəˌbəl] adj. worthy of respect or reverence

vengeance [ˈvenʒəns] n. punishment inflicted in return for a wrong

wantonly [ˈwɒntənli] adv. maliciously; without restraint

Before Reading

1. What are some reasons why a person might be rejected by others?

While Reading

2. In this section, the creature recounts what has happened in his life since Frankenstein abandoned him. List the main experiences in the creature's life as well as his thoughts and feelings about those experiences.

After Reading

3. How does the creature get to know the family who lives in the cottage? Why is he drawn to the family? How does the family's reaction to the creature affect his view of himself and the human race?

PART 4 Chapters 17–21

VOCABULARY PREVIEW

base [baːs] adj. mean-spirited

inexorable [iːnek.sə.rə.bəl] adj. unyielding

insurmountable [inˈsə.rməntə.bəl] adj. impossible to overcome

irksome [ɪrksəm] adj. annoying

listless [lɪstlɪs] adj. lacking energy

malicious [məˈlɪ.ʃəs] adj. deliberately harmful

torpor [ˈtɒr.pər] n. state of inactivity or apathy

traverse [ˈtræv.ərs] v. to travel across

Before Reading

1. Write three reasons why companionship or love is an important part of the human experience.

While Reading

2. Create a timeline and trace the main events that occur after Frankenstein agrees to create a companion for his creature.

After Reading

3. What keeps Frankenstein from completing the second creature?
4. How does Shelley create a feeling of suspense in Chapters 17 through 21?

Part 5 Chapters 22–24

VOCABULARY PREVIEW

adversary [ˈædv.ər.sɪ.ri] n. enemy; opponent

consternation [kɒnˈstɜː.nəˈʃən] n. state of confusion

illustrious [ɪˈlʌstre.əs] adj. very distinguished

omnipotent [ɒmˈnɪ.pə.tənt] adj. all-powerful

pilgrimage [ˈpɪl.ɡrɪ.mɪdʒ] n. long journey for a spiritual purpose

Before Reading

1. Freewrite for five minutes about a person who is governed more by intellectual decisions than by emotional decisions. What are the positive and negative consequences of relying more on your intellect than your emotions?

While Reading

2. In the final chapters of the novel, Victor Frankenstein and his creature are involved in a mad contest of revenge. Discuss at least four statements made by each character that reveal his motives, feelings, or state of mind. Note the chapter number after each statement.

After Reading

3. Did the ending of the novel surprise you? Can you imagine a different ending to the novel? Explain.
4. How do you think Frankenstein failed or erred as a human being? What traits or attributes, do you think, led to the creature's fate?