

**10th Gifted English
Summer Reading Assignments
New Albany High School**

Texts:

***Frankenstein* by Mary Shelley**

<https://www.planetebook.com/free-ebooks/frankenstein.pdf>

***The Life of Pi* by Yann Martel**

https://www.scollingsworthenglish.com/uploads/3/8/4/2/38422447/_life_of_pi_full_text_pdf.pdf

File name for submissions should include both your first and last name.

Each assignment should have a heading beginning on the first line of the top left-hand corner of the document. The heading should include the student's name, the name of the text (underlined), and the assignment number.

The assignment counts as a 200 point major grade. **It is due the second day of class (regardless of which semester you have English)**; your grade will drop a letter grade for each day the assignment is late.

Students will need to bring the books to class during the first weeks of school.

Students should thoroughly read the books, not just one of the many summaries that are widely available.

Students should do their own work on the summer assignments. Copying the work of other students or material that is available on the internet is considered plagiarism and will result in a grade of zero.

Students may discuss the novel with classmates, but should not work in groups to complete assignments. One purpose of the summer assignments is for the teacher to get a sense of each student's personal voice and writing style.

Students should use their best organizational and writing skills and proofread carefully for grammatical errors. Be sure to follow all instructions.

Assignments for *Frankenstein* by Mary Shelley:

1. **(40 points)** Both Victor Frankenstein and the Creature exhibit good and bad qualities. They both have “dark sides” and they both demonstrate good characteristics, making them doppelgangers. Additionally, they are doppelgangers of each other, exhibiting opposite characteristics at different points in the novel.

Your assignment is to **create visual representations** of Victor Frankenstein and the Creature which represent the opposing characteristics that exist within each character. Your representations should show the “dark double” or doppelganger of each character. You will create **two separate physical representations**, one for Victor Frankenstein and one for the Creature. Your physical representations may be on poster-board or three dimensional. Be creative.

You must support your images/representations **with evidence from the novel**, using at least **10 quotes from the novel for each character** (five quotes representing good characteristics and five quotes representing bad characteristics). You must include the **page number** where each quote can be found **and an explanation** of how the quote represents the good or bad quality you have depicted. **The quotations and explanations must be included on the project or attached to the physical project.** Clearly indicate which physical image or attribute in your project represents each quote.

Possible themes: You may choose one of the following themes or come up with one on your own. You may use one theme for Victor Frankenstein and another for the Creature.

“Dark Double” –Depict each character as two separate entities, one who is dark and sinister and one who is light and good.

“Shadow Self” – Depict each character and his shadow. The character depictions should demonstrate the “good” characteristics, and the shadow should represent the “bad” characteristics.

“Monster Within” – Depict each character with a “monster” inside him to show the good and bad characteristics.

“Split Personality” – Depict each character as half good and half evil.

2. **(30 points)** Frankenstein is considered to be a part of the literary genre known as Gothic. Go to <http://academic.brooklyn.cuny.edu/english/melani/gothic/gothic.html> and pay attention to the elements of Gothic literature. Find at least one quote or passage that illustrates each of the **twelve characteristics** listed on this page. On your paper, write the characteristic and the quote/passage, being sure to include the page number.

3. **(30 points)** Choose the **three** Gothic characteristics from #2 that you think are most exemplified in the novel. Write a **five paragraph essay** in which you explain your choices. You should include an introduction with a thesis statement, three body paragraphs that contain clear, concise statements, and a conclusion. Use the quotes you selected for question 2 to support

your claims. Incorporate quotes into your writing and use in-text citations to indicate the page number of the quoted material.

(See sample below.)

Sample paragraph using incorporated quotes and in-text citations:

In *Cold Sassy Tree*, author Olive Ann Burns utilizes imagery to engage the reader in the adventures of Will Tweedy, the novel's protagonist. At one point, Will becomes trapped on a train trestle when a train comes. Burns' use of sensory detail allows the reader to experience the intensity of the moment as Will feels "train heat almost at [his] heels" and becomes "swallowed up in fire and thunder" (77). The reader can smell the "heated creosote" and feel the "hot cinders...from the firebox" as the train travels over Will (Burns 77). Additionally...

Assignments for *Life of Pi* by Yann Martel:

1. **Research assignment (30 points): CHOOSE ONE OF THE FOLLOWING**

NOTE: You will present these in class at the beginning of the semester.

Option A: Research the Indian Emergency. Create a multimedia presentation (keynote, powerpoint, etc.) explaining the political climate of India at the time that the Patel family fled the country. Include an explanation of why the Patel's might have left. Your presentation should be at least six slides.

Option B: Research the three religions presented in the novel (Hinduism, Christianity, and Islam). Prepare a multimedia presentation (keynote, powerpoint, etc.) explaining the major beliefs of each. Include an explanation of Pi's experience with each religion. Your presentation should be at least six slides.

Option C: Research the four animals that were on the lifeboat with Pi. Create a multimedia presentation (keynote, powerpoint, etc.) detailing the attributes of each species. Include an explanation of why Matel might have chosen these animals to be on the boat and how their attributes contribute to the story. Your presentation should be at least six slides.

II. Creative Assignment (30 points):

Create a visual image or model of the lifeboat with Pi and the animals aboard. Use the description in the text as a blueprint. You may create the image/model manually (drawing, painting, building, etc.) or digitally. Include relevant quotes from the text to support your design.

III. Writing Assignment (40 points):

In the novel, Pi tells two versions of his experience on the lifeboat. Through this, Martel creates an ambiguous ending which leaves the reader to decide which story to believe. The animal version of Pi's lifeboat experience in *Life of Pi* can be read as a parable (a simple story used to illustrate a moral or spiritual lesson, as told by Jesus in the Gospels) or fable (a short story, typically with animals as characters, conveying a moral).

Choose a parable or fable from one of following links and write a essay analyzing the moral or lesson of both Pi's story and the parable or fable that you choose. Include analysis of the qualities of a fable or parable that both texts share and how they are different. Include specific quotes from both texts as evidence to support your ideas. Incorporate the quotes as part of your written analysis and use proper MLA format for citations (see examples below).

Parables: <http://biblesymbol.com/list-of-parables/>

Fables: <http://read.gov/aesop/001.html>

Sample paragraph using incorporated quotes and in-text citations:

In *Cold Sassy Tree*, author Olive Ann Burns utilizes imagery to engage the reader in the adventures of Will Tweedy, the novel's protagonist. At one point, Will becomes trapped on a train trestle when a train comes. Burns' use of sensory detail allows the reader to experience the intensity of the moment as Will feels "train heat almost at [his] heels" and becomes "swallowed up in fire and thunder" (77). The reader can smell the "heated creosote" and feel the "hot cinders...from the firebox" as the train travels over Will (Burns 77). Additionally...