



***The Catholic High School of Baltimore***  
**Summer Reading**

**Teacher's Name** Mrs. Wozniak

**School Year:** 2025-2026

**Grade Level:** 11

**Course No.:** 131

**Course Name:** British Literature

**Academic Level (AP/Honors/CP/Archangel):** Honors

**ASSIGNED READING**

***Frankenstein: The 1818 Text*** by Mary Shelley  
**ISBN-13:** 978-0143131847

**ASSIGNMENT**

**Due:** Your summer reading assignment is due on the first day of school.

1. Read ***Frankenstein: The 1818 Text***. While reading, annotate and make notes according to attached directions.
2. Be prepared to discuss the book beginning the first day of school and be ready to show your annotations and notes on day two.
3. There will be a Socratic Seminar on this book. The Socratic Seminar is a formal discussion, based on a text, in which the leaders ask open-ended questions. It is not a traditional lecture or debate, but a dialogue where students will explore ideas, analyze different perspectives, and they will build upon each other's insights. The goal is to deepen understanding and promote critical thinking.



**Annotating** means marking the page as you read with comments or notes. By marking key ideas, it will enable you to discuss the reading with more support, evidence, and proof than if you rely on memory.

Use highlighting and underlining sparingly. Never underline or highlight something without including a written note that explains the reason for its significance.

Use different color pens, highlighters or any other symbols to help keep you organized, but make sure you create a “key”, so you know what is what.

**Mark key passages, words, or descriptions:**

1. Any time you read a section that is significant to the plot or character development, underline it and write a brief note to yourself in the margin describing the section and/or why it is important.

**React to what you read:**

2. If something in the text strikes you, surprises you, troubles you, or even makes you laugh, mark it and write your reaction in the margin. Make predictions, characterizations and record questions you may have. Often these passages are intentionally written to elicit such a response, so they can prove important later.

**Track themes:**

3. As you read, you will begin to discern the text’s topics/themes. Begin marking them every time they occur. This is especially valuable when it comes to writing an essay on the book. Themes are often developed through the characters, point of view, symbols, setting, etc.

**Label Literary Elements, Figurative Language, Diction:**

4. When you come across literary devices, underline/highlight/bracket them and label them. Literary devices include things like symbols, motifs, foreshadowing, and any figurative language (similes, metaphors, personification, allusions, alliteration, imagery, etc.).



5. Diction (effective or unusual word choice), Syntax (order of words, phrases, or sentences; punctuation)

**Notes at the end of the chapter:**

6. You should take a few minutes at the end of each one to list its most important plot events. That way, when you remember a key plot event but do not remember where in the text it occurs, or when you cannot recall which event occurs before which, you have a resource for easy reference instead of having to thumb through the entire book.

**CONTACT**

If you have any questions this summer, please reach out. My email address is **[awozniak@thecatholichighschool.org](mailto:awozniak@thecatholichighschool.org)**.