



The Catholic High School of Baltimore
Summer Reading

Teacher's Name: Ms. Wozniak

School Year: 2026-2027

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

ISBN13: 978-0143131847

ASSIGNMENT (52 points total):

1. Read ***Frankenstein: The 1818 Text***. While reading, **annotate and make notes** according to attached directions, and then answer the attached questions as best as you can. (20 points)
2. Be prepared to discuss the book and **questions** (32 points) beginning the first day of school.
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 build upon each other's insights. The goal is to deepen understanding and promote critical thinking. This will be a separate assignment.

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, post-it notes 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:

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

React to what you read:

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 (think foreshadowing).

Track themes:

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. Themes are often developed through the characters, point of view, symbols, setting, etc.

Label Literary Elements, Figurative Language, Diction:

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.).

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

Notes at the end of each chapter:

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.

Frankenstein Critical Thinking Questions

Please answer each question in a complete sentence with details/textual evidence to support your answer.

1. How did the death of Victor Frankenstein's mother affect the family dynamic?
2. Justify who is at fault for William's death.
3. What's the purpose of Walton's character?
4. In what ways does the quest for knowledge impact the story?
5. What effect on the monster does Frankenstein's abandonment have?
6. Does Victor owe a parental role to the monster since he was the creator? Why/why not?



7. How do the monster's experiences and actions reflect his level of consciousness?
8. If the creature had turned out beautiful, would Victor have abandoned him? Why/why not?
9. Why does Victor describe the creature as both beautiful and horrifying?
10. How might the creature's personality have been different if he'd been beautiful instead of ugly?
11. Why did Justine sacrifice herself even though she knew she was innocent?
12. How should Victor have handled the accusation of Justine for William's murder?
13. Are the creature's actions justifiable? Explore/explain.
14. How does Victor's not giving the creature a name add to the story and influence society's view of the creature?
15. If the creature had been surrounded by a loving and accepting environment, would the outcome have changed?
16. What is the core reason Victor abandoned his creation?
17. How do you think the isolation of the creature helped to shape his personality and actions?
18. What role does Victor's guilt play in the development of his character throughout the novel?
19. Would you consider the creature a conscious being? Why/why not?
20. Would you describe Victor's fear of his creation as rational or irrational? Why would you describe it that way? What do you think his fear is based on?
21. **Nature v. Nurture:** In your opinion, was the creature a "monster" because of his genes (nature) or his experiences (nurture)?
22. When the creature was watching the villagers in their cottage, how was he addressing one of his core needs?
23. How would Victor's life and the events of the story be different without Henry Clerval?
24. Does the creature see Victor as God, father, both, or neither? Justify your answer.
25. How would the creature have developed had he not "lived with" the De Lacey's for so long?
26. Explain why *Frankenstein* is also titled *The Modern Prometheus*. What is implied by this alternate title? Explore the metaphor on multiple levels.
27. Does the structure of the novel (meaning that it's both a story-within-a-story as well as an epistolary novel—one that is told through letters) work or not work? Critique the novel's structure and its effectiveness.



28. What role does guilt play in the story? How does it affect the characters? What does Shelley imply about guilt itself?
29. What does the novel suggest about ethics (doing the right thing)?
30. What role does revenge play? How does it affect the characters? What does Shelley imply about it?
31. Did Victor make the right decision not creating a partner? Use textual evidence to support your idea.
32. What qualities make a monster? Who is the real monster in the story?

DUE DATE: All annotations and answers to questions are due Day 1 of class. All late work will incur a 10% penalty each day it is late.

CONTACT

If you have any questions this summer, please reach out. My email address is awozniak@thecatholichighschool.org.