

Summer Reading for Senior English Courses 2024
Lawrence Central High School

Course	Expected Title	Assignment
All Senior Level Courses that are Non-AP/Non-ACP: <i>Optional & Extra Credit Awarded if Completed</i>	1-2 books of the student's choosing -grade level appropriate.	For extra credit, complete a "one-pager" assignment for each book. See one-pager format below.

One-Pager Assignment Format:

**This may be handwritten or typed.*

Book Title: _____

Author: _____

Date started/completed: _____

Pages read: _____

Your Rating of book on A Scale of 1-10) _____

Choose five (5) of the following sentence starters and write a brief reflection for each. Attach your reflections to this sheet:

I noticed...

I wonder...

I'd like to know...

The central issue(s) is(are)...

If _____ then...

I'm not sure

Although it seems...

I was reminded of...

I realized...

One consequence of _____ could be...

I think...

If I were...

I'm surprised that...

What is the author's purpose?

Who was the intended audience(s)?

Academic Honesty

By signing below, I am indicating that the information on this page is accurate:

ACP L111 & W131 Summer Reading Assignment

Instructor: Ms. Preddie-St. Clair

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Directions: Read the article “**Consider the Lobster**” and complete the questions below. Responses may be attached to this sheet. A google doc copy of this assignment may be found and a copy made at: <https://docs.google.com/document/d/1EDyUOZxPxMwVxkakznc75bP6EhA0eC07QBOXtZBAZ2Q/edit?usp=sharing>

“**Consider the Lobster**” by David Foster Wallace: <http://www.columbia.edu/~col8/lobsterarticle.pdf>

1. This article was originally published in Gourmet Magazine. What would you expect from an article written about a local food festival in Gourmet Magazine? How does Wallace defy those expectations in this article?

2. After a brief introduction to the event, Wallace gives a brief explanation of the history of our relationship to lobsters going back to colonial times. What did you learn from this little history lesson? How do you think the original audience would respond to this?

3. Wallace spends about one third of the article considering whether lobsters feel pain when they are boiled alive, and whether that physical pain equates to existential suffering. How do you think readers of Gourmet Magazine would respond to this portion of the article? How do you respond to it?

4. One of the trademarks of Wallace’s writing is his extensive use of footnotes. What effect does the use of footnotes have on his argument?

5. In Footnote 6, Wallace says:

To be a mass tourist, for me, is to become a pure late-date American: alien, ignorant, greedy for something you cannot ever have, disappointed in a way you can never admit. It is to spoil, by way of sheer ontology, the very

unspoiledness you are there to experience. It is to impose yourself on places that in all noneconomic ways would be better, realer, without you. It is, in lines and gridlock and transaction after transaction, to confront a dimension of yourself that is as inescapable as it is painful: As a tourist, you become economically significant but existentially loathsome, an insect on a dead thing.

Explain what he means by this. Do you agree with him? Why or why not?

6. In Footnote 14, Wallace writes:

Is it significant that “lobster,” “fish,” and “chicken” are our culture’s words for both the animal and the meat, whereas most mammals seem to require euphemisms like “beef” and “pork” that help us separate the meat we eat from the living creature the meat once was? Is this evidence that some kind of deep unease about eating higher animals is endemic enough to show up in English usage, but that the unease diminishes as we move out of the mammalian order? (And is “lamb”/“lamb” the counterexample that sinks the whole theory, or are there special, biblico-historical reasons for that equivalence?)

How does this difference in word choice between mammal and non-mammal animal meat affect Wallace’s argument?

7. What is Wallace’s central message in this article? What is his purpose? Provide textual support.

IB/AP English Literature and Composition Summer Reading

Grade 12

2024

AP STUDENTS ASSIGNMENT:

Before school begins read *Frankenstein* by Mary Shelley and complete the assignment below.

Summer novel:

- *Frankenstein* – Mary Shelley (online pdf available at <http://www.gutenberg.org/files/42324/42324-h/42324-h.htm>)
Audiobook recording: https://www.youtube.com/watch?v=epVTq_5dXzQ
*note -youtube contains several audiobook recordings to choose from.

In addition to reading the novel, students are required to complete a three-entry handwritten journal. The parameters of the assignment are below.

Summer Reading Journal

The purpose of this journal is to promote independent, observant, and thoughtful reading. Students are reminded to have this assignment in mind throughout the reading of each novel.

Please follow these steps:

- Use lined paper, not spiral.
- Mark three columns. The first one will be very narrow for page numbers only. The last two will take up the remainder of the paper equally. These are for text excerpts and commentaries.
- Your journal will include **3 entries on the novel: beginning, middle, end.**
- Include only one journal entry per page to allow ample room for commentary.
- Select an excerpt from the text that is somehow engaging. Consider:
 - Use of particular words
 - An interestingly-constructed sentence
 - An unusual metaphor or image
 - A provocative detail, contrast, moment, etc.
- Look at your excerpt. Reread its context. THINK about it. Now write why you chose it.
- Use support for your thinking. Do not write just, "I thought this was beautiful" and leave it. Get deep. Write a paragraph explaining the significance of your selection. (minimum of 200 words)
- Please write title of novel at top of each entry. **Remember you will need 3 entries.**
- **Bring the three journals the first day of class.**