The Count of Monte Cristo Summer Reading Project:
## Herriman High School - English 10 Honors
2018 - 2019

Welcome to Honors English 10. This is a class for students with intellectual curiosity and strong work ethics. All students taking English 10 Honors will participate in a summer reading program. Why? Summer assignments provide several advantages for students: ensuring that students maintain skills over the summer, fostering independent learning, and creating an initial common framework for discussion and study on the first day of school. The summer's reading assignment has been created to give you an introduction to the kinds of reading you will see throughout the course and the types of analysis that will be required of that reading. We want you to build confidence and competence as readers of complex texts. **Your assignment is due on your first scheduled A or B day of English 10 Honors.**

Your Book: *The Count of Monte Cristo* by Alexandre Demas is an incredible adventure story of revenge. The hero of this 19ᵗʰ century classic is young Frenchman Edmond Dantes. On the eve of his marriage, Edmond finds himself falsely accused of a terrible crime. He is stripped of his job and bride and exiled to a faraway island prison for life. As you read, you'll find out who has done this to him—and why.
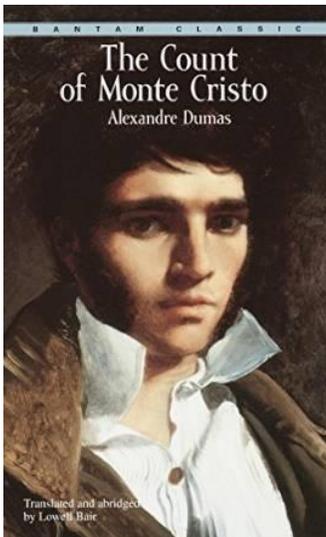
When you visit the library or bookstore, you'll find there are many versions of *The Count of Monte Cristo.* **We have picked the abridged Bantam Classics edition (ISBN: 0-553-21350-4).** We advise you to purchase a copy of the actual book. That way, you'll be able to annotate in the margins and make the book more your own and you will be able to bring it to class the first week. Keep a list of challenging vocabulary words while reading. This will help you complete part of the assignment listed below.

Directions: You get to choose your grade. Completing Task 1 will earn you a "C" on this assignment. Completing Tasks 1 and 2 will earn you a "B". If you would like to earn an "A", be sure to do all three parts of the assignment. Parts 2 and 3 should be typed and printed for the first day of class.

If you have questions, you should email your teacher as soon as possible:

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Task 1 – (This part earns you a "C.")

Part I: Insights to Different Cultures

The Count of Monte Cristo takes place during civil and political unrest in France. Do some background research on Napoleon Bonaparte and the "Bonapartist Movement."

1. Create a double-entry journal / T-chart.
2. On Side 1, list **20** different facts about Napoleon and the political unrest he caused in France.
3. On Side 2, list connections made between the historical dates and the events in the book.

Part III: Setting

Alexandre Dumas also uses the Italian island of Monte Cristo as an important setting in the story.

1. Find where Monte Cristo is actually located and list **10 facts** about the island.
2. Write an expository paragraph (**7-10 sentences**) about the connections between the historical setting and how it is talked about / alluded to in the novel.

Task 2: (This part, along with Task 1, earns you a "B."

Part I: Vocabulary

Throughout your reading of the novel, find **20** vocabulary words that are challenging or new to you. Complete a vocabulary chart like the one attached to this packet.

Task 3: (This part, along with Tasks 1 & 2, earns you an "A.")

Analysis Essay

Write a critical analysis essay on *The Count of Monte Cristo.* This does not mean to just say positive or negative things about the book. You are to pick from the following prompts to guide your analysis. Make sure that your essay is well organized. Here is a list of pointers:

1. Make sure you have a THESIS STATEMENT starting your essay.
2. Have at least three body paragraphs.
3. Include a topic sentence for each paragraph.
4. Integrate one quote (cited correctly in MLA format) in each body paragraph. Again, be sure to correctly MLA cite the specific places in the book when you are quoting from the text. Here is an example: In the novel, *The Count of Monte Cristo,* the theme of revenge is expressed through Danglar's assertion: "insert text from the book" (Dumas 25).

Here are the prompts to choose from: (ONLY PICK ONE.)

A. *The Count of Monte Cristo* is often called a revenge story, as vengeance is one of its central themes. Yet some readers think that the vengeance in the novel is not complete. Consider Dantes' revenge conducted on those who wronged him. Is Dantes' revenge complete? Given the fate of the characters of Villefort, Albert, and Danglars can it be said that Dantes' revenge is completely realized? Why or why not?

B. One theme that is often overlooked in *The Count of Monte Cristo* is love. There are critics who say that is because there are no examples of true love realized in the novel. Given the events that occur for Valentine, Maximilien, Mercedes, and Haydee can it be said that any of these characters get to experience real love? Why or why not?

C. Some critics of *The Count of Monte Cristo* argue that everything done by the Count is done out of a sense of justice. Taking into account the events surrounding Caderousse, Benedetto, and Albert, is the Count truly just? Is the Count operating according to a notion of justice or are his concerns self-centered? Does the fate of Dangars support or detract from this point of view?

The essay must be at least 300 words in length. It MUST be typed, double-spaced, 12-point font size, and Times New Roman. Your essay will be graded holistically (as an overall document). Rule of thumb: do good work.

Resources

Vocabulary Organizer

Directions: Find 20 words from *The Count of Monte Cristo* to use as your vocabulary words from the novel. Using the six categories identified below, create a graphic organizer to keep track of your words. You should pick words that challenge you and that you are unfamiliar with. Avoid using the names of places and characters.

Below is an example of the chart you should make to compile your 20 words.

Vocabulary Word	Sentence (from the novel with page number)	Dictionary Definition	Synonym	Antonym	Picture or Icon hat Represents the Word
Melancholy	The purser was a man of twenty-five or twenty-six with a rather **melancholy** face, obsequious to his superiors and arrogant to his subordinates (2).	Noun – A deep, pensive, and long-lasting sadness *(Oxford English Dictionary)*	Gloomy	Excited	

Part 3: Literary Analysis Essay Rubric

	5	4	3	2	1
Idea Development (X4)	The writer has a clear, focused, well-developed topic rich with important details. The writer analyzes the work by making connections and using knowledge, and evidence to add insight and depth to the work. Holds the reader's attention.	The writer has a topic, but has not developed it. Writing lacks sufficient detail or clarity. Analysis needs more focus and depth of thought. Uses evidence and knowledge, but does not make connections for the reader.	The writer is beginning to define the topic. General or broad analysis of the work. Begins to develop the main ideas. Needs balance and supporting materials, like evidence.	The writer states a topic, but writing does not support the topic. Writing is unfocused. Has unsupported details. Needs significantly more supporting materials.	The writer has not developed a clear topic. Lacks important details. Ideas are not developed, or supported. Connections are not made for the reader. Lacks substance and depth.
Evidence (X4)	At least 3 pieces of cited evidence are used. All sources are from credible and reliable places. Evidence is introduced, explained, analyzed in essay.	At least 3 pieces of cited evidence are used. All sources are from credible and reliable places. Evidence is not introduced, but is explained, analyzed in essay.	At least 2 pieces of cited evidence are used. Some sources are from credible and reliable places. Evidence is not introduced or explained in essay.	At least 1 piece of cited evidence is used. No outside sources are used. Evidence is not introduced or explained in essay.	No evidence or quotes are used within the essay to support main ideas or elaborate on key concepts.
Organization (X2)	The organization presents a smooth flow of ideas from beginning to end. A strong thesis statement establishes a proper structure from the beginning. Essay has both an effective hook and ending.	The beginning contains a clear thesis. The middle provides clear support. The ending reinforces the topic. Essay includes a hook and a proper ending. The essay has a strong sense of cohesion throughout.	The beginning contains a broad focus statement. The middle provides support. The ending needs work. Writer is missing an effective hook. The essay has a sense of cohesion throughout, with momentary lapses.	The beginning has an unclear focus statement. The middle and ending need more work. Writer does not have a proper ending or a hook. The essay lacks a strong sense of cohesion.	The beginning, middle, and end run together. Writer lacks a sense of cohesion throughout the essay. Writer does not have a proper ending or a hook
Voice (X2)	The writer's voice is confident, positive, and informed.	The writer's voice is confident and helps inform the reader.	The writer's voice is confident, but is not informative enough.	The writer's voice needs to be more confident and informed.	The writer's voice rambles on without any confidence.
Word Choice (X2)	Precise words create a clear message to engage and inform the audience.	Precise words create a clear message and fit the purpose.	Accurate words create a message. More precise words are needed.	More precise and accurate words are needed to create a clear message.	The words do not create a clear message.
Sentence Fluency (X2)	The sentences flow together smoothly. Varied sentence types, beginnings are used to create interest and a sense of style throughout the essay.	Variety is seen in both the types of sentences and their beginnings. The sentences create a sense of unity throughout the essay.	Varied sentence beginnings are used. Variety of sentence types would make the essay more interesting to read and generate a sense of unity.	Variety of sentence beginnings and types are needed. More variety would make the essay more interesting and generate a sense of unity throughout the essay.	Most sentences are simple and begin the same way. Compound and complex sentences are needed in order to create a more interesting, effective essay.
Conventions (X2)	The grammar, spelling, and punctuation are mostly correct. (No more than 2 errors)	Grammar and punctuation errors are rare. The reader is not distracted by the errors. (No more than 5 errors)	Grammar and punctuation errors are seen in a few sentences, which distract the reader. (No more than 7 errors)	There are many errors that confuse the reader. (No more than 10 errors)	Frequent errors make the essay difficult to read. (More than 11 errors)
Presentation & MLA (X2) **This includes:** Proper heading Page number Title Font and text size Internal citations Works cited page	The essay is typed and conforms 100% to MLA style and citation.	The essay is typed and conforms 95% to MLA style and citation.	The essay is typed and conforms 85% to MLA style and citation.	The essay is typed and conforms 70% to MLA style and citations.	The essay is not typed and does not conform to MLA style and citations (at least 70%)