

## 10<sup>th</sup> Grade Honors Summer Reading

### Required Texts:

1. *Fahrenheit 451* by Ray Bradbury (You will need to purchase this book from a local bookstore as you will be expected to use this during class. You can also have access to the PDF version with a quick Google search).

There are 2 parts to this assignment so please read this all the way through carefully.

### Part 1 Read *Fahrenheit 451* First:

Dystopia represents a counterpart of utopia, a term originally coined by Thomas More in his book of that title completed in 1516. An utopia is a perfect world or society, while a dystopia represents its contrast.

A dystopia represents a proposed, typically futuristic world in which the world has become a place in which we would not want to live. In many dystopian novels, the story takes place within some sort of a totalitarian, oppressive, and even outright abusive society and/or government.

As this genre has regained popularity within current young adult literature (*The Hunger Games*, *Divergent*, *Scythe*, etc.), and their adapted films have become a part of popular culture, the ideas and fears of a dystopian society have regained footing. Your assignment for this summer is to read a “classic” dystopian book.

**Your task for part 1 is to (1) read and (2) keep a digital journal.**

### **Guidelines for the Dialectical Journal**

Dialectic means “the art or practice of arriving at the truth by using conversation involving question and answer.” The “dialectic” was the method Socrates used to teach his students how to be actively engaged in the struggle to obtain meaning from an unfamiliar and challenging work. A dialectical journal is a written conversation with yourself about a piece of literature that encourages the habit of reflective questioning. You will use a double-entry form to examine details of a passage and synthesize your understanding of the text.

There is to be NO collaboration with other students. Any assistance from the Internet, movies, or secondary sources such as Sparknotes or Cliff Notes will be viewed as cheating. If you have questions about format, e-mail me! You may also use the Internet to Google for example journal entries.

### **Instructions:**

1. Open a word document.
2. Label the top of each column: left TEXT and right RESPONSE
3. In the TEXT column cite passages verbatim from the novel, including quotation marks and page numbers
  1. **Divide your books into ten sections (Just do you best in deciding what would be the best way to split it into ten sections)**
  2. **Choose two passages from each “section” of the book (20 total for each book)**
  3. **When should you write passages down? (Try to find 2 that “speak” to you)**
    - i. Details that seem important to you
    - ii. You have an epiphany
    - iii. You learn something significant about a character
    - iv. You recognize a pattern (overlapping images, repetitions of idea, details, etc.)
    - v. You agree or disagree with something a character says or does
    - vi. You find an interesting or potentially significant quotation
    - vii. You notice something important or relevant about the writer’s style
    - viii. You notice effective use of literary devices

5. In the RESPONSE column reflect upon the passages. These are possible things you could consider writing about:

1. Raise questions about the beliefs and values implied in the text
  2. Give your personal reactions to the passage, the characters, the situation
  3. Discuss the words, ideas, or actions of the author or character
  4. Tell what it reminds you of from your own experiences
  5. Compare the text to other characters or novels
  6. Write about what it makes you think or feel
  7. Argue with or speak to the characters or author
  8. Make connections to any themes that are revealed to you
  9. Make connections among passages or sections of the work
  10. Make predictions about characters' futures
  11. DO NOT MERELY SUMMARIZE THE PLOT
6. Each RESPONSE must be at least 60 words (include word count at the end of each response)
  7. Type down your thoughts, questions, insights, and ideas while you read or immediately after reading a chapter so the information is fresh
  8. As you take notes, you should regularly reread the previous pages of notes and comments
  9. First person is acceptable in the RESPONSE column.
  10. Remember that quotations do not have to be dialogue!

**Example Quote and Response:**

Text	Response
<p>“They walked still further and the girl said, ‘Is it true that long ago firemen put fires out instead of going to start them?’ ‘No. Houses. have always been fireproof, take my word for it.’ ‘Strange. I heard once that a long time ago houses used to burn by accident and they needed firemen to stop the flames.’ He laughed (Bradbury 6).</p>	<p>This erasure of the past both saddens and infuriates me. I feel angry because of the line “...take my word for it.” from Montag leads me to believe that he knows of past society, and willingly chooses to lie to her. I feel sad for Clarisse and others in her generation, being fed lies about how things used to be by the government and the enforcers of the law. She has some knowledge about the past, seemingly told to her by her family, but she still can’t escape the indoctrination pushed on her and others by this society. It angers me because for this sort of misinformation and censoring to have succeeded people had to willingly hide the truth from their children (121).</p>

**Part 2: Theme Analysis- Directions:**

A theme is an idea, message, or lesson that is taught over the course of a story. Please write 2 paragraphs that identify at least 2 themes that are present in *Fahrenheit 451* (1 paragraph per theme). In these paragraphs, also provide 2 quotes as evidence that the themes are present, and explain how the story attempts to teach its audience these lessons. Each paragraph must contain at least 6-8 sentences. You can add these paragraphs to the same document you did your dialectical journal on, on a separate page.

**Note:** Summer reading is required of all honors students. Honors students receive points added to their grade at the end of the semester because of the added rigor of the class, and Summer reading is one of those assignments that adds rigor. Also, reading and writing over the Summer has many added benefits such as practicing skills so that you maintain them instead of losing them. **Please make sure that your Summer reading assignment is completed by the first week of school.**