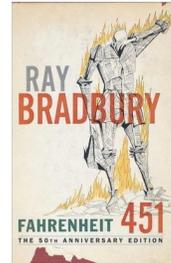


Dr. Ralph Poteet High School
GT English
Summer Reading 2017

Part I. *Fahrenheit 451* by Ray Bradbury



Read *Fahrenheit 451* carefully this summer. It is set in a dystopian (that’s a term you should know) future, so much of it will seem familiar to you if you’ve read *The Hunger Games*, *Divergent*, *The Giver*, or many other YA books. Expect a timed essay and an exam over the novel sometime during the first two weeks of school.

Assignment 1: Dialectical Journal for *Fahrenheit 451*

Some critics claim that this is a book about the **dangers of censorship**. However, others claim that it is a book about the **dangers of technology**. As you read, gather evidence for **both** of these positions. Record the evidence in a dialectical journal. In the first column, write key quotations from the novel and their page numbers. In the second column, explain why the quotation supports either the idea that censorship is dangerous *or* the idea that technology is dangerous. Make text-to-self connections (How is this like your own experiences?), text-to-text connections (How is this like other books you’ve read?), and text-to-world connections (How is this like a current or historical event?). This is due on the first day of English class. Here’s an example:

<p><i>From Part One:</i></p> <p><i>“He walked toward the corner, thinking little at all about nothing in particular (4) he knew [Clarisse] was working his questions around, seeking the best answers (7) finally she said, thoughtfully (7), ‘you answer right off. You never stop to think’ (8) ‘You think too many things,’ said Montag, uneasily (9) They walked the rest of the way in silence, hers thoughtful, his a kind of clenching and uncomfortable silence” (9).</i></p>	<p><i>The Dangers of Censorship</i></p> <p><i>Our introduction to Montag is that he doesn’t think for himself. He walks home with nothing on his mind. This description is contrasted (juxtaposed) with the description of Clarisse who is so lost in thought that she nearly bumps into Montag. Montag is the authority figure with emblem and uniform to prove it, and Clarisse is young and “insane.” Clarisse is criticized for thinking too much; however, Montag is the model citizen for not thinking at all.</i></p> <p><i>Oppressive societies don’t want their citizens to think for themselves. Otherwise, the citizens may question authority, realize that they are mistreated, and revolt. Censorship is a tool iron-fisted governments use to control their people.</i></p> <p><i>This reminds me of ...</i></p>
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Record a minimum (you can do more) of five (5) quotations for each position—that’s ten (10) total. Spread the quotations out, too. Some should be from Part One, others from Part Two, and the rest from Part Three. This should be typed and printed out or written neatly in blue or black pen on notebook paper.

If you own your own book, you will probably want to mark the quotations so that they will be easy to find later.

Part II. Two Essays of Your Choice

Your other task this summer is to read **two** of the following essays and complete the writing assignments that follow.

- “Are We Having Too Much Fun?” by Megan Garber
- “The Coddling of the American Mind” by Greg Lukianoff and Jonathan Haidt
- “I Know Why the Caged Bird Cannot Read” by Francine Prose
- “Is Google Making Us Stupid?” by Nicholas Carr
- “I Used to be Human” by Andrew Sullivan
- “Small Change: Why the revolution will not be tweeted” by Malcolm Gladwell
- “Watching TV Makes You Smarter” by Steven Johnson

You can search online for these essays, or find links here: <https://goo.gl/daC0nO>.

Actively Read

As you read, you should take notes either in the margins or on a separate sheet of paper. Ask questions like . . .

- How does this relate to *Fahrenheit 451*?
- What is the author’s **purpose**? What does the writer hope to accomplish?
- Who is the **audience**? Who is the writer addressing?
- What is the **subject**? This is the topic the author is writing about. What is the topic and what happened to cause the writer to address this subject?
- What is the writer’s **tone**? How does the writer feel about him/herself, about the audience, and about the subject? How does the tone shift throughout the text?
- What **appeals** does the author employ? How does he/she establish his/her credibility, either through authority or shared values? What reasons and evidence does the author include to support his/her claim? What emotions does he/she attempt to tap into?

Assignment 2: Analysis and Response

For each essay, type these two items. Be sure to label each page with the essay you are writing about.

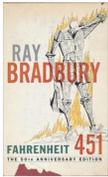
(1) Make a table to display your analysis of the essay:

Purpose	
Audience	
Subject	
Tone	
Appeals	

(2) In a well-crafted and well-organized paragraph (or more), make a connection between the essay and *Fahrenheit 451*. What dangers are the authors warning us about? (Support this answer with evidence from both the novel and the essay. This evidence can either be summary or direct quotations.) What steps can you personally take to avoid these dangers?

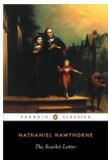
Major Works 2017–2018

You are highly encouraged to purchase your own copies so you can annotate the texts and build your personal library. There are several versions of each of these books. Most versions are fine as long as they are not abridged.



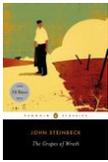
Fahrenheit 451

Ray Bradbury



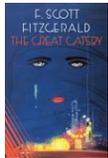
The Scarlet Letter

Nathaniel Hawthorne



The Grapes of Wrath

John Steinbeck



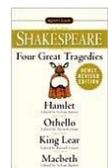
The Great Gatsby

F. Scott Fitzgerald



To Kill a Mockingbird

Harper Lee



King Lear

I suggest *Four Great Tragedies* so you'll have *Othello* and *Hamlet* for upcoming years. Juniors and sophomores, you may already have this.

William Shakespeare



The Things They Carried

Tim O'Brien