

Cowpens Middle School

English I Honors

Summer Reading Assignment

Fahrenheit 451, Ray Bradbury

The crucial skills in Honors and AP English courses are thinking with depth about the ideas developed in a text and presenting those thoughts in written form. We write to analyze in high school English, and our analysis is always supported by the text. Purchase a copy of *Fahrenheit 451* by Ray Bradbury and complete the assignment below before the first day of school.

DIRECTIONS FOR SUMMER ASSIGNMENT

BEFORE you read *Fahrenheit 451* by Ray Bradbury:

1. Read this entire handout and rubric.
2. Read EACH of the topic sets.
3. Start a two column chart for EACH of the five topic sets. **See the exemplar.** Leave room to add a lot of details. ½ page each!

AS you read *Fahrenheit 451* by Ray Bradbury:

1. For each of the topic sets, write connections between the topic and the story. How is that topic important to the story? Why does it matter? Where do you see it in the plot, characters, setting, or theme? What could the author be trying to say about the topic? How can you tell?
2. For each of the topic sets, support your connections with at least two excerpts from throughout the novel. Cite the page number for each excerpt. **See the exemplar.**
3. Add notes to complete the “personal thoughts” section of the chart in response to all five topics.

IN CLASS ASSESSMENT

*All students will complete an in-class assessment the first or second week of school.

*Students will compose an in-class essay in response to a prompt related to ONE of the topic sets. The prompt will be given to the student the day of the assessment. The essay requires students to use text evidence from *Fahrenheit 451* to support their thesis. Students will be allowed to use their summer reading assignment as a reference.

TOPIC SETS

- 1) Is it intelligence that saves us from surrender to the majority? Or another quality, or a mix of qualities?
- 2) What examples of courage have you seen in the actual world that are as powerful as the courage Montag and the other resisters and insurgents display in the novel?
- 3) What other people, events, political/cultural conditions do you see in our world that parallel those of the novel? In what ways is Montag’s society similar to, but perhaps more extreme than, our own society? What signs are there that it is a “dystopia” (the opposite of a utopia, an ideal society)?
- 4) As we stand at the check-out counter of most any store, we see the covers of tabloids. Some people are drawn to the photos and text. Some people call these magazines “guilty pleasure.” Why is popular culture compelling? Is popular culture negative and worth fighting, or is it innocent?
- 5) For what reasons might books be perceived as a threat to a society? What gives books power? Why are books hated and feared in the society of *Fahrenheit 451*?

The summer assignment is due in a hard copy (NOT digital/email, etc., but printed or handwritten) to the English I Honors teacher by 3:00 PM on the first Friday in school.

Exemplar for Summer Reading Assignment

Topic Set: # 1 What makes a person heroic? Is it their strength? Their courage? Heroic qualities could be applied to many historical figures, military personnel, political leaders, story characters, and common, every day people. Explain your thoughts on this idea.

Connections and text from <i>The Old Man and the Sea</i>	Personal Thoughts
<p>-The story takes place in a small fishing village of 1950s Cuba. The protagonist, Santiago, is not a typical hero. In literature, a tragic hero is someone who suffers a downfall as a result of a character defect or flaw. This is true for Santiago.</p> <p>-Santiago makes it clear from the beginning that he does not wish to give up, or lose pride in his abilities, because of his old age. When speaking with Manolin, Santiago talks about the perception he has of his own strength, in relation to great fish, "I may not be as strong as I think", the old man said, "But I know many tricks and I have resolution" (Hemingway 5). Santiago realizes he may have more resolution than physical strength; however, he also acknowledges there is more than just strength when it comes to catching large fish. His resolution is what encourages him to go further than the other fisherman in order to catch a bigger and better fish.</p> <p>- While fishing far beyond the other fishermen at sea, Santiago realizes he is struggling with fatigue, cramping, and weakness. He talks to himself through these struggles, rather than giving up and going back to shore. Santiago does not want to go home without the great Marlin; therefore, he makes a plan based off of the plan of the great fish. The character states, "I must improvise to his because of his great size. If he will jump I can kill him. But he stays down forever. Then I will stay down forever with him" (Hemingway 16). This quote shows how Santiago refuses to give into his struggles: he is determined to prove his abilities, even if it leads to his death.</p>	<p>-Heroic qualities that a society values are usually apparent in their stories and art. These qualities like strength, intelligence, and resourcefulness are what the society looks for and strives to exemplify. Sometimes these qualities can lead to difficulties and conflicts.</p> <p>-When tragedy strikes, we often turn to the heroes and helpers. We depend on their drive to help and aid others or even themselves.</p> <p>-Our society values sacrifice and ambition as much as success. The success of the person may make them heroic or admired. We also accept the hero's weakness as a natural counter to their strengths.</p>

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Summer Reading Study Guide Rubric

Adapted from the Advanced Placement Lit and Comp Open Response Rubric and the New York State English Regents Scoring Key and Rating Guide

50- 45 points

Superior responses are specific in their references, cogent in their definitions, demonstrate the writer's ability to discuss a literary work with insight and understanding, and control a wide range of the elements of effective composition.

They also:

- Fulfill the requirements of the task
- Use sentence variety, with some challenging vocabulary
- Make effective use of relevant and accurate details from the text
- Demonstrate a thorough understanding of the text
- Demonstrate inferences from the text and maintains a clear focus
- Are fluent and easy to read
- Use correct spelling, grammar, capitalization, and punctuation

44-40 points

The responses are less thorough, less perceptive or less specific than superior submissions. They may reveal simplistic thinking and/or immature writing. They are not as well conceived, organized, or developed as superior responses. However, the writing is sufficient to convey the writer's ideas and contains at least some effort to produce analysis, direct or indirect.

They also:

- Fulfill the requirements of the task
- Use simple sentences with simple vocabulary
- Use relevant and accurate details from the text
- Demonstrate a predominantly literal understanding of the text
- Demonstrate some inferences from the text and maintain a predominantly clear focus
- Are fluent and easy to read
- Contain some errors in spelling, grammar, capitalization, and punctuation

39-35 points

The responses are likely to be unpersuasive, perfunctory, underdeveloped or misguided. The meaning they deduce may be inaccurate or insubstantial and not clearly related to the task. Part of the requirements may be omitted altogether. The writing may convey the writer's ideas, but it reveals weak control over such elements as diction, organization, syntax or grammar. They may also contain little, if any, supporting evidence, and practice paraphrase and plot summary at the expense of analysis.

They also:

- Fulfill some of the requirements of the task
- Use predominantly simple sentences and some sentence fragment, and basic vocabulary
- May use some relevant and accurate details from the text
- May demonstrate some misunderstandings or gaps in understanding the text
- Attempt to maintain a clear focus
- May be somewhat difficult to read and contain some content inaccuracies
- Use spelling, grammar, capitalization, and punctuation in a manner that makes ideas difficult to understand

34-30 points

The responses compound the weakness of essays in the previous range and notes are frequently unacceptably brief. They are poorly written on several counts, including many distracting errors in grammar and mechanics. Although the writer may have made some effort to complete the task, the views presented have little clarity or coherence.

They also:

- Fulfill few requirements of the task
- Use sentence fragments or phrases with below-grade-level vocabulary
- May use no details or irrelevant details to support ideas
- May demonstrate very little understanding of the text
- May be difficult to read and contain many inaccuracies
- Use spelling, grammar, capitalization, and punctuation in a manner that makes ideas extremely difficult to understand

29-0 points

- The responses are irrelevant, incoherent, incorrect, or illegible