

English 11
Summer Reading Assignment
Summer 2019

Read *Fahrenheit 451* by Ray Bradbury Due: August 7, 2019 (first day of school)

As you read *Fahrenheit 451*, you are required to keep a dialectic journal. Dialectics is a method made popular by Plato in ancient times. Essentially, dialectics is a dialogue between two people. So, think of this journal as a dialogue between you and the book wherein you question it, notice good/bad points, etc. It should **NOT** be a summary of what happened in the book. Attached is a guide that will help you know what sorts of comments to make. You must have 35 total entries, and at least one entry from each chapter. You are required to write in a spiral notebook (color not important). I will **NOT** accept journals that are written in other types of notebooks. You will continue to use this journal throughout the year so feel free to purchase one that is greater than 1 subject if you desire. I do read your comments. You should not have the same comments as other students. This is cheating and will be treated as such. Please review MA's cheating policy if you have any questions.

You will also read the following articles (in the order assigned) as supplemental material for the novel. Please be ready on the first day of class to discuss these articles in relation to the book.

PRE-READING ARTICLE: <https://www.nytimes.com/2018/05/10/books/review/fahrenheit-451-ray-bradbury.html>

READ DURING NOVEL STUDY/READING: <https://www.thoughtco.com/fahrenheit-451-relevant-today-4140565>

POST-READING ARTICLE: <https://bangordailynews.com/2012/06/07/news/10-ray-bradbury-predictions-that-came-true/>

Dialectic Journal (for *Fahrenheit 451*)

The function of your "Dialectic Journal" is **not to have you summarize** your books, but **instead to facilitate and/or record your thoughts, questions, confusions, frustrations and enlightenments** resulting from your reading. **Credit will NOT be given for simple summary!**

There is to be **NO** collaboration with other students. Any assistance from the Internet, movies, or secondary sources such as Sparknotes or Shmoop will be viewed as cheating. If you have questions about format, e-mail me! The **format** of a dialectic journal has **two distinct sections**: the left side is the page number and quote or summary of an issue in the text; the opposite side discusses your thoughts on the issue or quote. Consider the following for reflection in your journal (as well as other thoughts you will have). **You may use any or none of the following ideas – You might write about:**

1. Any passage or item that puzzles you
2. Any item that intrigues you and why
3. Things you agree with and why
4. Things that you don't agree with and why
5. How something makes you feel and why
6. What you think will happen next and why
7. New concepts and your ideas about them
8. How this reading relates to your life
9. Things this reading has in common with _____
10. What you think the author is/was like and why
11. Why you think _____ acts as s/he does
12. What you think it would be like to live in _____ and why
13. Your reaction to _____ and why
14. Things you would like the class to discuss and why
15. Ideas on causes/effects and why

- 16. What you would do if you were _____ and why
- 17. Something the reading reminds you of and why
- 18. Why _____ is important
- 19. What you think of a particular cultural element and why
- 20. Anything that causes you to say "Ah Ha!" and why

While there is no required length for each entry, it should be clear that you are employing higher-level thinking skills. In other words, you would be writing more than 1 sentence! **You DO NOT have to format your entry in three columns; however, each part of the entry should be clearly identified and not overlapping the next entry.**

SAMPLE ENTRY: Page #	Passage	Response
82	<p>“Death wrapped itself around me till I was stifled. It stuck to me. I felt that I could touch it. The idea of dying, of no longer being, began to fascinate me. Not to exist any longer”</p>	<p><i>This is a sad moment for Elie. He has fought to survive, but cannot fight any longer. I can't imagine being fourteen and wanting to die. I can't imagine being fourteen and losing my family, my dignity, my soul. What a tragedy. Wiesel personifies death to show the control it has over those who are suffering in the camps. This is important because we see that Elie has reached a breaking point. Death has come for him so many times but has failed. This time, however, Elie is too tired to run, too tired to fight. He has had enough. Death is offering a gift—an escape from this hellish existence.</i></p>