SUMMER READING ASSIGNMENT 2019
Decatur High School · Pre-AP English I

Welcome to English I! We look forward to meeting each and every one of you as you begin your final preparation for college, work, and the world beyond. High school is an exciting time for you; you'll make new friends, try new activities, and begin to think about your future career. You will continue to learn tools for studying, practice meeting deadlines, and work hard as disciplined and motivated students in an advanced academic setting.

You will think deeply and critically next year about all of our novels, poems, short stories, and articles, refining your analytical reading and writing skills along the way. The novel we have chosen for you for the summer reading assignment will not only expose you to a classic piece of Literature, but also help you determine author's intended effect: a vital component of our studies in English I.

Guy Montag is a fireman who believes he is content in his job, which, in the oppressive future American society depicted in Fahrenheit 451, consists of burning books and the possessions of book owners due to the government's fear of independent thinkers.

This is considered required reading and accountability will begin the first week back to school. We will be discussing this novel during the first six weeks of the school year, and our curriculum begins with a unit on the power of advertising and the art of rhetoric. We will be working on assignments that will cover this in conjunction with our summer reading.

Any questions regarding the reading assignments over the summer can be directed to:

Raegan Bayless at raegan.bayless@decaturisd.us (Pre-AP) Decatur High School
Rachel Bonham at rachel.bonham@decaturisd.us (Pre-AP) Decatur High School

Again, we're looking forward to meeting you! Have a wonderful summer, and report to English I ready to read, write, and think on August 14th.
PART I: Summarization

Summarize each section of the book:
- Summaries should be typed in MLA format
  - Provide a header, title each part, and follow MLA formatting guidelines
- Provide information about setting, characters, conflicts, and what theme(s) you took away from each part
- Typed summaries will be due the first week of school

Part One: The Hearth and the Salamander
Part Two: The Sieve and the Sand
Part Three: Burning Bright

PART II: Socratic Seminar Preparation

Throughout the year you will engage in pre and post reading discussions for every piece of Literature we read in class. We value what you learned, what you liked, disliked, what questions remain, and even your suggestions for future class assignments. Answer the following questions to prepare for our first class discussion. You will be graded on your prep (50%) and your participation (50%). Your answers each need to include:

1. Examples from the book with page numbers for those examples
2. A minimum of five sentences in response to each question

Note: This assignment is intended for you to ponder, think, and review the book, analyzing and synthesizing what you’ve read. If you get stuck and want to use the internet, keep the following warning in mind. If you do use the internet to gain ideas, you need to cite your source, and try to add on or disagree with the ideas.

1. Fahrenheit 451 celebrated its 60th anniversary a few years back. How many of the situations described in the book have become somewhat of a reality since Bradbury wrote it?

2. Montag says that "You never wash it off completely" (6) referring to the kerosene. What could he mean by this?

3. What do you think are the most important lines/quotes from the book? Describe why these lines are so important, powerful or interesting.
4. Think about some of the things that have been eliminated in Bradbury’s fictional society—books, but also funerals, front porches, rocking chairs, gardens, and quiet time in general. Can you think of some other examples? What is the reasoning behind this? What would you miss the most if our society were to evolve in this direction?

5. Captain Beatty says “But the public, knowing what it wanted . . . It didn’t come from the Government down. There was no dictum, no declaration, no censorship, to start with, no! Technology, mass exploitation, and minority pressure carried the trick . . .” (58). Is it possible that a society could find itself in this position, in a world like Bradbury describes, from trying to avoid what is unpleasant and hard to think about? What parallels do you see in our world today (think school, community, state, nation, world, etc.)?

6. The Mechanical Hound is a scary beast. What parallels or connections to the Mechanical Hound do you see in our current society?

7. What are ways Bradbury suggests (through Faber’s advice or through Clarisse or Montag’s actions) that we can break free from our routine, from the grip of technology, or from societal pressures and expectations? What does the book suggest we should spend some of our time/thoughts on? Have you experienced similar paradigm shifts (changes of perspective) in your life? Have you done anything recently to break from technology or to change up your routines? If so, how did it go?

PART III: Summer Reading Project

Instructions & Rubric will be given at the beginning of the year.
Summer Reading Project 2019-2020
Rhetorical Techniques: How Can You Appeal to Readers?

Due: TBA

1. You will create an effective advertising campaign for your summer reading novel. (Please see your teacher if you are new to Decatur ISD.) As you think about your campaign, keep these things in mind:
   - What information have I included about the book that appeals to prospective readers?
   - How have I used rhetorical appeals to persuade others to read the book?

2. For your advertisement, you must reflect on and incorporate the elements of your novel that develop characterization, analyze the author’s style, explore author’s purpose and tone, and demonstrate an understanding of the overall theme of the novel.

3. Your campaign will include the following TWO separate items:
   a. A digital advertisement that represents your novel, such as a video, a book trailer, an electronic poster, an electronic book jacket, or a digital magazine/newspaper advertisement. Elements from the novel (#2 above) should be evident and clearly seen (symbolic or specific references) throughout the advertisement. This advertisement should be visually appealing, creatively produced, and created on your tablet/computer. PowerPoints or Prezis are not acceptable for this assignment. Consider using Keynote, Google Slides, Google Sites, iMovie, or any other innovative program.
   b. An advertising analysis chart that explains the purpose of your advertisement and discusses the persuasive techniques you would use to reach your particular group. (Please refer to the Persuasive Techniques resource posted in Canvas for help.)

All items must be submitted by the project due date. If the project is incomplete on the due date, late point penalties will be applied. Any projects not turned in within one week of the original due date will receive a zero as the final grade.

**Remember that excellence means completing your work on time and putting forth your very best effort beyond the basic requirements. Please see the EXEMPLARY column of the rubric below for additional criteria.

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<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Not Attempted/Not Evident</th>
<th>Score</th>
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<tr>
<td>Electronic Advertisement (45)</td>
<td>Demonstrates a clear purpose and focus on target audience and creatively uses the elements required.</td>
<td>Demonstrates a clear purpose and focus on target audience and appropriately uses the elements required.</td>
<td>Purpose is unclear or does not focus on target audience.</td>
<td>Electronic Advertisement not attempted.</td>
<td>45</td>
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<td>All aspects of the ad create a unified and insightful vision.</td>
<td>Elements of the ad work together cohesively.</td>
<td>Not all elements are used or are used incorrectly.</td>
<td>Does not meet basic requirements and cannot be assessed.</td>
<td>40</td>
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<td>Advertisement Analysis Chart (35)</td>
<td>Demonstrates skillful use of rhetorical appeals.</td>
<td>Demonstrates clear understanding of rhetorical appeals.</td>
<td>Demonstrates limited understanding or lack of rhetorical appeals.</td>
<td>Advertisement Analysis Chart not attempted.</td>
<td>35</td>
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<td>Clearly and insightfully explains how and why each element was used.</td>
<td>Explains how and why each element was used.</td>
<td>Lacks adequate explanation of why elements were used.</td>
<td>Does not meet basic requirement and cannot be assessed.</td>
<td>30</td>
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<td>Effort is minimal.</td>
<td>Effort is minimal.</td>
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<td>Conventions &amp; Visual Appeal (20)</td>
<td>Demonstrates appropriate use of standard writing conventions.</td>
<td>Demonstrates appropriate use of standard writing conventions.</td>
<td>Does not follow use of standard writing conventions. Includes errors that interfere with understanding.</td>
<td>Does not meet basic requirement and cannot be assessed.</td>
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<td>Visually appealing to the targeted audience and unified in appearance to demonstrate overall vision.</td>
<td>Visually appealing to the targeted audience.</td>
<td>Visually not used effectively or demonstrate overall lack of effort.</td>
<td>Effort is minimal.</td>
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<td>Effort is minimal.</td>
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