

# Upper Cape Cod Regional Technical High School

English 3 Honors

Summer Reading Project 2018

Parents and Students, Class of 2020:

All students enrolled in the English 3 Honors course at Upper Cape Cod Regional Technical School are required to read the following novels and critical essays:

- *Fahrenheit 451* by Ray Bradbury
  - ISBN-13: 978-1451673319
- *Slaughterhouse Five* by Kurt Vonnegut
  - ISBN-13: 978-0812988529
- *A Study of the Allusions in Bradbury's Fahrenheit 451* by Peter Sisario
- *Confessions of a Book Burner* by Ramin Bahrani
- *Mass Degradation of Humanity and Massive Contradictions in Bradbury's Vision of America in Fahrenheit 451* by Jack Zipes
- *What "Carried the Trick"? Mass exploitation and the decline of thought in Ray Bradbury's 'Fahrenheit 451* by Rafeeq O. McGiveron
- *Dystopian cybernetic environment in Kurt Vonnegut's Slaughterhouse-Five* by Ruzbeh Babae, Wan Roselezam Bt Wan Yahya and Shivani Sivagurunathan
- *Fighting to understand: violence, form, and truth-claims in Lesy, Vonnegut, and Herr* by Stacey Peebles
- *The Arbitrary Cycle of 'Slaughterhouse-Five': A Relation of Form to Theme* by Wayne D. McGinnis
- *Time, Uncertainty, and Kurt Vonnegut, Jr.: A Reading of Slaughterhouse-Five* by Charles B. Harris

There are ten (10) required assignments to complete for this project. All written assignments should be completed in either a hard-cover composition notebook, in a Word document, or in Google Docs. Notes must be well organized AND legible. Students will take a test covering the material in September. Students can access the Summer Reading Assignment and directions in the folder marked Juniors on the UCT website and [uctenglish.com](http://uctenglish.com). The assignment is also posted in the English 3 Honors Google Classroom. The class code is 704ugz.

## ASSIGNMENTS

### NOVELS:

1. Carefully read the instructions for keeping a Reading Response Journal. You are expected to keep a journal for **each** novel.
2. Take thorough notes.
3. Record and define **every** term with which you are not familiar.
4. From each piece, choose fifteen (15) quotations and respond to each, explaining their significance in the overall context of the novel. Record the page number(s) where each quote can be found. Be sure to include a personal response to each quote.

### CRITICAL ESSAYS:

1. Read each of the listed critical essays. They are posted in your Google Classroom.
2. Annotate each essay. To do so, you may either pull a PDF copy of the essay into Notability or print a hard copy.
3. Thoroughly summarize each essay. Refer to the link posted in Google Classroom as a guide.
4. Summaries should be completed in Google Docs. Please use standard MLA formatting (Times New Roman, size 12 font, double-space, 1" margins).

### ADDITIONAL RESOURCES

Refer to the list of Honors/AP Literary Terms posted on the UCTEnglish website to help you complete your journals. A copy will also be posted on the ABOUT page in our Google Classroom.

### DUE DATE

Your COMPLETE Summer Reading Assignment is due **Monday, September 10, 2018.**

### CONTACT INFORMATION

Any student or parent with questions is welcome to contact me via my school email address - **msmith@uppercapetech.org**. You may also contact me via Twitter **@MMSmithUCT** (school account). Additionally, I have created a feed where you may interact with your classmates in order to discuss the books amongst yourselves.

Have a wonderful summer! I look forward to seeing you all in the fall!!

Happy Reading!!!!

*Ms. Smith*

## RRJ/Reading Response Journal

*from Reading Response Logs by Mary Kooy/JanWells, Pembroke Publishers Ltd.,  
Markham, Ontario, Canada L3R 3K9 1996*

A reading journal is an effective way to keep a record of your reading responses – positive or negative, sure or unsure. It offers a chance to respond personally, to ask questions, wonder, predict, or reflect on the characters, events, literary elements, or language of a text. As you read take time to record your observations. You may do this as ideas strike you or after you have read a small portion of the text, for example ten pages. Write often and record as many of your observations as possible. Do not summarize. Instead, record your textual observations. Some of the first nine week essays will reflect your responses, so take time and care when writing in your journal.

If you are having trouble beginning an entry, try some of these “starters.” *I was impressed by...I noticed that...I wonder about...Some questions I have are...I don't understand...I now understand why/how/what...Something I notice/appreciate/don't appreciate/wonder about is...I predict...An interesting word/sentence/thought is...This reminds me of...I never thought...I was surprised by...*

Please keep in mind that these logs are not meant to be a personal diary. They are meant to be read by others and should relate only to the assigned material. You will be sharing your journal in class, so keep this in mind as you write. When sharing, you will have the opportunity to confirm, clarify, and modify your responses through discussion.

Generally three stages of student work are exhibited in these journals. As Honors students, you should strive for Stage III.

**Stage I:** A literal surface encounter with the text. The work of students at this level will have some or many of the following characteristics.

- lacks a critical interest in the narrative
- primarily summarizes the selection
- unsupported by evidence from the text or experience
- predictions are unrealistic or improbable
- fails to ask questions or hypothesize
- uses stereotypical responses
- uses images drawn from movies or television
- entries are too short
- confusion about the text and the story
- off-topic responses

**Stage II:** Evidence and understanding and appreciation of text. The work of students at this level will have some or many of the following characteristics.

- does not summarize, but rather reflects upon the narrative
- personal connections between text and student's own experiences are made
- predictions are plausible given the scenario (but may change after further reading)
- demonstrates an ability to understand characters' motivations
- quotes from text for support
- ability to hypothesize and predict
- evidence that students are engaged in the text

**Stage III:** Synthesis and evaluation of the text. The work of students at this level will have some or many of these characteristics.

- a strong interest in the material as evidenced through an awareness of levels of meaning judgments are textually and experientially based
- predictions are thoughtful and keenly observed
- character analysis is consistent with the material presented
- show an understanding of character motivation
- comparisons and connections are found between text and other literary and artistic works
- recognizes the author's writing choices and reasons for those choices
- recognizes the energy and deliberateness of the writing process
- awareness that their own personal beliefs may differ from those expressed in the text
- demonstrates an awareness of point of view

### **READING RESPONSE JOURNAL INSTRUCTIONS:**

1. You are expected to keep a Reading Response Journal for both novels.

2. Each individual entry should include:

- The date
- The pages read. *For example: pp. 15-36*
- A brief summary of the plot. Be sure to include detailed information about plot, conflict, and character development with each entry.

*For example: If the plot has reached its climax, be sure to note what the climactic moment is. Explain how the characters react to the climax. How has the conflict influenced the climax?*

- Entries should reflect Stage III. synthesis and evaluation of each text.
- Be sure to note any literary devices employed by the author. See the list of Honors/AP Literary Terms posted on the UCTEnglish website. Give detailed examples of how the devices are used within the work.

*For example: Be sure to comment on the work's setting. How does the setting influence the characters? How might the setting reflect the conflict? What tone has been established? Is the author using irony – dramatic, situational, or verbal irony?*

- In addition to literary devices, include any vocabulary found in the text of the work with which you are not familiar. Define the term, and record the sentence and page number on which it appears.

3. Neatly record your Reading Response Journal in a composition notebook or in Google Docs.