Language Arts 10  
Summer Reading 2017

Welcome to the summer reading assignment for Language Arts 10. Please read the entire assignment before you begin. Be sure to pay close attention to the “Academic Integrity” and “Quoting from Literature” sections.

If you have any questions, please don’t hesitate to email one of the Language Arts 10 teachers:

- Mr. Bischof (questions about *The Road*): mrbischof@gmail.com
- Ms. Parthenakis (questions about *Fahrenheit 451*): eparthenakis@gmail.com

The Assignment

This summer you will read either *Fahrenheit 451* by Ray Bradbury or *The Road* by Cormac McCarthy—the choice is yours.

*Fahrenheit 451* is set in a future where books are outlawed, firefighters set fires, and technology reigns supreme. Although published in 1953, the technology Bradbury conjures up is similar to what we have today.

*The Road* tells the story of a man and his son who travel a road in a post-apocalyptic landscape. Something has wiped out most of humanity, and survival is a struggle every day.

On the first day of school you will write an in-class essay on the book that you read. You will have four writing prompts to choose from, each of which will focus on one of four themes from your book (see the next page for a list of themes).

You will choose one of the prompts to respond to; therefore, your essay will focus on only one of the four themes from your book. *When* you choose that theme is up to you. You might select it before you read; that way you can focus your annotations (see below) on that theme. Or you might read the book first to get an overall impression, then select your theme and write your annotations as you reread it.
<table>
<thead>
<tr>
<th>Themes for <em>Fahrenheit 451</em></th>
<th>Themes for <em>The Road</em></th>
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<tbody>
<tr>
<td>Censorship vs. Freedom</td>
<td>Father-Son Relationship</td>
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<td>Apathy vs. Love</td>
<td>Perseverance and Survival</td>
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<tr>
<td>Ignorance vs. Knowledge</td>
<td>Violence</td>
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<td>Humanity vs. Technology</td>
<td>Goodness vs. Evil</td>
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You will not see the specific essay prompt for each theme until the first day of school. Remember that your essay will focus **only** on the theme that you chose to annotate.

To earn the highest score, your essay must do the following:

- make a compelling argument
- quote frequently and thoughtfully from the book
- cite those quotations according to MLA guidelines
- analyze those quotations thoroughly and thoughtfully
- make it clear that you’ve read the book through your inclusion and analysis of details

You will **not** be able to use your book to write the essay; however, you may use any annotations that you make. As you read, record as many annotations as you’d like. These annotations **must be handwritten on sticky notes or index cards**. They must be your work. They may not be typed. They may not be written on sheets of paper. They may not be summaries or analyses printed or copied from a website. If your annotations do not adhere to all of these requirements, you will not be allowed to use them when you write your essay.

You may format your annotations however you want, but if you want to earn the highest score on the essay, we recommend that each annotation include the following:
• some brief context for the quotation (this will help you when you write the essay without the book in front of you)

• the direct quotation itself, followed by the page number in parentheses

• brief analysis of the quotation

When you write the essay, you will be allowed to remove the annotations from your book and use them as you write. Again, you will not be able to use the book itself.

Here’s a quick recap:

1. Choose either Fahrenheit 451 or The Road.

2. Choose one theme from the list.

3. Focus your annotations on that theme as you read.

4. Follow all directions for those annotations.

5. Bring your book and annotations on the first day of school. You will write an essay, and you can use your annotations—but not the book itself—as you write.

**Academic Integrity**

Academic integrity is honesty and responsibility in scholarship.

Every assignment you do in school is meant to measure your knowledge of something or your ability to do something. The grade you receive on the assignment should reflect that knowledge or ability. But an assignment cannot truly measure your knowledge or ability if you have not done your own work.

The summer reading assignment should be the product solely of your thoughts, effort, and ideas. Do not use websites. Sites like Wikipedia and SparkNotes serve a purpose, but using them for an assignment like this one is dishonest. Furthermore, your teachers are not interested in what SparkNotes says. We are interested in your ideas, interpretations, and arguments. We want to know what you think. Your ideas are far more interesting than the ones regurgitated again and again on the internet, and looking at those websites will color your thinking and prevent you from developing your own ideas.
Although there will doubtless be collaborative assignments throughout the school year, this is not one of them. Do your own work. You may not in any way work with someone else on this assignment.

If your annotations show any evidence of your having copied from a website, a classmate, or any other source, you will receive a zero on the essay.

Quoting from Literature

We will spend a lot of time during the school year perfecting your ability to quote effectively from literature. Think of this as a primer to get you started.

This guide covers three ways to quote from literature. (There are other methods, but we’ll talk about those during the school year.) The third one deals with dialogue; we’ll cover that later. The first two methods, which you will find yourself using over and over, are integration and complete sentence signal phrase.

All of the examples use the first paragraph of S.E. Hinton’s 1967 book The Outsiders, on page 3 of the book:

When I stepped out into the bright sunlight from the darkness of the movie house, I had only two things on my mind: Paul Newman and a ride home. I was wishing I looked like Paul Newman--he looks tough and I don't--but I guess my own looks aren't so bad. I have light-brown, almost-red hair and greenish-gray eyes. I wish they were more gray, because I hate most guys that have green eyes, but I have to be content with what I have. My hair is longer than a lot of boys wear theirs, squared off in back and long at the front and sides, but I am a greaser and most of my neighborhood rarely bothers to get a haircut. Besides, I look better with long hair.

Let’s talk about integration first. When we write about literature, we discuss in in the present tense. Ponyboy (the main character in the book) walks out of the movie theater. He is thinking about a ride home. He is a greaser. His eyes are gray.

And when we write about literature, we discuss it in the third person. Look at my sentences. I use Ponyboy, he, he, and his, all third-person nouns or pronouns.
When we integrate quotations, we are taking pieces of those quotations and making them part of our sentences. Those pieces must make grammatical sense within our sentences. That means making changes sometimes. Look at my examples below:

- When Ponyboy leaves the movie theater he has “only two things on [his] mind: Paul Newman and ride home” (Hinton 3).
- He thinks that his “own looks aren’t so bad” (Hinton 3).
- He has “light-brown, almost-red hair.” His eyes are “greenish-gray” (Hinton 3).
- Ponyboy wishes his eyes were “more gray,” but he realizes that he has “to be content with what [he has]” (Hinton 3).
- His hair is “squared off in back and long at the front and sides” (Hinton 3).
- Most of the kids who live by Ponyboy “rarely [bother] to get a haircut” (Hinton 3).

When you use a complete sentence signal phrase, the quotation does not become part of your sentence; therefore, you don’t have to make changes to it. In other words, you will quote it exactly as it appears in the book.

A complete sentence signal phrase is just that: a complete sentence that sets up the quotation, followed by a colon. Look at these examples:

- Pony is thinking about his looks when he leaves the movie theater: “I was wishing I looked like Paul Newman--he looks tough and I don't--but I guess my own looks aren't so bad” (Hinton 3).
- Ponyboy accepts the way he looks even though he’s not content with it: “I have light-brown, almost-red hair and greenish-gray eyes. I wish they were more gray, because I hate most guys that have green eyes, but I have to be content with what I have” (Hinton 3).
- The last reason that Ponyboy gives for his long hair is simple: “Besides, I look better with long hair” (Hinton 3).

There’s not much to quoting dialogue. Just remember that you must always do two things:
• identify the speaker
• use a verb like *says* or *asks*, followed by a comma

Here are a few examples:

• Sodapop says, "You got cut up a little, Ponyboy" (Hinton 7).
• Ponyboy asks, “How come you dropped out?” (Hinton 15).