

English 2 Honors Summer Reading

Mr. Begovich and Mr. Etheridge

Now that you are English 1 Honors veterans, the transition to English 2 Honors will be seamless. This handout is designed to guide you during the summer as you read three “Summer Reading” books (two required texts and a choice text) and complete the written assignments designated for English 2 Honors. In this packet you will find three items in addition to the booklist:

1. Booklist: Summer Reading and 2018-2019 school year
2. Article: “How to Mark a Book” by Mortimer J. Adler
3. Annotation Sample: *Fast Food Nation* pages 26-28
4. Assignment A: Reading Guide for *Fahrenheit 451*

ENGLISH 2 HONORS READING LIST

Summer Required Reading

Fahrenheit 451, Bradbury

I am Malala, Yousafzai and Lamb

Summer Reading Third Book (Choose One)

Breakthrough, Andraka

Columbine, Cullen

The Hate U Give, Thomas

I Am Not Your Perfect Mexican Daughter, Sanchez

The Killers of the Flower Moon, Grann

Summer Reading books are available for order and purchase in the Commons during lunch on Thursday, 5/3 and Friday, 5/4.

2018-2019 Curriculum

They Say, I Say, Graff and Birkenstein*

1984, Orwell

The Road, McCarthy

Pygmalion, Shaw

Independent Readings (1-2 each semester)

The House on Mango Street, Cisneros

A Shakespeare Text

In Cold Blood, Capote

Slaughterhouse-Five, Vonnegut

All of the 2018-2019 English 2 titles should be purchased. Summer reading books are available to order from the LRC and in the commons on May 3 & 4.

***They Say, I Say* MUST be purchased elsewhere through Barnes and Noble, Amazon, Half-Priced Books, etc. Please purchase *They Say, I Say* before the first day of school.**

Please keep in mind that all materials (this packet, contact information, letters from the language arts division regarding AP/Honors and Summer Reading, etc.) can be found on the school’s website: www.d94.org/domain/36.

To Recap:

- Do Not Wait To Start The Project
- Three Books Are To Be Read (2 required- 1-Choice)
- Annotate Both Required Books Thoughtfully
- Complete Assignment A (Study Guide for *Fahrenheit 451*). Printed out as a hardcopy, stapled, and submitted on the first day of class. This assignment is diagnostic – not a worksheet – so do your own work to the best of your ability. Your effort on these assignments will be evident and is your opportunity to make a first impression upon your sophomore teacher; make this impression great.
- Get *They Say, I Say* from a resale seller

Over the summer, you should also feel free to contact your English 2 Honors teachers, Mr. Begovich at mbegovich@d94.org or Mr. Etheridge at ketheridge@d94.org. They will monitor their school e-mail over the summer as possible, so if you have specific questions, concerns, etc., e-mail them and be patient for a response. Mary Howard, the language arts division chair can also be a resource at mhoward@d94.org.

HOW TO MARK A BOOK

by Mortimer J. Adler (1902-2001)

It is ironic that Mortimer Adler, the father of the Great Books Program and promoter of Aristotle and the classics, was a high school dropout. He did attend Columbia University, but he did not receive his BA because he refused to take a required swimming test. Adler did, however, eventually receive a PhD, become an editor for the Encyclopedia Britannica, and write dozens of books on philosophy and education, including How to Read a Book: The Art of Getting a Liberal Education (1940), and The Great Ideas: A Syntopicon of Great Books of the Western World (1952).

For Mortimer Adler, reading the great books does not mean buying expensive, leather-bound volumes to display behind glass doors. Reading means consuming, as you consume a steak, to "get it into your bloodstream." In "How to Mark a Book," Adler proposes a radical method for reading the classics. "Marking up a book," he claims, "is not an act of mutilation but of love. Read his essay and see if you agree with his method of paying "your respects to the author."

You know you have to read "between the lines" to get the most out of anything. I want to persuade you to do something equally important in the course of your reading. I want to persuade you to "write between the lines." Unless you do, you are not likely to do the most efficient kind of reading.

I contend, quite bluntly, that marking up a book is not an act of mutilation but of love.

You shouldn't mark up a book which isn't yours. Librarians (or your friends) who lend you books expect you to keep them clean, and you should. If you decide that I am right about the usefulness of marking books, you will have to buy them. Most of the world's great books are available today, in reprint editions, at less than a dollar.

There are two ways in which one can own a book. The first is the property right you establish by paying for it, just as you pay for clothes and furniture. But this act of purchase is only the prelude to possession. Full ownership comes only when you have made it a part of yourself, and the best way to make yourself a part of it is by writing in it. An illustration may make the point clear. You buy a beefsteak and transfer it from the butcher's icebox to your own. But you do not own the beefsteak in the most important sense until you consume it and get it into your bloodstream. I am arguing that books, too, must be absorbed in your bloodstream to do you any good.

Confusion about what it means to own a book leads people to a false reverence for paper, binding, and type—a respect for the physical thing—the craft of the printer rather than the genius of the author. They forget that it is possible for a man to acquire the idea, to possess the beauty, which a great book contains, without staking his claim by pasting his bookplate inside the cover. Having a fine library doesn't prove that its owner has a mind enriched by books; it proves nothing more than that he, his father, or his wife, was rich enough to buy them.

There are three kinds of book owners. The first has all the standard sets and best-sellers—unread, untouched. (This deluded individual owns wood-pulp and ink, not books.) The second has a great many books—a few of them read through, most of them dipped into, but all of them as dean and shiny as the day they were bought. (This person would probably like to make books his own, but is restrained by a false respect for their physical appearance.) The third has a few books or many—every one of them dog-eared and dilapidated, shaken and loosened by continual use, marked and scribbled in from front to back. (This man owns books.)

Is it false respect, you may ask, to preserve intact and unblemished a beautifully printed book, an elegantly bound edition? Of course not. I'd no more scribble all over a first edition of "Paradise Lost" than I'd give my baby a set of crayons and an original Rembrandt! I wouldn't mark up a painting or a statue. Its soul, so to speak, is inseparable from its body. And the beauty of a rare edition

or of a richly manufactured volume is like that of a painting or a statue.

But the soul of a book can be separated from its body. A book is more like the score of a piece of music than it is like a painting. No great musician confuses a symphony with the printed sheets of music. Arturo Toscanini reveres Brahms, but Toscanini's score of the C-minor Symphony is so thoroughly marked up that no one but the maestro himself can read it. The reason why a great conductor makes notations on his musical scores—marks them up again and again each time he returns to study them—is the reason why you should mark your books. If your respect for magnificent binding or typography gets in the way, buy yourself a cheap edition and pay your respects to the author.

Why is marking up a book indispensable to reading? First, it keeps you awake. (And I don't mean merely conscious; I mean wide awake.) In the second place, reading, if it is active, is thinking, and thinking tends to express itself in words, spoken or written. The marked book is usually the thought-through book. Finally, writing helps you remember the thoughts you had, or the thoughts the author expressed. Let me develop these three points.

If reading is to accomplish anything more than passing time, it must be active. You can't let your eyes glide across the lines of a book and come up with an understanding of what you have read. Now an ordinary piece of light fiction, like, say, "Gone with the Wind," doesn't require the most active kind of reading. The books you read for pleasure can be read in a state of relaxation, and nothing is lost. But a great book, rich in ideas and beauty, a book that raises and tries to answer great fundamental questions, demands the most active reading of which you are capable. You don't absorb the ideas of John Dewey the way you absorb the crooning of Mr. Vallee. You have to reach for them. That you cannot do while you're asleep.

If, when you've finished reading a book, the pages are filled with your notes, you know that you read actively. The most famous active reader of great books I know is President Hutchins, of the University of Chicago. He also has the hardest schedule of business

activities of any man I know. He invariably reads with a pencil, and sometimes, when he picks up a book and pencil in the evening, he finds himself, instead of making intelligent notes, drawing what he calls "caviar factories" on the margins. When that happens, he puts the book down. He knows he's too tired to read, and he's just wasting time.

But, you may ask, why is writing necessary? Well, the physical act of writing, with your own hand, brings words and sentences more sharply before your mind and preserves them better in your memory. To set down your reaction to important words and sentences you have read, and the questions they have raised in your mind, is to preserve those reactions and sharpen those questions.

Even if you wrote on a scratch pad, and threw the paper away when you had finished writing, your grasp of the book would be surer. But you don't have to throw the paper away. The margins (top and bottom, as well as side), the end-papers, the very space between the lines, are all available. They aren't sacred. And, best of all, your marks and notes become an integral part of the book and stay there forever. You can pick up the book the following week or year, and there are all your points of agreement, disagreement, doubt, and inquiry. It's like resuming an interrupted conversation with the advantage of being able to pick up where you left off.

And that is exactly what reading a book should be: a conversation between you and the author. Presumably he knows more about the subject than you do; naturally, you'll have the proper humility as you approach him. But don't let anybody tell you that a reader is supposed to be solely on the receiving end. Understanding is a two-way operation; learning doesn't consist in being an empty receptacle. The learner has to question himself and question the teacher. He even has to argue with the teacher, once he understands what the teacher is saying. And marking a book is literally an expression of your differences, or agreements of opinion, with the author.

There are all kinds of devices for marking a book intelligently and fruitfully. Here's the way I do it:

1. Underlining: of major points, of important or forceful statements.

2. Vertical lines at the margin: to emphasize a statement already underlined.

3. Star, asterisk, or other doo-dad at the margin: to be used sparingly, to emphasize the ten or twenty most important statements in the book. (You may want to fold the bottom corner of each page on which you use such marks. It won't hurt the sturdy paper on which most modern books are printed, and you will be able to take the book off the shelf at any time and, by opening it at the folded-corner page, refresh your recollection of the book.)

4. Numbers in the margin: to indicate the sequence of points the author makes in developing a single argument.

5. Numbers of other pages in the margin: to indicate where else in the book the author made points relevant to the point marked; to tie up the ideas in a book, which, though they may be separated by many pages, belong together.

6. Circling of key words or phrases.

7. Writing in the margin, or at the top or bottom of the page, for the sake of: recording questions (and perhaps answers) which a passage raised in your mind; reducing a complicated discussion to a simple statement; recording the sequence of major points right through the books. I use the end-papers at the back of the book to make a personal index of the author's points in the order of their appearance.

The front end-papers are, to me, the most important. Some people reserve them for a fancy bookplate. I reserve them for fancy thinking. After I have finished reading the book and making my personal index on the back end-papers, I turn to the front and try to outline the book, not page by page, or point by point (I've already done that at the back), but as an integrated structure, with a basic

unity and an order of parts. This outline is, to me, the measure of my understanding of the work.

If you're a die-hard anti-book-marker, you may object that the margins, the space between the lines, and the end-papers don't give you room enough. All right. How about using a scratch pad slightly smaller than the page-size of the book—so that the edges of the sheets won't protrude? Make your index, outlines, and even your notes on the pad, and then insert these sheets permanently inside the front and back covers of the book.

Or, you may say that this business of marking books is going to slow up your reading. It probably will. That's one of the reasons for doing it. Most of us have been taken in by the notion that speed of reading is a measure of our intelligence. There is no such thing as the right speed for intelligent reading. Some things should be read quickly and effortlessly, and some should be read slowly and even laboriously. The sign of intelligence in reading is the ability to read different things differently according to their worth. In the case of good books, the point is not to see how many of them you can get through, but rather how many can get through you—how many you can make your own. A few friends are better than a thousand acquaintances. If this be your aim, as it should be, you will not be impatient if it takes more time and effort to read a great book than it does a newspaper.

You may have one final objection to marking books. You can't lend them to your friends because nobody else can read them without being distracted by your notes. Furthermore, you won't want to lend them because a marked copy is a kind of intellectual diary, and lending it is almost like giving your mind away.

If your friend wishes to read your "Plutarch's Lives," "Shakespeare," or "The Federalist Papers," tell him gently but firmly, to buy a copy. You will lend him your car or your coat—but your books are as much a part of you as your head or your heart.

From *The Saturday Review of Literature*, July 6, 1941.

Δ = Rhet. Triangle

quiet inside. After passing a life-size wooden statue of St. Francis of Assisi on a stairway landing, I was greeted at the top of the stairs by Carl N. Karcher.

Carl looked like a stylish figure from the big-band era, wearing a brown checked jacket, a white shirt, a brown tie, and jaunty two-tone shoes. He was tall and strong, and seemed in remarkably good shape. The walls of his office were covered with plaques and mementos, with photographs of Carl beside presidents, famous ballplayers, former employees, grandchildren, priests, cardinals, Mikhail Gorbachev, the Pope. Carl proudly removed a framed object from the wall and handed it to me. It was the original receipt for \$326, confirming the purchase of his first hot dog cart.

Eight weeks after being locked out of his office in 1993, Carl engineered a takeover of the company. Through a complex series of transactions, a partnership headed by financier William P. Foley II assumed some of Carl's debts, received much of his stock in return, and took control of CKE. Foley became the new chairman of the board. Carl was named chairman emeritus and got his old office back. Almost all of the executives and directors who had opposed him subsequently left the company. The Green Burrito plan was adopted and proved a success. The new management at CKE seemed to have turned the company around, raising the value of its stock. In July of 1997, CKE purchased Hardee's for \$327 million, thereby becoming the fourth-largest hamburger chain in the United States, joining McDonald's, Burger King, and Wendy's at the top. And signs bearing the Carl's Jr. smiling little star started going up across the United States.

Carl seemed amazed by his own life story as he told it. He'd been married to Margaret for sixty years. He'd lived in the same Anaheim house for almost fifty years. He had twenty granddaughters and twenty grandsons. For a man of eighty, he had an impressive memory, quickly rattling off names, dates, and addresses from half a century ago. He exuded the genial optimism and good humor of his old friend Ronald Reagan. "My whole philosophy is — never give up," Carl told me. "The word 'can't' should not exist. . . . Have a great attitude . . . Watch the pennies and the dollars will take care of themselves. . . . Life is beautiful, life is fantastic, and that is how I feel about every day of my life." Despite CKE's expansion, Carl remained millions of dollars in debt. He'd secured new loans to pay off the old ones. During the worst of his financial troubles, advisers pleaded with him to declare bankruptcy. Carl refused; he'd borrowed more than \$8 million.

Δ = Again logical plan

ethos pathos logos

hope over

ethos cred. proved right

expansion

family man

impartial idea

from family members and friends, and he would not walk away from his obligations. Every weekday he was attending Mass at six o'clock in the morning and getting to the office by seven. "My goal in the next two years," he said, "is to pay off all my debts."

I looked out the window and asked how he felt driving through Anaheim today, with its fast food restaurants, subdivisions, and strip malls. "Well, to be frank about it," he said, "I couldn't be happier." Thinking that he'd misunderstood the question, I rephrased it, asking if he ever missed the old Anaheim, the ranches and citrus groves.

"No," he answered. "I believe in Progress."

Carl grew up on a farm without running water or electricity. He'd escaped a hard rural life. The view outside his office window was not disturbing to him, I realized. It was a mark of success.

"When I first met my wife," Carl said, "this road here was gravel . . . and now it's blacktop."

ethos pathos logos

pathos happy

Carl = Working Man focus on family

Hard Work Honest → BUT Will do what is needed to get #

Progress over Pastoral Life

English 2 Honors
Summer Reading Assignment A

***Fahrenheit 451* Reading Guide**

Directions: As you read, consider the following questions. Respond to each one using specific details and/or quotes from the text to support your answers. Provide in text citations as necessary.

Answer Each Question For Basic Comprehension

1. Identify Guy Montag and describe his job.
2. Describe Clarisse McClellan.
3. What smelled like perfume to Montag?
4. Clarisse asked Montag if he was happy. Was he?
5. Who is Mildred, and what happened to her?
6. Why did Emergency Hospital send technicians instead of doctors to treat Mildred?
7. What are parlor-walls?
8. Describe the mechanical hound.
9. What did Montag believe had been done to the hound?
10. Why was Clarisse considered anti-social?
11. Who gave Clarisse most of her information about the way life used to be?
12. Who was Captain Beatty?
13. How did the firemen know which houses had books?
14. What lie did Captain Beatty tell Montag?
15. What did Montag do in the old lady's attic?
16. Why did the old woman light the match and commit suicide?
17. What happened to Clarisse? Was it an accident?
18. What was Montag afraid Captain Beatty would discover when he came to visit?
19. Why did Captain Beatty believe books should be destroyed?
20. What did Montag show Mildred after the captain had left the house?

Part 2

1. Who is Faber?

2. Why did Montag go to see Faber?
3. What three elements did Faber feel were missing from life?
4. What plan did Montag and Faber devise?
5. What was Montag willing to do to convince Faber to help carry out the plan?
6. What had Faber designed that allowed him to be in constant contact with Montag?
7. Why did Faber decide to go to St. Louis?
8. Why did Montag burn the book of poetry in the wall incinerator in his home?
9. Where did Montag hide his books after the ladies left?
10. What was the destination of the alarm on the night Montag returned to work at the firehouse?

Part 3

1. Who was the informant on Montag's home?
2. Why did Montag kill Captain Beatty?
3. Why didn't Montag run away before he killed Captain Beatty?
4. Where did Montag go after he killed Beatty?
5. When Montag left Faber's house, which direction did he go?
6. Why did Montag take whiskey, a suitcase, and some of Faber's dirty clothes with him?
7. What did the railroad tracks mean to Montag?
8. What was different about the fire Montag saw after leaving the river?
9. During the manhunt for Montag by the hound, why did the camera identify an innocent man as Montag?
10. What was different about the hobos Montag met? Why did each man identify himself as a famous author or piece of literature?
11. What had Montag been able to memorize?
12. What happened to the city during the war?
13. What did Montag and the intellectuals believe their mission to be once the war ended?

Questions for Deeper Understanding- Make Sure to Explain Your Answers to Show a Deeper Understanding.

Research some mythology. According to mythology, what is the salamander's relation to fire? Why is the phoenix such an important symbol?

Explore key archetypes. Explain the significance of the "wise old man" archetype? How many and what function do they serve to Montag?

Pay attention to the imagery. What function do the light/ dark images serve? How do they influence one's understanding of the text?

Explore characterization. To what extent is Montag's journey heroic? Is Beatty's claim that the world is better now true?