

# Independent Reading

FAHRENHEIT 451  
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Summer 2017

Welcome: Welcome to English II Pre-AP next year. We will be reading a variety of wonderful literature in the upcoming year. The AP program is more in depth and at a faster pace than the regular English II program, and because of that we will begin our literature study this summer! Please read through the packet when you receive it, and begin reading as soon as you are able. The assignment is designed to be something that you casually work on throughout the summer rather than an assignment done in the last few days before the start of the school year. Good luck, have a fantastic summer, and I look forward to meeting you and working with you next year!

Instructions: This summer you must read the novel, *Fahrenheit 451*. It will be in your best interest to annotate as you read, making notes on the things that stand out, figurative language, and interesting syntax. In addition to the reading, you will be completing a written assignment. This assignment is much like a menu at a restaurant. You will choose 1 item from the “appetizer” list, 1 from the “entrée” and 1 from the “dessert.” The assignments grow in depth as you go through them. It is **due Thursday, August 24<sup>th</sup>** when you walk into class. There will also be a test over the book that day.

# SUMMER READING MENU

Date \_\_\_\_\_

## **APPETIZER**

*Level Question: Create the require questions.*

You **MUST** do this one. There is no option

## **ENTREE**

*Discoveries: Write down discoveries that you made about the novel.*

*Character Analysis: Choose a MAIN character in the book and complete the required analysis.*

Choose 1 to complete

## **DESSERT**

*Visual Representation: You will create a visual representation of a theme or character from the book.*

*Comprehension Questions: Answer the questions in complete sentences.*

Choose 1 to complete

**RED OAK ISD**

*You must complete the appetizer activity, an entrée activity, and a dessert activity to have the option of receiving full credit.*

# Level Questions

*You must develop questions about your novel. Questions must cover all three parts of the book. You must answer your questions.*

**LEVEL 1 QUESTIONS:** These questions will have a right answer which can be found by looking in the text. The answers are usually one-three words.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**LEVEL 2 QUESTIONS:** These questions are analysis/opinion questions based on the topics of the book. They will not always have a right answer, but every answer can find support within the text.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**LEVEL 3 QUESTIONS:** These questions are based on the themes of the book, but should not include the specifics of the book. A person should be able to answer these questions without having read the book.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

# Character Analysis

Choose a main character in the book and complete the following analysis.

**MAIN CHARACTER:** \_\_\_\_\_

<b>PERSONALITY TRAITS</b>	<b>TEXTUAL EVIDENCE</b>
1.	
2.	
3.	
4.	

How does the main character deal with the conflict in the novel?

How do minor characters feel about the main character?

What epiphanies (revelations; a-ha moments) does the main character have?

How is the course of the novel changed by the actions of the main character?

Write a statement that could be considered a legitimate statement spoken by the main character (not something that was actually said).

Write an obituary for the main character. How would they like to be remembered?

# Discoveries

*Write down discoveries that you made about the novel. This is where the notes that you made as you read will be important. **Record page numbers!***

**Interesting Discoveries:**

**Similes, Metaphors:**

**Symbolism:**

**Vocabulary:**

**Other Notes:**

# Visual Representation

You will create a visual representation of your book, a theme, or a character in the book. You may draw, trace, cut out pictures from a magazine to create a collage. Be creative! Beneath the visual you must write a quote from the story which relates to the picture.

## Comprehension Questions

Answer the following questions in complete sentences.

1. Montag's society has abandoned books in favor of hollow, frenetic entertainment and instant gratification. In what ways do you believe today's society has fulfilled this prophetic statement?
2. Why would society make "being a pedestrian" a crime? (Clarisse tells Montag that her uncle was once arrested for this.)
3. When Montag comes home from work to find Mildred lying deathlike on the bed in the darkness listening to her radio earplugs, the room is described as "not empty" and then "indeed empty," what were Ray Bradbury's intentions in describing this scene in such a paradoxical way?
4. In what way is Mildred's character more complex than she may first appear (in reference to her attempted suicide)?
5. "So it was the hand that started it all . . . His hands had been infected, and soon it would be his arms . . . His hands were ravenous." Explain this quote (page 41)
6. Discuss Montag's relationship with Mildred. Does your group believe this is a typical marital situation for their culture? What role do the TV parlor "families" play in shaping Montag and Mildred's marriage?
7. Captain Beatty quotes history, scripture, poetry, philosophy. He is obviously a well-read man. Why hasn't he been punished? And why does he view the books he's read with such contempt? Discuss his monologue (pp.55-62).
8. How do you feel about Beatty's statement that everyone must be alike—not born free and equal but made equal? Can we, as a modern society, create a world where all men and women are equal?
9. What do you think Montag is looking to find in books?
10. What did Faber mean when he said, in the park, "I talk the *meaning* of things"? Why do you think Montag didn't turn to Faber then?
11. Why are the characters on the television screen called "The Family"? What purpose are they supposed to serve in this society? What is the role played by the "White Clowns" seen on television?
12. Why does Beatty program the Hound to track Montag even before Montag stole the book? Do you believe Beatty had seen him steal books before? Or is it that Beatty had detected a change in Montag's attitude or behavior? Cite incidents in the book that support your answer.
13. What role do books play in society today? Have people stopped reading? What are causes for a decrease in reading? Was Bradbury accurate in his prediction of where our world is heading? Is there anything that can be done to spark an interest in reading? Why is reading important?
14. How does Montag feel about burning his own house? How does he feel about burning Beatty? Is Montag really that different from others in his society? Why or why not?
15. Discuss: "*Beatty wanted to die.*" (page 122) Is this a true statement? If so, why would Beatty want to die? If not, why did Montag believe this to be true?
16. Montag turns to books to rescue him; instead they help demolish his life--he loses his wife, job and home; he kills a man and is forced to be a nomad. Does he gain any benefits from books? If so, what are they?
17. Do you believe, as Montag did, that Beatty wanted to die? If so, why do you think so?
18. Since the government is so opposed to readers, thinkers, walkers, and slow drivers, why does it allow the procession of men along the railroad tracks to exist?
19. Once Montag becomes a violent revolutionary, why does the government purposely capture an innocent man in his place instead of tracking down the real Montag? Might the government believe that Montag is no longer a threat?
20. What does Granger mean when he says, "We're going to go build a mirror factory first and put out nothing but mirrors for the next year and take a long time to look at them?" Why would "mirrors" be important in this new society? (Note: In Part 1, Clarisse is said to be "like a mirror").

