

# CCHS Pre-AP English II Summer Reading Assignment 2019

“A mind needs books as a sword needs a whetstone, if it is to keep its edge.” - George R.R. Martin

In Conroe ISD, we encourage all students to read over the summer in order to enrich learning and provoke thought. Summer reading strengthens reading skills, increases academic achievement, fosters a love for reading, and empowers students to become lifelong learners. Additionally, students who enroll in a Pre AP or AP English course are expected to engage in summer reading as it prepares students for the upcoming school year and creates an initial common framework for classroom discussion and instruction.

In an effort to keep your mind sharp this summer and to continue your preparation as a Pre-AP student, you will be reading the fiction novel *Fahrenheit 451* and a nonfiction work of your choice from the attached list.

It is best if all students enrolled in Pre-AP English II for the upcoming school year have these two books read prior to the first day of school, August 14, 2019, and assignments complete. These assignments will be due within the first three weeks, leading to a major grade assessment the 4th week. Thank you for your cooperation and continuing interest in your education, and we look forward to seeing you in our classrooms next year!

If you have any question, feel free to email: [BDietrich@ConroeISD.net](mailto:BDietrich@ConroeISD.net)

## *Fahrenheit 451*

By Ray Bradbury



This novel can be picked up at new and used book stores alike and at the public library. If at all possible, try to obtain your own copy. Any edition of the novel will work – the story doesn’t change.

### **Fiction Assignment:**

#### **Section Reflections:**

- For each section of the novel (3 sections), write a brief synopsis and a personal reflection. The reflection should include the answer to the following questions:
  - Which character did you find the most interesting?
  - Which event impacted you the most?
  - Which event did you think moved the plot in the most meaningful way?
  - How can you connect the events in that section to your own life/current reality?
  - If you were to title the sections, what would you title them?

**Due Date:** August 29th/30th

## Pre-AP English II Non-Fiction Novel Choice

Students will choose one of the following non-fiction titles to read as well. Each of these novels are connected to *Fahrenheit 451* in some thematic way.

### ***Anthem* by Ayn Rand**

A powerful story with unique narration, Ayn Rand tells the story from the perspective of “we.” The story takes place in a dystopian society where people are no longer recognized as individuals, only as part of a collective, a group. The protagonist struggles to determine how to live in his society where his abilities, desires, and future are decided for him. If you are viewed nothing more than a part of a group, do you even have an identity?

### ***The Zookeeper’s Wife: A War Story* by Diane Ackerman**

*The Zookeeper’s Wife* tells the true story of Antonina and her husband, Jan, participating in the Polish underground resistance during the Nazi occupation. In order to save the lives of victims confined within the Warsaw ghetto, Jan, director of the Warsaw Zoo, and Antonina ironically use the confinements of the zoo to help liberate the oppressed people of the ghetto.

### ***The Boys Who Challenged Hitler* by Phillip Hoose**

A thrilling story about a real-life group of young teens that decided to take their country's identity into their own hands. The backdrop is Denmark at the start of World War II. Nazi forces were piling into the country, but the Danish government chose not to fight the invasion. The protagonist, Knud Pedersen, and a group of his friends realized that if the government would not stop the Nazis, then perhaps, they could. Armed with bicycles and the desire to make a difference, the boys - dubbed the Churchill Club - hit the streets of Denmark and began to systematically destroy the enemy from the inside-out. The Churchill Club made such an impact that Germany eventually declared Denmark "enemy territory". This is a powerful and true account of how the young are capable of claiming their identity and inciting a change that can greatly impact society.

### ***Farewell to Manzanar: A True Story of the Japanese American Experience During and After World War II Internment* by Jeanne Wakatsuki Houston and James Houston**

At 7 years old, hearing the news of the Pearl Harbor bombings, Jeanne and her family are ripped from their pleasant home in America and forced to live in Manzanar, a fenced-in camp for the Japanese Americans who were suspected of having allegiances to Japan. Jeanne must quickly adjust to the new, communal life she’s expected to live. However, her struggle to learn her place in America is not over. Soon after the war, Manzanar is closed. The community must find new homes mixed in with American citizens who harbor cruel prejudices towards the Japanese neighbors. Jeanne’s father wishes her to be an honorable Japanese daughter, and Jeanne struggles to determine how to fit in.

### **Non-Fiction Assignment:**

- Write three theme statements for the novel and pull a quote from the novel that best supports this theme. When writing these themes, be sure to remember:
  - Themes are NEVER one word.
  - Themes should contain the author’s big message to the reader.
  - Themes should NOT be cliches.
  - Themes should be universal and NOT absolute.
    - Example: In William Shakespeare’s *Romeo and Juliet*, he clearly portrays how tragedy can occur when lust is confused for love through the impetuous actions of both main characters. (“tragedy can occur when lust is confused for love” is the theme)
- **Due Date:** September 5th/6th