"If you don't have the time to read, you don't have the time or the tools to write." -- Stephen King

Purchase your own copy to read and (optional) annotate: *Fahrenheit 451* by Ray Bradbury

If purchasing is a problem, see me please. Books will be available at Barnes and Noble under my name after final exams. **Please purchase at Barnes & Noble June 2th - 5th in store or online. I will send out the special code to use to help with my Book Fair fundraiser – thank you!**

**TO DO Over Summer for Extra Credit**
(RECOMMENDED) --OR-- **TO DO when we return in August for regular credit (DOABLE, BUT MOST STUDENTS WHO DO THIS FIND IT CHALLENGING.):**

**Assignment Overview:**

- It will be collected Monday after we come back for EXTRA CREDIT to turnitin.com for RNs and book ano in class.
- Complete three (3) typed entries saved in one document called “Summer Reading Reader's Notebooks” topics below.
- All 3 RN’s saved as one document must be uploaded to turnitin.com by the Monday after we come back for Extra Credit or submitted by Monday, September 6th for regular credit.
- You will have a three-week extension to complete the assignment if you choose NOT to do it for extra credit. Due Tues. Sept 6th by midnight to TII'
- Please realize that there will be additional nightly homework on top of this if you do not take advantage of the summer to complete this!

**THE TASK**

1. **Complete three (3) entries in “Reader’s Notebook” format and submit to TURNITIN.com** – you will receive sign up code for Turnitin.com on the first day of school.:
   
   *Each RN has 4 parts: Diction (Language Analysis +Vocab), Patterns, Analysis and Key Passage (Quote + explanation). Use the following focus points for each RN. The Focus will mostly be addressed in the Analysis section. (See attached for sample and instructions)*

   - RN#1 Part I: Focus on the people and events that contribute to the protagonist's change of view. What is Bradbury’s vision of the future?
   - RN#2 Part II: Analyze the internal conflict the protagonist engages in now that he has undergone a transformation. Note the differing philosophies between major influences on Montag, such as Beatty, Faber, etc.
   - RN#3 Part III: Examine the external conflict the protagonist wages to live his life in accordance with his new philosophy. What seems to be Bradbury’s message to his readers?

2. **Extra Credit** -- You may annotate the text for additional extra credit—use Post-It annotations for library books. Include literary devices and explain how they work in text. Some suggested literary terms to analyze: foil, catalyst, archetypes, motif, irony, etc.
Advanced Placement English Literature Reader’s Notebook Directions:

- Please date and title each of your entries with Your Name, the RN#, title of the piece read, and the author. See Sample
- You must also indicate what genre of literature the selected piece is (e.g., novel, nonfiction, poetry, essay). Be as precise as possible.
- Each entry should be a minimum of 1000 words.
- Type your journal entries: create ONE file for the text you’re working with (i.e. include all 3 RN's in the same electronic file, use a page break between each RN) and you MUST submit your RN’s to turnitin.com; we will give you the class ID & password the first week of school. Print out a hard copy of your RN’s and keep your electronic file handy to submit to the website the first week of class.

The Reader’s Notebook is a major on-going project and will be required for class. Remember, you will be writing reactions to each piece of literature we read during the year. Your Reader’s Notebooks will be collected on periodically at least one per unit, especially before the grading periods end.

Reader’s Notebook Guidelines (+25 pts x 3 RNs = 75 pts)

You must respond to each of the following categories in this order

Diction (+5) (Analyze author’s style in a few sentences. Vocab & word choice analysis may be in bullet points.)
- **Describe the predominating style of the piece.** Note phrases that show the “craft” of the author. Identify the sentence length and types. Identify the number of syllables and predominant origin of the word types. (e.g., 3 syllable, Latin-based academic words or one-syllable, guttural Anglo-Saxon words.)
- **Note all unusual / unfamiliar words used by the author and record them in the book.** Min. 5 words. Look up the definitions and commit them to memory. Include part of the sentence from the text to show the context of how the word was used. Include parenthetical citation (Author Name & Page #)
- **Note interesting word choices by the author; why did he/she use this particular word?** Or typical examples of words or phrases. How does it affect the style, form, or language of the selected piece? Does the writer choose colloquial or regional language?

Patterns (+5) (A detailed bullet point list is fine-- no one word answers)
- **Identify the notable developments or stages that occur in each piece.** Identify if there is a frame for the work to follow.
- **Who are the key figures in the work?** Explain how they are developing and/or staying the same.
- **For fiction works, make predictions as you read and back them up with examples from the text.**

Analysis (+10) (This should be lengthy, in-depth literary analysis. Treat it like a practice essay. Should be more than ½ a page of your total RN)
- **What literary elements or notable stylistic devices (i.e. persuasive argument, metaphor, tone, etc.) are being utilized in this selected piece?** Is it effective?
- **What themes develop in the work and how do they drive the plot or argument?** What possible symbols develop in this piece and what do they represent? What motifs show up in the piece and how do they affect the work as a whole?
- **Identify the author’s point of view, motivation, and audience.** Analyze the author’s intention. Did the author succeed in his/her attempt at writing?

Key Passage (+5) (Copy an important quote or quotation from the work and explain its significance.)
- While reading, identify key passage/s within the piece (use a highlighter or pen). Copy it into your reading notebook and note the pages using parenthetical citations. Do not include floating quotes.
- For very long passages you can include the beginning of the quote for reference and use an ellipsis [...] to represent the rest. (You do not need to copy the whole passage.)
- Write a clear, concise and descriptive commentary paragraph to identify the content and significance of each passage. Commentary should be twice as long as the quote. Try to tie the importance to the section of the work and also the work as a whole.
I. Diction
Steinbeck uses colloquial language for dialogue and figurative language, particularly poetic imagery to describe nature in the Salinas valley. He also uses a lot of profanity in dialogue – one reason why the book was banned. He alternates between long, descriptive sentences and short sentences to describe the action. He draws the reader in with simple diction which is easy to understand – language of the common, not well-educated man, which reflect his characters and helps the reader to empathize with them. He also uses a lot of adverbs to describe the emotion of the actions.

- **Bindlestiff**: noun. A term that refers to homeless migrants, particularly those who make a habit of hopping freight trains. The iconic image of a hobo is that of an itinerant beggar, one that was solidified in American culture during the Great Depression. Hobos are often depicted carrying a **bindle** on a stick full of clothes wrapped in a blanket and/or a sign asking for money. “Bring your **bindle** over here by the fire” (Steinbeck 20).

- (need 4 more examples—word/ part of speech/ sentence from the book, including page number)

II. Patterns
- Steinbeck uses an omniscient narrator, but has us identify with all the characters, not only protagonists Lennie and George. Candy, the old, injured man, is quite upset when they shoot his dog because he is useless.
- The author uses symbols, such as the shooting of the dog to foreshadow the end of the text when George must shoot Lennie because Lennie has no place in society, and George wants to spare him further pain.
- The frame of the text is flanked by the area of nature near the pond. This is the area Lennie is told to return to if (when) things do not work out on the ranch.

III. Analysis  (This is worth twice as much as other sections and should be expanded beyond this. It is short because it is a sample. Integrate partial quotes to prove your points and use Lit Devices.)

Steinbeck uses imagery to set the tone for the novel. Even in the ugliest of scenes, there is a natural beauty, which contrasts with the action and reinforces the theme that nature can be harsh and unyielding. Protagonists George and Lennie do not have a chance to succeed. It seems as if there is no place in the world of the ranch for men who are not whole. Each man needs the other as illustrated when Lennie says, “‘But I wouldn't eat none, George. I'd leave it all for you. You could cover your beans with it and I wouldn't touch none of it.’” (1.93-95) about the imaginary ketchup. The characterization of Lennie reveals that he is incredibly generous in being willing to sacrifice his prized want “(ketchup”) for his best friend even if George does not desire it. Steinbeck uses the idea of contrasts or opposites: George is the protagonist and he is small, but clever. Lennie is large, but mentally challenged. George feels responsible for all of Lennie’s actions and ultimately, for his life and death. Like the foreshadowing of the symbol of the killing of the old dog earlier in the novel, there is no place on the ranch for a useless creature. Though Lennie is physically capable of doing work, he is mentally unable to interact with the other men and protect himself. He also does not know how strong he is, so he accidentally kills someone, also foreshadowed with the dead mouse and dead puppy scenes. As long as George takes on the responsibility of Lennie, then he is at risk for danger because he has no way to control Lennie’s behavior/mistakes. Lennie is a strong worker, but he has no ability to judge a situation so and does not know his own strength. He is not malicious, but he is afraid of disappointing George which is why he hides the dead puppy and kills the girl when she will not stop screaming. He cannot risk upsetting George, but is not smart enough to know that he is killing the girl. The whole novel develops the theme of friendship and defines through character actions what that means.

IV. Passage
At the end of the novel, George tells Lennie, “‘We gonna get a little place,’” (Steinbeck 105). This passage is from the last scene of the novel when George knows there is a posse coming to issue vigilante justice for the death of Curley’s wife. George takes responsibility for killing Lennie in order to spare him pain. He tells him about their dream of owning their own ranch in order to distract Lennie and calm him down, so he will die with happy thoughts of tending the rabbits, which would be his job. (1000 words)