



Introduction to the Humanities

Columbus Alternative High School

Grade 9

Summer Reading Assignment

2020-2021

DUE: August 26 by 8pm on Google classroom

Books are the carriers of civilization. Without books, history is silent, literature dumb, science crippled, thought and speculation at a standstill. Without books, the development of civilization would have been impossible. They are the engines of change, the windows on the world, lighthouses erected on the sea of time. They are companions, teachers, magicians, bankers of the treasures of the mind. Books are humanity in print.

- Barbara Tuchman

Dear Parents and CAHS Ninth Graders:

Welcome to Columbus Alternative High School!

BeCAHS of our dedication to excellence, we are continually striving to create learning options which will encourage your student to strive for quality academic excellence and to become a lifelong learner.

A primary focus of the Humanities Department at Columbus Alternative High School is an interdisciplinary approach to learning. Students are taught to discover universal relationships in literature, history, writing, research, current events, art, and music. It truly is the integrated study of the best that humankind has thought, discovered, created, and invented. Each ninth grader will take Introduction to the Humanities, a two-credit course which offers just such an integration of English and social studies. This challenging course is team-taught and meets for one block for a full year. This year in Introduction to the Humanities, you will encounter worlds brimming with new and potent ideas. These ideas will challenge you to think more carefully about issues facing us as we continue the 21st century.

Attached you will find the summer reading assignments which involve your student in reading comprehension, writing, and research. Our first quarter Humanities syllabus revolves around these assignments. All assignments are required and **will be due to be submitted on Google classroom by 8:00 pm on August 26. This is a firm deadline and will be the first grade for Introduction to the Humanities.**

The student's content and style will be the focus for evaluation; remember that spelling and punctuation are indicators of a student's **careful dedication** to precision. **It is very important that students follow the directions and samples for layout and format detailed in this packet. If students complete only the minimum requirement, students cannot receive the maximum number of points possible for that section.**

Have a wonderful, safe summer.

Sincerely,
Ninth Grade Humanities Team

How to contact the CAHS Humanities Team

- By Email--There are several Humanities Teachers. You can contact any of us for assistance. For literature specific questions, reach out to Mrs Foley & Ms. Soucheck. For history specific questions, reach out to any of the last three names.
 - Please be sure to use proper email etiquette when communicating with teachers.
 - Mrs. Foley jfoley5044@columbus.k12.oh.us
 - Ms. Soucheck esoucheck@columbus.k12.oh.us
 - Mr. Glorioso mglorioso4706@columbus.k12.oh.us
 - Mr. Wynne swynne@columbus.k12.oh.us
 - Mr. Coakley icoakley1@columbus.k12.oh.us
- By Google Classroom--We also encourage you to use your Google drive that is provided to you by the school district. Remember you can access this free storage option from any device by signing into Google with your **CCS student id number + @columbus.k12.oh.us** and your **password is your birthdate (MM-DD-YYYY)**.
- With that same CCS account, enroll in your Google classroom at classroom.google.com. The course to look for is "CAHS Class of 2024," and the code to join is **rbnhhfu**. This is where you will submit your summer reading assignment once it is complete.

Fahrenheit 451
By Ray Bradbury

It was a pleasure to burn. It was a special pleasure to see things eaten, to see things blackened and changed.

Ray Bradbury's novel is original and thought-provoking. Originally written in 1953, Bradbury takes the reader into the United States of the future. The main character Guy Montag is a fireman in this society. The occupation of a fireman is very different in this futuristic world that Bradbury creates.

PART 1: *Fahrenheit 451* happens to be an early example of a subgenre of fiction that is widely popular today--the dystopian novel. Ironically, dystopias develop when that society is actually seeking to create the opposite of a dystopia, which is a utopia--a perfect world. Please read the following list carefully. These are typical characteristics found in dystopian societies.

Characteristics of a Dystopian Society

- Propaganda is used to control the citizens of society.
*(messages/slogans usually from the media)
- Information, independent thought, and freedom are restricted.
- A figurehead or concept is worshipped by the citizens of the society.
*This could be a leader or an idea.
- Citizens are perceived to be under constant surveillance.
- Citizens have a fear of the outside world.
*Things/people that are different from their world/city.
- Citizens live in a dehumanized state.
*People treated as things or animals rather than human beings.
- The natural world is banished and distrusted.
*Natural world refers to rural settings
- Citizens conform to one set of expectations. Individuality and dissent are viewed as wrong or bad.
- The society is an illusion of a perfect utopian world.
*Citizens *say* everything is perfect, but it is not really.

Assignment: As you read the novel, you will find that the world Bradbury creates is indeed a dystopia. For any FIVE of the above traits, list 2-3 quotations (passages taken directly from the novel) that display that trait in the text. Be sure that the quotations come from throughout the text and are cited correctly. See sample listed on next page.

PART 2: Character Analysis: Guy Montag

The more a government attempts to control its citizenry, the more some citizens will rebel. In fact, the main character of any dystopian novel is usually a rebel (as seen with the list noted below).

The Dystopian Protagonist

- often feels trapped and is struggling to escape.
- questions the existing social and political systems.
- believes or feels that something is terribly wrong with the society in which he or she lives.
- helps the audience/reader recognize the negative aspects of the dystopian world through his or her perspective.

Assignment: As you are reading the novel, find 2-3 quotations for **each** of the above traits. After citing evidence from the text, please write a 8-10 sentence paragraph in which you discuss Montag's purpose in the novel. Consider the following questions:

- Why does Bradbury choose Guy Montag to be the protagonist?
- What strengths does he offer in this role?
- What weaknesses?

No need to quote in this paragraph (as you have just done this with the first section of this part of the assignment), but specific details should support your analysis.

SAMPLE: This is how your assignment should be formatted. Follow it carefully & READ the sample below for important directions.

Part 1 (Start by stating the part. Then, list the trait, bold the text, and list quotations underneath unbolded. Also, notice everything is double-spaced.)

Information, independent thought, and freedom are restricted.

1. "Quotation from the text here. Be sure you place the passage from the novel in quotation marks.

These marks should appear at the beginning and end of the quotation" (95).

2. "Second quotation here. Take a closer look at how you will indicate what page each passage appears on in the novel. If the sentence in the book ends in a period then DO NOT include it in the quotation marks. Just use the quotation marks to end the quotation and then place the page number inside of parentheses and then put a period" (112).

3. "Third quotation here. One last note about quotations. If the quotation ends in a ? or a ! in the novel, then you DO include that in the quotation but still use a period at the end. Watch here!" (150).

The natural world is banished and distrusted.

- 1.

REMEMBER you will do this for 5 separate traits. Then move on to Part 2.

Part 2 (Notice same basic format)

The protagonist often feels trapped and is struggling to escape.

1. "Quotation from the text here. One more rule about quotations: if the text you are quoting is

already in quotation marks within the actual novel (like a piece of dialogue), then you indicate those words with a single quotation mark. See the number 2 for an example of this” (130).

2. “‘Here is an example of dialogue,’ Montag said to himself” (25).

You will do this for ALL four traits listed. Then begin your paragraph. Be sure to indent the 1st line of the paragraph with 1 tab.

PART 3: Application: Dystopias in Popular Films or Fiction

Dystopias are quite popular in young adult fiction. We would like you to apply the traits of a dystopian society that are listed in Part 1 to one of the works listed below. Some of you may have read one or more of these texts; others may have seen the movie versions. For this assignment, we are not requiring that you read an additional work (unless of course you choose to do so). Instead, you could watch the popular film versions of your choice. Many of these works are part of a series of novels and films. Please note that we would like you to contain your analysis to the first book/film only.

The Hunger Games by Suzanne Collins

The Maze Runner by James Dashner

Divergent by Veronica Roth

The Giver by Lois Lowry

Assignment: Choose ONE of the titles to analyze. Unless you have just recently read the work OR it is one of your most favorite movies ever and you have seen it 10 times, we recommend you either review the text or rewatch the film version--your choice! All of these films are easily accessible; however, if you are having issues accessing one of the films, please contact Mr. Wynne at swynne@columbus.k12.oh.us. Choose FIVE traits from the above list and briefly explain how that trait is displayed in the modern work. Your explanation should be 1-2 complete sentences and offer **specific** detail from the book/film. Place all of these in a table like the one shown below. The table should appear directly after the paragraph from Part 2. You may copy and paste this table into your own document or create your own.

Title of Work:

Dystopian Trait	Explanation of where that trait is within the work.

PART 4: Totalitarian Government in *Fahrenheit 451*

Ray Bradbury's novel is original and thought-provoking. Like all good literature it can be read on many levels: we read to find out what happens, we read to enjoy how the author works with the language, and we read to discover the author's message to us, the readers.

It is interesting to consider that in an effort to create a utopia, governments often exert great control over its citizens, which then inevitably creates a dystopia (like we looked at above). For this part of the assignment, we would like you to investigate a type of government more closely. As you read, pay particular attention to the underlying messages of what an over-controlling government can and *cannot* do to the human mind. How do these governments control their citizens in an effort to maintain that perfection?

A totalitarian government is, like the name suggests, one that attempts to exert TOTAL control over its citizens. There are a variety of ways of doing this; some are listed below.

- strong police state--severe punishment & violence for handling problems
- prescriptive schedules—rigid daily, career, or educational schedules for each person
- “state is supreme” religion--the government is worshipped instead of religion
- propaganda—simplistic and slogan driven
- society's needs are more important than an individual's needs
- mass meetings to promote message
- individual has no participation in government or only the perception of participation (ie. voting, leadership, choice, etc.)
- School is used to indoctrinate young citizens

Assignment: List **5-6 quotations** from throughout the novel that display any of the control tactics listed above being used. After each quotation, provide 1-2 sentences that explains how the quotation reflects a specific totalitarian trait. Be sure you mention the specific trait from the list above in your explanation. Quotations should be complete passages from the text and should come from throughout the novel (not just the first 40 pages). You should aim to represent as many of the traits as possible, but it is okay to include more than one example for one particular trait.

Your work should be completed in MLA format. Please **follow the sample below for your layout. Pay close attention to the placement of quotation marks and page numbers.**

SAMPLE: (There are numerous examples in the novel. Please do not repeat the quotations used in the sample.)

1. “But remember that the Captain belongs to the most dangerous enemy to truth and freedom, the solid unmoving cattle of the majority. Oh, God, the terrible tyranny of the majority” (104).

In this statement, Faber shows how the rights of individuals can be ignored if they conflict with the majority. This reflects that society's needs are more important than an individual's needs.

PART 5: Totalitarian Traits in America

Now that you have familiarized yourself with the traits of Totalitarianism, we would like you to try and identify instances and examples of these traits being used in the U.S. Since the rise of Covid-19 in February/March 2020, the United States government has tried to contain the virus and keep it from spreading. Many American citizens are grateful and appreciative of the lengths that the government has gone to ensure the populace is safe. However, there are some American citizens who feel that the government has intervened in the daily lives of citizens too much. Like Montag, who spends much of the novel questioning and trying to see multiple sides of an issue, we want you to explore media sources related to potential government overreach.

Assignment: Your assignment will be to provide **2** current examples of the US Government or the State of Ohio (Governor DeWine), using totalitarian traits to control the public. You will need to pull your examples from media sources and they must be from reputable sources. The sources are important as different outlets have different biases just as people. Try to use two different media outlets for your separate articles. We have a list after the sample. You will need to provide a synopsis of the article, list and explain how the article relates to one of the totalitarian traits described in the previous parts, and ensure that the source is properly cited using the Modern Language Arts (MLA) format.

SAMPLE:

A Kenyan nurse found herself being shunned and harassed after she prepared a patient for a Covid-19 test while she was on a night shift.

Mutahi, Basillioh. "Kenyan Nurse: 'I Was Shunned over Coronavirus Fears'." *BBC News*, BBC, 13 May 2020, www.bbc.com/news/world-africa-52630804. Accessed 13 May 2020.

This article demonstrates the notion that society's needs are valued more than an individuals.

The fact that this woman was simply trying to help someone that was suspected of possibly having the coronavirus, reinforces the mentality of society at large thinking that they can violate or override an individual. To simply be ostracized by people because you may have been exposed to coronavirus for performing the duties of your profession, speaks to the level of propaganda that has been driven by the state to scare the public into thinking that anyone who has been exposed to the virus, has in essence been handed a death sentence and it will only be a matter of time.

Examples of some trusted media outlets to aid your searching: **Conservative**--*New York Post, Fox News*; **Centralist**--*PBS/NPR, BBC, Reuters, The Associated Press, The Economist*; **Liberal**--*Washington Post, Atlantic, MSNBC, CNN*.

Please do not rely on sources such as Britannica.com or History.com, as these are not news outlets.

Citation Guide:

Citations need to be formatted using MLA 8, which provides one standard citation format that applies to every source type. MLA8 was designed to simplify the process of citing sources. It requires that every source type follow the same format. This means that books, websites, periodicals, videos, photographs, and all other types of sources now use the same standard format.

MLA8 requires researchers to locate the same core elements from their sources and place them in a standard order in order to create a citation. One major difference with MLA8 is the use of containers in citations. Containers are the elements that “hold” the source. For example, if a television episode is watched on Hulu, Hulu is the container. Both the title of the source and its container would be included in the citation.

Core Elements of an MLA8 citation including the following:

1. Authors.
2. Title of the source.
3. Title of container,
4. Other contributors,
5. Version,
6. Numbers,
7. Publisher,
8. Publication date,
9. Location.

The appropriate punctuation mark will follow each core element, unless it is the final piece. In this case, the punctuation mark would be a period.

Below, you can see the basic format for the 2 types of sources you might be using for this particular assignment.

Note that for a website, the location is the URL, and note that when including the URL you need to remove “http://” or “https://.” You can plug in the specific information for your source; **note** that your punctuation, capitalization, and italicizing should match the samples below exactly. Also **note** that your entry should have a hanging indent (the second line is indented, not the first. To do this in a Google doc, highlight the entry, click on “Format,” then “Align and indent,” then “Indentation options,” then under “Special indent” click “hanging.”

Entire Website

Last Name, First Name, role. *Title of Site*. Publisher, Date, URL. Accessed Day Month Year.

Example with no author:

The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue U, 2008, owl.english.purdue.edu/owl. Accessed 23 Apr. 2008.

Example with author:

Felluga, Dino. *Guide to Literary and Critical Theory*. Purdue U, 28 Nov. 2003, www.cla.purdue.edu/english/theory/. Accessed 10 May 2006.

Individual Work on a Website

Author’s Last Name, First Name (if any). “Title of Work.” *Title of Site*, Publisher, Date, URL. Accessed Day Month Year.

Example with author:

Mutahi, Basillioh. “Kenyan Nurse: ‘I Was Shunned over Coronavirus Fears.’” *BBC News*, BBC, 13 May 2020, www.bbc.com/news/world-africa-52630804. Accessed 13 May 2020.

Guidelines for Modern Language Association (MLA) Style of Formatting

1. All work should use **12 point font** and a standard font type such as Helvetica, Calibri, Arial, or Times New Roman.
2. **Double-space** each line of text (the entire document).
3. **One-inch** margins throughout.
4. Format for the **first page** of the assignment. Use the following example using your first and last name, teacher’s name, title of course, and date the assignment is due. **NOTE:** You may not know your exact teachers’ names until the end of the summer. It is acceptable to use the names that the sample indicates.

<p style="text-align: right;">Last name 1</p> <p>First Name Last Name</p> <p>Ms. Soucheck/ Mr. Glorioso</p> <p>Introduction to the Humanities</p> <p>26 August 2020</p> <p style="text-align: center;"><i>Fahrenheit 451</i></p> <p>Part 1</p> <p>Content of summer reading begins here.....</p> <p>.....Be sure to follow samples carefully.....</p> <p>.....make this entire project</p> <p>one continuous document.....</p> <p>Part 2</p> <p>.....</p>	<p style="text-align: right;">Last name 2</p> <p>text continues here.....</p>
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5. Number each page of your assignment in the upper right hand corner. Include **your** last name and the page number. Note example above. To do this, choose Insert then ‘Page numbers’. Select the correct one and then add your last name to just before the number (and it will appear on every page.)
6. Submit the entire project as one file on Google classroom.