SCIENCE FICTION & DYSTOPIAN LITERATURE

HONORS SUMMER READING

Greetings, 11th and 12th graders!

Your task before starting the honors level of Science Fiction and Dystopian Literature is to read ONE title from the Sci Fi independent reading book list (included below). The world of Science Fiction deals in hypotheticals since we do not know what the future will look like. To that end, our course will explore two BIG questions throughout the semester:

WHAT IF?
SHOULD WE?

Science Fiction focuses on the possibilities that mankind can achieve, but it also explores the consequences of our actions and whether certain outcomes should even be considered. The books on the reading list explore potential hypotheticals. You must investigate the pros and cons of various outcomes to determine the best choice for humanity.

Science Fiction and Dystopian Literature (Honors)
Summer Reading Assignment
Tasks and Resources

Task: You will need to reflect on the two main questions for the course:

- "What if?"
    - Example: What if we could control society through the use of censorship and technology?
- "Should we?"
    - Example: Should we control society through censored material and technology, knowing that citizens would have no individual thought and would lose the ability to create?
    - **Your "Should we?" question must consider the CONSEQUENCES of moving forward with the "What if?" question. These consequences should be listed in the "Should we?" question (see the underlined part above).

The research paper for this course will explore these two questions: What if? Should we?. You may use your summer reading book and the questions you create to explore a topic for your research assignment, or you can select another topic of your choice. This task will introduce you to the process of analyzing these questions when considering future dilemmas.

****This assignment must be completed as a GOOGLE DOC ONLY. You must provide enough explanation and evidence in each of your responses.**

To complete your task, you will need to do the following:

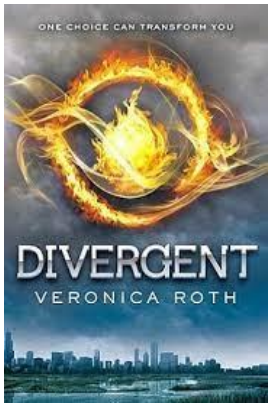
- Read **ONE** text from the Science Fiction and Dystopian Literature Independent Reading Book List. **You can purchase your own copy, borrow a copy from our HHS Library or a public library, or borrow one from the Hempfield English Department. See your English teacher, Dr. Hough, or Mr. Lied to request a copy.**
- Take **detailed notes** while reading your chosen book using the notes sheet provided in this packet. Your notes must include:
    - Creating both **"What if?"** and **"Should we?"** questions - (**Make sure you are following the guidelines and reviewing the examples above!)
    - **Identifying and Analyzing:** Based on the information in your book, **identify** TWO reasons why mankind SHOULD move forward with a potential course of action, and identify TWO reasons why humanity SHOULD NOT move forward with that same course of action. Consider the positives of a certain outcome AND consider the consequences of that outcome. **Analyze** why EACH of these reasons is valid or has merit.
    - After each DETAILED explanation, **identify** ONE quotation from the novel that supports each reason. Please use an internal citation to identify your page number. Ex. (Bradbury 44).
    - **Discussing:** You must then DISCUSS how the quotation defends the reason you have selected. Discussions must be 2-3 full sentences in length.

- **Analyze** a film in the science fiction and dystopian genre that explores potential “What if?” and “Should we?” questions. ****Do NOT pick the film version of your chosen novel.**
    - Watch a film of your choice in the science fiction / dystopian genre (**Please note: choose one that differs from the novel you read. These are separate assignments**)
    - Create “What if?” and “Should we?” questions based on the film
    - Explore how the characters consider the various options and how they make their choice(s)
    - Complete the film chart included in this packet

Science Fiction and Dystopian Literature
Honors course
Independent Reading Book list

Select one of the following novels as the focus of your summer reading assignment. Summaries of the books below were taken from *Goodreads*.

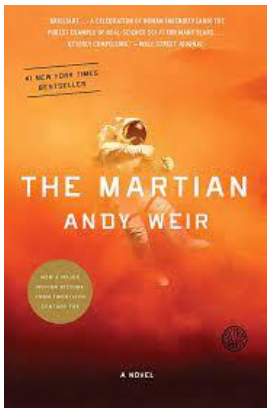
Divergent by Veronica Roth



In Beatrice Prior's dystopian Chicago world, society is divided into five factions, each dedicated to the cultivation of a particular virtue—Candor (the honest), Abnegation (the selfless), Dauntless (the brave), Amity (the peaceful), and Erudite (the intelligent). On an appointed day of every year, all sixteen-year-olds must select the faction to which they will devote the rest of their lives. For Beatrice, the decision is between staying with her family and being who she really is—she can't have both. So she makes a choice that surprises everyone, including herself.

During the highly competitive initiation that follows, Beatrice renames herself Tris and struggles alongside her fellow initiates to live out the choice they have made. Together they must undergo extreme physical tests of endurance and intense psychological simulations, some with devastating consequences. As initiation transforms them all, Tris must determine who her friends really are—and where, exactly, a romance with a sometimes fascinating, sometimes exasperating boy fits into the life she's chosen. But Tris also has a secret, one she's kept hidden from everyone because she's been warned it can mean death. And as she discovers unrest and growing conflict that threaten to unravel her seemingly perfect society, she also learns that her secret might help her save those she loves . . . or it might destroy her.

The Martian by Andy Weir



Six days ago, astronaut Mark Watney became one of the first people to walk on Mars.

Now, he’s sure he’ll be the first person to die there.

After a dust storm nearly kills him and forces his crew to evacuate while thinking him dead, Mark finds himself stranded and completely alone with no way to even signal Earth that he's alive—and even if he could get word out, his supplies would be gone long before a rescue could arrive.

Chances are, though, he won't have time to starve to death. The damaged machinery, unforgiving environment, or plain-old "human error" are much more likely to kill him first.

But Mark isn't ready to give up yet. Drawing on his ingenuity, his engineering skills — and a relentless, dogged refusal to quit — he steadfastly confronts one seemingly insurmountable obstacle after the next. Will his resourcefulness be enough to overcome the impossible odds against him?

Legend by Marie Lu

What was once the western United States is now home to the Republic, a nation perpetually at war with its neighbors. Born into an elite family in one of the Republic's wealthiest districts, fifteen-year-old June is a prodigy being groomed for success in the Republic's highest military circles. Born into the slums, fifteen-year-old Day is the country's most wanted criminal. But his motives may not be as malicious as they seem.

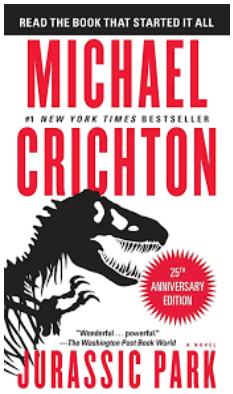
From very different worlds, June and Day have no reason to cross paths—until the day June's brother, Metias, is murdered and Day becomes the prime suspect. Caught in the ultimate game of cat and mouse, Day is in a race for his family's survival, while June seeks to avenge Metias's death. But in a shocking turn of events, the two uncover the truth of what has really brought them together, and the sinister lengths their country will go to keep its secrets.

Ready Player One by Ernest Cline

IN THE YEAR 2044, reality is an ugly place. The only time teenage Wade Watts really feels alive is when he's jacked into the virtual utopia known as the OASIS. Wade's devoted his life to studying the puzzles hidden within this world's digital confines, puzzles that are based on their creator's obsession with the pop culture of decades past and that promise massive power and fortune to whoever can unlock them.

But when Wade stumbles upon the first clue, he finds himself beset by players willing to kill to take this ultimate prize. The race is on, and if Wade's going to survive, he'll have to win—and confront the real world he's always been so desperate to escape.

Jurassic Park by Michael Crichton

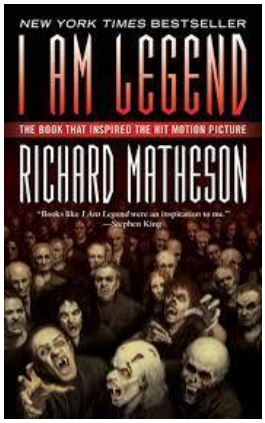


An astonishing technique for recovering and cloning dinosaur DNA has been discovered. Now humankind's most thrilling fantasies have come true. Creatures extinct for eons roam Jurassic Park with their awesome presence and profound mystery, and all the world can visit them—for a price.

Until something goes wrong. . . .

In Jurassic Park, Michael Crichton taps all his mesmerizing talent and scientific brilliance to create his most electrifying techno thriller.

I Am Legend by Richard Matheson

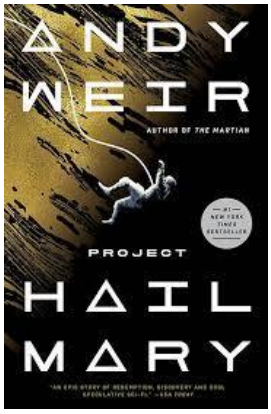


Robert Neville is the last living man on Earth... but he is not alone. Every other man, woman and child on the planet has become a vampire, and they are hungry for Neville's blood.

By day he is the hunter, stalking the undead through the ruins of civilization. By night, he barricades himself in his home and prays for the dawn.

How long can one man survive like this?

Project Hail Mary by Andy Weir



Ryland Grace is the sole survivor on a desperate, last-chance mission—and if he fails, humanity and the earth itself will perish.

Except that right now, he doesn't know that. He can't even remember his own name, let alone the nature of his assignment or how to complete it.

All he knows is that he's been asleep for a very, very long time. And he's just been awakened to find himself millions of miles from home, with nothing but two corpses for company.

His crewmates dead, his memories fuzzily returning, Ryland realizes that an impossible task now confronts him. Hurtling through space on this tiny ship, it's up to him to puzzle out an impossible scientific mystery—and conquer an extinction-level threat to our species.

And with the clock ticking down and the nearest human being light-years away, he's got to do it all alone.

Or does he?

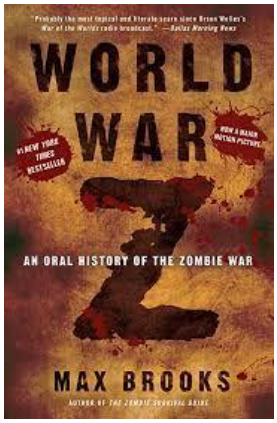
Star Wars: A New Hope by George Lucas

Luke Skywalker was a twenty-year-old who lived and worked on his uncle's farm on the remote planet of Tatooine ... and he was bored beyond belief. He yearned for adventures out among the stars—adventures that would take him beyond the farthest galaxies to distant and alien worlds.

But Luke got more than he bargained for when he intercepted a cryptic message from a beautiful princess held captive by a dark and powerful warlord. Luke didn't know who she was, but he knew he had to save her—and soon, because time was running out.

Armed only with courage and with the lightsaber that had been his father's, Luke was catapulted into the middle of the most savage space war ever ... and he was headed straight for a desperate encounter on the enemy battle station known as the Death Star!

World War Z by Max Brooks



The Zombie War came unthinkably close to eradicating humanity. Max Brooks, driven by the urgency of preserving the acid-etched first-hand experiences of the survivors from those apocalyptic years, traveled across the United States of America and throughout the world, from decimated cities that once teemed with upwards of thirty million souls to the most remote and inhospitable areas of the planet. He recorded the testimony of men, women, and sometimes children who came face-to-face with the living, or at least the undead, hell of that dreadful time. World War Z is the result. Never before have we had access to a document that so powerfully conveys the depth of fear and horror, and also the ineradicable spirit of resistance, that gripped human society through the plague years.

Ranging from the now infamous village of New Dachang in the United Federation of China, where the epidemiological trail began with the twelve-year-old Patient Zero, to the unnamed northern forests where untold numbers sought a terrible and temporary refuge in the cold, to the United States of Southern Africa, where the Redeker Plan provided hope for humanity at an unspeakable price, to the west-of-the-Rockies redoubt where the North American tide finally started to turn, this invaluable chronicle reflects the full scope and duration of the Zombie War.

Most of all, the book captures with haunting immediacy the human dimension of this epochal event. Facing the often raw and vivid nature of these personal accounts requires a degree of courage on the part of the reader, but the effort is invaluable because, as Mr. Brooks says in his introduction, "By excluding the human factor, aren't we risking the kind of personal detachment from history that may, heaven forbid, lead us one day to repeat it? And in the end, isn't the human factor the only true difference between us and the enemy we now refer to as 'the living dead'?"

Science Fiction and Dystopian Literature
Honors course

Independent Reading Guided Notes Sheet

****<u>*On the first day of class, you will need to submit a PAPER copy*</u> of your assignment. This will allow your teacher to give you feedback on your work for later use when completing the summer reading assessment.**
This assessment will be done DURING CLASS.

<u>Please use the template provided AFTER these directions to ***type*** your responses.</u>

See the attached note sheet example of *Fahrenheit 451* at the end of this assignment if you have questions.
Title of book chosen for this assignment:

Create “What if?” and “Should we?” questions for the big idea(s) posed in the book.

Record your questions here:
“What if?” Question for
Your Chosen Novel:

“Should we?” Question for
Your Chosen Novel:

Identify, Analyzing, and Discussing:
Based on the information in your book, identify TWO reasons why mankind SHOULD move forward with a potential course of action, and identify TWO reasons why humanity SHOULD NOT move forward with that same course of action. Consider the positives of a certain outcome AND consider the consequences of that outcome.

Analyze why EACH of these reasons is valid or has merit. Consider the PROs and CONs and EXPLAIN each one. ****Your PROs may not necessarily agree with your own morals and values concerning certain subjects, but you need to consider a different perspective and the way others could justify their actions.**

After each DETAILED explanation, identify ONE quotation from the novel that supports each reason. Please use an internal citation to identify your page number. Ex. (Bradbury 44). You must then DISCUSS how the quotation defends the reason you have selected. Discussions must be 2-3 full sentences in length.

Complete each of the following elements for the book you selected and read for the assignment. <u>TYPE YOUR ANSWERS IN THESE CHARTS.</u>

PRO #1	
Explanation **(Describe the PRO in your own words)**	
Defense Quotation and Correct Internal Citation	
Quotation Discussion **(Analyze the quotation and discuss its significance)**	

PRO #2	
Explanation **(Describe the PRO in your own words)**	
Defense Quotation and Correct Internal Citation	
Quotation Discussion **(Analyze the quotation and discuss its significance)**	

CON #1	
Explanation **(Describe the CON in your own words)**	
Defense Quotation and Correct Internal Citation	
Quotation Discussion **(Analyze the quotation and discuss its significance)**	

CON #2	
Explanation **(Describe the CON in your own words)**	
Defense Quotation and Correct Internal Citation	
Quotation Discussion **(Analyze the quotation and discuss its significance)**	

Analyze a film in the genre of a science fiction/dystopian movie that explores potential "What if?" and "Should we?" questions.

- Watch a film of your choice in the science fiction / dystopian genre
    - ****Please note: Do NOT choose the film version of the book you selected for the text responses. The film and novel responses are separate.**
- Create "What if?" and "Should we?" questions based on the film
- Explore how the characters consider the various options and how they make their choice(s)
- **Type your answers in this film chart**

Science Fiction and Dystopian Literature - Honors
Film analysis chart

Science Fiction / Dystopian Film Questions	**Film Discussion**
What is the **title** of the film you watched?	
Who **directed** the film?	
Who are the main characters in the film? Make sure you include descriptions of **each main character**. Your list should include both **protagonists** and **antagonists (label as each)**.	
What is the **main conflict** in the film? Add some detail to this explanation.	
What "What if?" question is raised in this science fiction / dystopian film?	
What "Should we?" question is raised in this science fiction / dystopian film?	
What are the PROs and CONs to consider when answering the "Should we?" question. Make sure you identify at least **ONE PRO** point and at least **ONE CON** point.	
How does the film explore both the **positives** and the **consequences** of potential outcomes?	
Even though the film deals with something hypothetical and futuristic, does the ending seem plausible? Did	

the director create a somewhat realistic conclusion? **Make sure you EXPLAIN your answer in detail. Reference specific parts of the film in your response.**	

Questions about the assignment? Please reach out to:
Dr. Hough (kate_hough@hempfieldsd.org)
Mr. Lied (steven_lied@hempfieldsd.org

Science Fiction and Dystopian Literature
Honors course
Independent Reading Guided Notes Sheet:
Fahrenheit 451 example and Template

Sample "What if?" Question for
***Fahrenheit 451* by Ray Bradbury:**
What if we could control society through the use of censorship and technology?

Sample "Should we?" Question for
***Fahrenheit 451* by Ray Bradbury:**
Should we control society through censored material and technology, knowing that citizens would have no individual thought and would lose the ability to create?

PRO #1	Society would avoid issues with offending specific groups of people by censoring controversial content.
Explanation **(Describe the PRO in your own words)**	Society struggles with discussing content that appeals to everyone. When addressing controversial topics like race, politics, gender, and economics, writers are bound to upset someone along the way. By avoiding or removing these topics in writing, society is able to play if safe.
Defense Quotation and Correct Internal Citation	"You must understand that our civilization is so vast that we can't have minorities upset or stirred. Ask yourself, What do we want in this country, above all? People want to be happy, isn't that right?" (Bradbury 56).
Quotation Discussion **(Analyze the quotation and discuss its significance)**	Captain Beatty is making the claim that people want to be happy, and they are willing to avoid conflict at all costs. It is so much easier for everyone to get along than for everyone to think and debate important issues. When society has many people, it is crucial to remain sensitive to each one of them. Happiness is more important than academic and educational debate.

CON #1	Books reveal truths about life in ways that are genuine and authentic. Removing or censoring material blocks what makes life complicated and messy, which are real parts of life.
Explanation	Life is not always going to be happy and carefree. To

(Describe the CON in your own words)	attempt to keep people happy all the time is not realistic, and the sad, depressing, emotional parts of life are also what make life worth living and experiencing. Life has tremendous highs and lows, and all of these moments have value.
Defense Quotation and Correct Internal Citation	"'This book has *pores*. It has features. This book can go under a microscope. You'd find life under the glass, streaming past in infinite profusion. The more pores, the more truthfully recorded details of life per square inch you can get on a sheet of paper, the more 'literary' you are. That's *my* definition, anyway. *Telling detail*. *Fresh* detail. The good writers touch life often'" (Bradbury 79).
Quotation Discussion **(Analyze the quotation and discuss its significance)**	Faber explains to Beatty that, through books, people are able to see what life really looks like. Books allow readers to place life "under a microscope" (Bradbury 79) and see what it truly has to offer. Through literature, people are able to form opinions, differ in thought, develop individuality, and find their passion. The moment they are controlled by a government entity, all individuality and personal thought dies.

NAME: _____

Summer Reading Rubric

SCIENCE FICTION & DYSTOPIAN LITERATURE

HONORS SUMMER READING

Greetings, 11th and 12th graders!

Your task before starting the honors level of Science Fiction and Dystopian Literature is to read ONE title from the Sci Fi independent reading book list (included below). The world of Science Fiction deals in hypotheticals since we do not know what the future will look like. To that end, our course will explore two BIG questions throughout the semester:

WHAT IF?
SHOULD WE?

Science fiction focuses on the possibilities that mankind can achieve, but it also explores the consequences of our actions and whether certain outcomes should even be considered. The books on the reading list explore potential hypotheticals. You must investigate the pros and cons of various outcomes to determine the best choice for humanity.

Criteria	Grading Scale	
"What If?" Question for Novel: The student created a detailed "What if?" question to pose a hypothetical situation addressed in the novel they read.	2 Points	Notes:
"Should We?" Questions for the Novel: The student created a detailed "Should we?" question that focuses on the consequences that could happen as a result of their "What if?" question.	3 Points	Notes:
PROs: The student considered two possible PROs for their "What if?" proposal.	4 Points	Notes:
CONs: The student considered two possible CONs for their "What if?" proposal.	4 Points	Notes:
Explanations: The student explained EACH of the PROs and CONs in detail.	10 Points	Notes:
Quotations: The student included FOUR quotations to support their PRO/CON statements. Each of the quotations includes a CORRECT internal citation.	8 Points	Notes:
Quotation Discussions: Each of the quotations also includes a discussion to connect it back to the PROs/CONs. The discussion includes detail and does not simply summarize the quotes.	8 Points	Notes:
Film "What if?" and "Should we?": The student created "What if?" and "Should we?" questions for the film. These questions considered hypothetical concerns and possible consequences.	6 Points	Notes:
Film Analysis Chart: The student completed the film analysis chart in detail with support and explanations for each response.	20 Points	Notes:
TOTAL:		**/ 65 Points**