

English 2 Honors

Required Summer Reading Assignment

Part 1

***Fahrenheit 451* by Ray Bradbury**

- Students must purchase a hard copy of *Fahrenheit 451* (Simon and Schuster Edition ISBN 978-1451673319) and bring it to class on the first day.
- As you read, annotate the text (see annotation guidelines below)
- **Read the article** "Teens Today Spend More Time on Digital Media, Less Time Reading" (attached)
 - Print out a hard copy of the article and annotate as you read.
 - Be prepared to discuss how the research in this article connects to themes in *Fahrenheit 451*.

Part 2:

***Julius Caesar* by William Shakespeare**

- Students must purchase a hard copy of *Julius Caesar* (Folger Shakespeare Library Edition ISBN 978-0743482745)
- As you read, annotate the text (see annotation guidelines below).
- **Complete the Study Guide Questions** (attached) in a Google Doc ready for submission to your teacher's Google Classroom.

Annotating and Close Reading

Students must demonstrate evidence of reading and actively engaging with the text. You are required to *bring your annotated copy of the book and the article to class on the first day.*

What is close reading? Close reading is a thoughtful, active, critical reading of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings, etc.

What is annotating? Think of annotations as "**showing your work**" while you read. You are showing what you are thinking while you read. Thinking is how you connect to the text. This, of course, requires ACTIVE participation with the text, engaging your mind while you read, not skimming the page. Marking important sections can also help locate them quickly in discussions. What the reader gets from annotating is a deeper initial reading and an understanding of the text that lasts. You deliberately engage the author in conversation and questions.

How and what do I annotate? The possibilities are limitless. Keep in mind the reasons we annotate. Your annotations must include comments. Remember that the purpose is to indicate evidence of thinking.

- Have a conversation with the text. Talk back to it.
- Ask questions (essential to active reading).
- Comment on the actions or development of a character. Does the character change? Why? How? The result?
- Comment on lines/quotations you think are especially significant, powerful, or meaningful.
- Express agreement or disagreement.
- Summarize key events. Make predictions.
- Connect ideas to each other or to other texts.
- Note if you experience an epiphany.
- Note anything you would like to discuss in class or do not understand.
- Note how the author uses language and crafts the text.



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Teens Today Spend More Time on Digital Media, Less Time Reading

One of every three teenagers has not read a book for pleasure in a year, study says

Read the journal article

- [Trends in U.S. Adolescents' Media Use, 1976-2016: The Rise of Digital Media, the Decline of TV, and the \(Near\) Demise of Print \(PDF, 522KB\)](/pubs/journals/releases/ppm-ppm0000203.pdf)

WASHINGTON — If you can't remember the last time you saw a teenager reading a book, newspaper or magazine, you're not alone. In recent years, less than 20 percent of U.S. teens report reading a book, magazine or newspaper daily for pleasure, while more than 80 percent say they use social media every day, according to research published by the American Psychological Association.

"Compared with previous generations, teens in the 2010s spent more time online and less time with traditional media, such as books, magazines and television," said lead author Jean M. Twenge, PhD, author of the book *iGen* and professor of psychology at San Diego State University. "Time on digital media has displaced time once spent enjoying a book or watching TV."

The research was published in the journal *Psychology of Popular Media Culture* (</pubs/journals/ppm>)[®] (</pubs/journals/ppm>).

Twenge and her colleagues analyzed data from Monitoring the Future (<http://www.monitoringthefuture.org/>), an ongoing study that surveys a nationally representative sample of approximately 50,000 eighth-, 10th- and 12th-grade students annually. They looked at survey results from 1976 to 2016, representing more than 1 million teenagers. While the study started with only 12th-graders in the 1970s, eighth- and 10th-graders were added in 1991.

Use of digital media increased substantially from 2006 to 2016. Among 12th-graders, internet use during leisure time doubled from one to two hours per day during that period. It also increased 75 percent for 10th graders and 68 percent for eighth-graders. Usage rates and increases were fairly uniform across gender, race/ethnicity and socioeconomic status, according to Twenge.

"In the mid-2010s, the average American 12th-grader reported spending approximately two hours a day texting, just over two hours a day on the internet — which included gaming — and just under two hours a day on social media," said Twenge. "That's a total of about six hours per day on just three digital media activities during their leisure time."

In comparison, 10th-graders reported a total of five hours per day and eighth-graders reported four hours per day on those three digital activities. And all that time in the digital world is seriously degrading the time they spend on more traditional media, according to Twenge.

The decline in reading print media was especially steep. In the early 1990s, 33 percent of 10th-graders said they read a newspaper almost every day. By 2016, that number was only 2 percent. In the late 1970s, 60 percent of 12th-graders said they read a book or magazine almost every day; by 2016, only 16 percent did. Twelfth-graders also reported reading two fewer books each year in 2016 compared with 1976, and approximately one-third did not read a book (including e-books) for pleasure in the year prior to the 2016 survey, nearly triple the number reported in the 1970s.

While not quite as drastic, television and movie consumption also declined. In the 1990s, 22 percent of eighth-graders reported watching five or more hours of

television per day versus 13 percent in 2016. Twenge said she was surprised that the decline in teens going to the theater to watch a movie only happened recently.

"Blockbuster Video and VCRs didn't kill going to the movies, but streaming video apparently did," she said.

The researchers were also surprised at the steep decline in reading. "It's so convenient to read books and magazines on electronic devices like tablets. There's no more going to the mailbox or the bookstore — you just download the magazine issue or book and start reading. Yet reading has still declined precipitously," said Twenge.

The findings give Twenge, as a university faculty member, a new perspective on the next generation as they approach college age.

"Think about how difficult it must be to read even five pages of an 800-page college textbook when you've been used to spending most of your time switching between one digital activity and another in a matter of seconds. It really highlights the challenges students and faculty both face in the current era," said Twenge.

"There's no lack of intelligence among young people, but they do have less experience focusing for longer periods of time and reading long-form text," she said. "Being able to read long-form text is crucial for understanding complex issues and developing critical thinking skills. Democracies need informed voters and involved citizens who can think through issues, and that might be more difficult for people of all ages now that online information is the norm."

Article: "Trends in U.S. Adolescents' Media Use, 1976-2016: The Rise of Digital Media, the Decline of TV, and the (Near) Demise of Print," by Jean Twenge, PhD, Gabrielle Martin, MA, and Brian Spitzberg, PhD, San Diego State University. *Psychology of Popular Media Culture*, published Aug. 20, 2018.

Jean M. Twenge can be contacted by email (<mailto:jtwenge@mail.sdsu.edu>) .

The American Psychological Association, in Washington, D.C., is the largest scientific and professional organization representing psychology in the United States. APA's membership includes nearly 115,700 researchers, educators, clinicians, consultants and students. Through its divisions in 54 subfields of psychology and affiliations with 60 state, territorial and Canadian provincial associations, APA works to advance the creation, communication and application of psychological knowledge to benefit society and improve people's lives.

Find this article at:

<https://www.apa.org/news/press/releases/2018/08/teenagers-read-book>

Study Guide: *Julius Caesar*

Act 1

Key Focus:

- Political tension in Rome
- Caesar's rising power
- Introduction of conspirators

Literal Questions

1. Why are the commoners celebrating at the beginning of the play?
2. How do Flavius and Marullus react to the celebration?
3. What warning does the soothsayer give Caesar?
4. What does Cassius begin to suggest to Brutus?

Inferential Questions

5. Why are Flavius and Marullus upset with the common people?
6. What does Cassius's conversation reveal about his motives?
7. Why might Brutus be conflicted about Caesar?

Universal Questions

8. How easily can public opinion be influenced?
9. What makes a good leader?
10. Is ambition always a negative trait?

Act 2

Key Focus:

- Conspiracy develops
- Brutus's internal struggle
- Decision to assassinate Caesar

Literal Questions

1. What decision does Brutus make about Caesar?
2. Why does Calpurnia want Caesar to stay home?
3. How do the conspirators convince Caesar to go to the Senate?
4. What role does Decius play?

Inferential Questions

5. Why does Brutus justify killing Caesar before he has done anything wrong?
6. What does Caesar's response to Calpurnia reveal about his character?
7. Why do the conspirators want Brutus involved?

Universal Questions

8. Is it ever justified to harm someone to prevent future problems?
9. How do pride and ego influence decision-making?
10. Should leaders listen to warnings and advice?

Act 3

Key Focus:

- Assassination of Caesar
- Aftermath and public reaction
- Turning point of the play

Literal Questions

1. How is Caesar killed?
2. What are Caesar's final words?
3. What agreement do Brutus and Antony make?
4. How do Brutus and Antony differ in their speeches to the crowd?

Inferential Questions

5. Why does Brutus allow Antony to speak at Caesar's funeral?
6. How does Antony persuade the crowd to turn against the conspirators?
7. What does Caesar's death reveal about betrayal?

Universal Questions

8. What is the power of persuasive speech?
9. Is betrayal ever justified for a greater good?
10. How quickly can public opinion change?

Act 4

Key Focus:

- Power struggle after Caesar's death
- Formation of the Second Triumvirate
- Conflict within alliances

Literal Questions

1. Who forms the new ruling group after Caesar's death?
2. What actions do they take against their enemies?
3. What argument occurs between Brutus and Cassius?
4. What does Brutus see in his tent at night?

Inferential Questions

5. What do the actions of Antony, Octavius, and Lepidus suggest about their leadership?
6. Why do Brutus and Cassius argue?
7. What might Caesar's ghost symbolize?

Universal Questions

8. How does power change people?
9. Can people who share a goal still be divided?
10. What role does guilt play in human behavior?

Act 5

Key Focus:

- Final battle
- Consequences of actions
- Tragic resolution

Literal Questions

1. Where does the final battle take place?
2. What happens to Cassius?
3. What happens to Brutus?
4. How does Antony honor Brutus at the end?

Inferential Questions

5. Why do both Cassius and Brutus choose to die?
6. What does Antony's final speech suggest about Brutus?
7. How does the ending reflect the consequences of the conspiracy?

Universal Questions

8. What defines a tragic hero?
9. Are noble intentions enough to justify harmful actions?
10. How do people deal with failure and defeat?