

**Honors English II**  
**Summer Reading Assignment**  
**2017-2018**

**Required Texts:** *Julius Caesar* by William Shakespeare AND *Lord of the Flies* by William Golding

**Overview:** This summer, you will read two texts that both deal with themes of leadership and power. There is an assignment over each book that you must complete and turn in on the **first day** of school in August. The assignments you complete over the books will help prepare you for the assessment you will take over the books during the first week of school.

You are welcome to complete the reading using your own copy of the text, a library copy, or an electronic copy. I would encourage you to consider purchasing your own copy so that you can make annotations, highlight, underline, or otherwise write directly on the text.

This summer assignment is designed to be challenging, but not overwhelming. Keep in mind this is not something that should be completed in the last week of summer vacation. Pace yourself, set deadlines, and avoid unnecessarily stressing yourself out by working on this assignment a little at a time throughout the course of the summer!

If you have any questions over the assignments, please do not hesitate to email me at [aschaffer@usd458.org](mailto:aschaffer@usd458.org)

Finally, all work you complete over the summer should be your OWN work. You should not work with a partner on these assignments. Any case of academic dishonesty will result in a zero on the assignment.

## Assignment One: *Julius Caesar*

**Directions:** As you read Shakespeare's *Julius Caesar* complete the following guide. This guide is designed to help you comprehend the essential plot details, gain skills in identifying literary devices, and think critically about parts of the text. I would recommend that you use a copy of *Julius Caesar* that has notes/modern text with it, like the [Folger Shakespeare Library edition](#). Shakespeare can be challenging, so don't panic if you don't understand every single line! This study guide will help build the foundation, and we will spend the first days of class discussing the deeper complexities of the play.

### **Part One: Background Knowledge**

Use any reliable internet source to answer the following questions.

Cite your source(s) here:

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1. How did the Greek philosopher Aristotle define "tragedy"?
2. According to Aristotle, what elements make up a "tragic hero"?
3. The ruling body of Rome from 60-53 BC was a *triumvirate*, or a group of three individuals who shared power: Julius Caesar, Marcus Crassus, and Pompeius Magnus (Pompey).
  - a. What happened to Crassus?
  - b. What happened to Pompey? (how did Julius Caesar end up in sole control of power?)
4. What is a Roman Triumph?
5. What is the history of the Roman Festival of Lupercal? How was it celebrated?

## Part Two: The Play

### I. Act I

- A. Why do the tribunes Flavius and Marullus become angry with the commoners?
- B. How does Caesar respond to the Soothsayer's warning?
- C. According to Casca, what happened at the games when Mark Antony offered Caesar a crown?
- D. Why does Cassius send letters to Brutus that appear to have been written by other people?
- E. Compare the personalities of Brutus and Cassius. Which character seems better fit to be a leader?
- F. In scenes 2 and 3, Cassius explains why he is opposed to Caesar. Does he seem motivated more by concern for Rome or by personal rivalry?
- G. Reread Casca's description of Caesar's behavior at the games in lines 215-287 of scene 2. Do Caesar's words and actions suggest that he is becoming a tyrant?

### II. Act II

- A. In scene 1, why is Portia upset with Brutus?
- B. What makes Calpurnia concerned about Caesar's safety? How does Decius convince Caesar to change his mind about staying home?
- C. Using the chart below, identify soliloquies and asides in Act Two. What does each one reveal about the speaker?

Scene/line #	Speaker	Soliloquy or aside?	What it reveals

- D. What mood do the two brief scenes at the end of Act Two help create?

- E. Contrast the relationship between Caesar and Calpurnia with the relationship between Brutus and Portia. What do the differences suggest about each man?
- F. Is Brutus's decision to join the conspiracy driven more by his conscience or by Cassius's manipulation?
- G. Reread Brutus's soliloquy in lines 10-34 of Scene 1. Are you persuaded by his argument on the need to kill Caesar?

III. Act III

- A. Explain how Caesar is killed.
- B. What disagreement do Brutus and Cassius have about the plans for Caesar's funeral?
- C. What information does Antony reveal to the crowd during his speech?
- D. Why does the crowd attack Cinna the poet?
- E. Reread Mark Antony's soliloquy in lines 254-275 of Scene 1. What does this speech reveal about the motivation for Antony's actions in the rest of Act 3?
- F. Why does Antony's funeral speech have a much more powerful effect on the crowd than Brutus's speech?
- G. Act 3 begins and ends with violent events. What does the murder of Cinna the poet suggest about the use of violence to achieve political goals?

IV. Act IV

- A. Which three characters have taken control of Rome after Caesar's assassination?
- B. What has strained the relationship between Brutus and Cassius?
- C. What arguments do Brutus and Cassius make regarding whether or not they should march to Philippi to fight their enemies?
- D. What happened to Portia after Brutus fled from Rome?
- E. Are Antony's words/actions in Act 4, scene 1 consistent with your impression of him earlier in the play?

- F. Do the Romans seem better off or worse off under their new rulers than they were under Julius Caesar?
  - G. What does the ghost of Caesar visiting Brutus signify?
- V. Act V
- A. What misunderstanding leads to Cassius's death?
  - B. Why does Brutus commit suicide?
  - C. What distinction does Antony make between Brutus and the other conspirators?
  - D. Brutus and Caesar both have traits that are associated with tragic heroes (both have flaws in character that lead to their downfall). In your opinion, which is really the tragic hero of the play? Why?
  - E. Which of Brutus's and Cassius's actions in Act 5 may have been influenced by an omen or a supernatural occurrence?
  - F. Reread lines 33-38 of scene 5. Do you agree with Brutus's statement that despite his defeat, he will gain more glory than Octavius and Antony?

## Assignment Two: *Lord of the Flies*

**Directions:** As you read this novel that depicts humanity and human nature through the trials of young prep school boys who survive a plane crash on a deserted island, flag important scenes, significant quotes, character development, etc. Then use the pages you flagged to respond to the following prompts.

1. Describe three key scenes in the novel. Explain why each is important and include at least one significant quotation from each scene.
2. Identify two major characters and describe their roles in the story. What motivates their actions? How do they help drive the story forward? Include two quotations for each character to support your ideas.
3. Discuss the ending of the novel. Is it open-ended or neatly resolved? Is it effective? What have the characters learned and how have they changed?
4. Note three key symbols. What does each mean/represent? How do the meanings give insight into the characters, themes, or conflicts in the story? (If all of your symbols identified are ones found on Spark Notes, I will view this as a deliberate shortcut to complete the assignment.)
  - a. Symbol: a person, image, word, object, color, idea, action, event, etc. that evokes meaning beyond the literal. For example, the windmill in *Animal Farm* represents the pigs' manipulation of the other animals for their own gain - Boxer and the other animals work extremely hard, but Napoleon uses the windmill to produce goods to sell.
5. Choose one creative assignment to complete after reading *Lord of the Flies*.
  - a. Create a symbolic representation of human nature as expressed through *Lord of the Flies*. This can be a painting, a photograph, a detailed drawing, or a poem. This should be a work of art and something you are proud of. Include a 1 page explanation of your representation.
  - b. Create a littleun's journal describing his experiences on the island. The journal should cover all the major events that occur. Be sure to use language that is appropriate for a six year old child. Drawings can certainly accompany the littleun's words.
  - c. Create a survival manual for living on the island with the other boys. This manual should include all the important materials, strategies, and essential knowledge for survival. Your manual must include an illustrated cover, a table of contents, examples and illustrations of the strategies offered, and clear instructions for survival in different circumstances.