



**ALL STUDENTS WILL
READ**

***LITTLE BROTHER*
BY CORY DOCTOROW**

Parents are invited to join the conversation by reading and discussing *Little Brother* with your students.

Little Brother was a Florida Teens Read nominee for 2009-2010 and has been categorized as young adult fiction.

Parents are the ultimate authority in deciding appropriate material for their children, so parents requesting an alternative assignment should contact Mrs. Griffith

mgriffith@escambia.k12.fl.us.

More information about summer reading can be found on our webpage

<http://btwash.org> or
<http://btwashenglish.weebly.com>

How to get *Little Brother* free!

Download *Little Brother* for free at Cory Doctorow's website
<http://craphound.com/littlebrother/download/> or
www.gutenberg.org/

OR

borrow a print or audio version from your local library.



**BTWHS
Summer Reading**

This summer all students at Booker T. Washington High School are assigned to read the same book similar to the One Book-One Community program to promote the students and faculty coming together through the reading and discussion of a common book.

"The idea is that the city that opens the same book closes it in greater harmony."

Mary McGrory, *The Washington Post*,

Summer Reading Assignment 2014

1. Read *Little Brother*
2. Answer the discussion questions and turn into your English teacher when school starts
3. Complete an on-demand response/test, writing and research activity, or project to be chosen by your English teacher when you return to school. This will weigh as a minimum 5% of the English grade.
4. Check on btwash.org or btwashenglish.weebly.com for discussion links and codes.

Join the conversation!

12th Grade theme: *Moral Responsibility/Voices of Protest*

Discussion questions

1. How does Marcus's comment that he's "one of the most surveyed people in the world" set the tone for the novel? Is the statement true? Compare the school Marcus describes in the opening chapters to your own in terms of surveillance, discipline, and student-administrator relationships.

2. Is Marcus a good kid or a bad kid? Can he be defined by either of those terms? How might Marcus describe his code of ethics regarding being "surveyed" and his right to circumvent the efforts of the surveyors? How might you define the "moral dilemma" of reprogramming RFIDs, as explained in the novel?
3. What does Marcus's refusal to give passwords to and answer questions from government interrogators reveal about his character? How are the passwords a recurring motif in the novel?
4. How does Marcus feel about "razorblade" corporations? Are all razorblade corporations bad? What are some of the recognizable technology companies Marcus mentions in the novel and what are his opinions of them?
5. How does Marcus use the Xbox Universal and the XNet to undermine government surveillance? How does he use the internet to organize real-world protests? Is he surprised by the results of his actions? What are the most surprising similarities and differences between ARG crowd and a crowd in a real public space?
6. What is Bayesian probability and how does it relate to Marcus and Jolu's strategies for safely encrypting XNetcomminiques? How does Pigspleen fit into this plan? Why does this company appeal to Marcus?
7. Does the media overemphasize identity theft and internet predators while underplaying the danger of being "watched" by legal government and corporate agencies through credit card use, transportation monitoring, etc? How has this imbalance occurred and is surveillance the greater danger?
8. "Don't trust anyone over 25" becomes an XNet motto and then a merchandized slogan. How does today's internet quicken public adoption of new ideas? Is this a good thing, a dangerous thing, or both? Explain.
9. How do the afterwords affect your reading of *Little Brother*? Has the experience of reading this book changed your understanding of—or your standards for—security, privacy and freedom? If so, how?