

LEBANON CATHOLIC SCHOOL
Secondary
Summer Reading Program 2010-2011

We have reevaluated the reading program for this coming summer. The Secondary Administration, English Department and the Academic Group for Middle States have developed the following summer requirement:

- 6th Grade – English teachers – **The House of Dies Drear** - *Hamilton*.
Project: Find a new vocabulary word in each chapter,, define it, illustrate it and use it in a sentence. Put all work on a piece of poster board.
- 7th Grade – Geography teacher – **Light in the Forest** - *Richter*
Project: To be announced on the first day of class
- 8th Grade – English teacher – **The Adventures of Tom Sawyer**- *Twain*
Project: Assessment Projects –see attached project sheet
- 9th Grade – English teachers - **Lost Horizon** – *Hilton*
Project: *See attached sheet*
- 10th Grade – History teachers - **The Book Thief** – *Markus Zusak*
Project: See attached sheet
- 11th Grade – Science teachers- **Twinkie, Deconstructed: My Journey to Discover How the Ingredients found in Processed Foods are Grown, Mined and Manipulated into what America Eats.** – Steve Ettinger – Available on Amason.com
Project: Research the ingredients and produce a map/poster of where your favorite snack/food comes from.
- 12th Grade – Religion teachers- **The Screwtape Letters** – *C.S. Lewis*
Project: To be announced on the first day of class.

Each grade will be given a comprehensive reading exam worth 50% of the grade and a project applicable to that grade and book worth 50%. The summer assignment is the responsibility of those assigned teachers per grade level.

MIDDLE SCHOOL SUPPLY LIST for 2010-2011 School Year

The following items will be provided for the student through the Supply Fee.

- Assignment Book
- Marble Notebooks (8 per student in 6th, 7th, and 8th grades)
- Pronged Colored Subject Folders
- LC Classroom folders (2 per student for tests and Home-School Communication)
- Expanding File for organization purposes (6th, 7th, and 8th)
- Art Supplies
- Science Supplies
- Technology Supplies

Parents: The following items need to be purchased by you.

- 2 # 2 pencils with erasers
- Black or blue pens for writing (May be erasable.)
- Red pen for correcting
- 12" ruler
- Glue sticks
- 1 package of loose leaf (100-200 sheets) wide-ruled
- Pencil case (zipper pouch)
- Individual pencil sharpener
- Colored pencils
- Highlighter
- White Out (tape or pen only-NO LIQUID)

****Calculator specific to 8th grade may be required**

*****Please be aware that each individual teacher may have additional requirements for his/her class that you will be made aware of the first week of school.***

HIGH SCHOOL SUPPLY LIST for 2010-2011 School Year

The following items will be provided for the student through the Supply Fee.

- Assignment Book
- Art Supplies
- Science Supplies
- Technology Supplies

Parents: *Please be aware that each individual teacher at the High School level may have items needed for their class which you will be made aware of the first week of school.*

All students are asked to bring a box of tissues for classroom use.

Choose one project
Assessment Projects

due 1st day of school

Short-Term Project Suggestions

1. Write a newspaper article about one of Tom's adventures as it might have appeared in the local newspaper. Think about how the reporter's version of the story might be different from the character's version. Events you could choose include:
 - Muff Potter's arrest for the murder of Dr. Robinson
 - Tom's testimony at Muff Potter's trial
 - the supposed drowning of Huck, Tom, and Joe
 - Tom and Becky's experience in the cave
2. Research the southern superstitions in the novel. Discuss how and where they may have originated and what they represented to others.
3. Create an illustrated map of Jackson's Island and St. Petersburg. Include homes, landmarks, and places where the action took place.
4. Design a costume appropriate for either Tom or Huck. Indicate the scenes in which the costume would be worn.
5. Research laws and punishments in the late 1800s. Report on the punishment Injun Joe could have received if he had been tried and convicted. Give your opinion about whether Injun Joe deserved this punishment. Use evidence from the book to support your opinion.
6. Design a graphic organizer that shows the main events in the plot and subplots and how they are related. Include the following:
 - Tom's courtship of Becky Thatcher
 - the murder of Dr. Robinson
 - Tom, Huck, and Joe's adventure on Jackson's Island
 - Tom and Huck's search for treasure
7. Sketch a scene from the book. Note the passages you used to draw the sketch.
8. Using the characters and places in this book, create a new adventure for Tom and his friends. Tell this new adventure in story form or as a comic strip of 8-16 panels.
9. Dress up as Tom Sawyer and tell a story based on one of the incidents from the book. Try to master his Southern drawl and tendency to exaggerate. Also, include sound effects.
10. Choose an incident from the book and modernize it. Place the event in the 1990s and tell it as if it were happening today.
11. A *caricature* is a grotesque and humorous drawing of a person that exaggerates the facial features. Draw a caricature of one or more of the characters. Cite any passages you used as a reference for the drawing.

continued over →

Lost Horizon

Study Guide Student Copy

Vocabulary

abyss	a hole so deep it appears bottomless
aloof	unconcerned, remote in character
amenities	conventions observed in polite social intercourse
anecdote	short amusing or interesting story about a real person or event
antechamber	a room leading to a more important room
badinage	good-humored teasing
banter	dialogue, talking
brooding	thinking long and deeply or resentfully
burnished	polished
cantankerous	bad-tempered
capacious	roomy
cataclysm	violent upheaval or disaster
celibate	remaining unmarried
chaff	good-humored teasing or joking
chaste	celibate, pure
clamber	to climb with difficulty
compatriot	a person from the same country as another
conspicuous	easily seen
contingency	something unforeseen
corrugated	shaped into alternate ridges and grooves
curt	rudely brief
deprecation	an expression of disapproval
disillusionment	state of being set free from pleasant but mistaken beliefs
disparagement	something spoken in a belittling way
dispassionate	free from emotion
disquieting	causing anxiety or fear
distraught	greatly upset
edelweiss	an alpine plant with white flowers and woolly leaves
effervescent	bubbling with life
encampment	a camp
equanimity	calmness of mind or temper
etiquette	rules of correct behavior in society
exquisite	having special beauty
fastidious	selecting carefully; easily disgusted
festooned	decorated with hanging ornaments
fortnight	two weeks
garish	excessively bright and over decorated
gastric	of the stomach
gullible	easily deceived
harangue (v)	to make a lengthy, pompous speech

heretical	something contrary to generally accepted beliefs
hiatus	a break or gap, a period of rest
hospitable	giving a generous reception
impertinence	insolence, disrespect
impressionist	an artist who suggests a subject without elaborate detail
impromptu	without preparation or rehearsal
incandescent	glowing with heat, shining
incisive	clear and decisive
incredulity	disbelief
inculcate	implant ideas by persistent urging
indignant	angry, especially at an injustice
indolence	laziness
infernal	detestable or tiresome
interpose	to insert between
laconic	not talkative
ludicrous	absurd, ridiculous
lunacy	insanity
magnanimity	nobility, generosity
maharajah	a former title of certain Indian princes
melancholy	mental depression, thoughtful sadness
nonchalant	no showing excitement; calm and casual
overwrought	in a state of nervous agitation
pallid	pale
paradox	a true statement that seems to contradict itself
picturesque	forming a pleasant scene
postulant	a candidate for admission to a religious order
precedent	a previous case that is taken as an example to be followed
precocious	having developed certain abilities earlier than is usual
priggishness	self-righteousness, closed-mindedness
propriety	what is proper or suitable
pulmonary	affecting the lungs
purgative	emptying, cleansing
rectitude	moral goodness
remonstrate	to make a protest
retort	to make a quick, witty, or angry reply
sahib	a title of address for European men in India
serene	calm and cheerful
shirk	to avoid duty or work
skepticism	doubt of the truth
tapestry	woven fabric usually hung on walls
tenuous	very thin in form, having little validity
traverse (n)	a steep slope that has to be crossed from side to side in mountaineering
truculence	defiance
unfathomable	not able to be understood
unprecedented	never happened previously
unruffled	calm
upland	the higher or inland part of a country
winsomeness	attractive appearance or manner

The Prologue

1. Identify the following:
 - A. Wyland
 - B. Rutherford
 - C. Sanders
 - D. "I"
 - E. "Glory" Conway
2. What brings Wyland, Rutherford, and the neurologist together?
3. Identify the point of view in the Prologue. Who is telling the story?
4. How does the author introduce Conway and the story of Baskul?

5. After they leave Wyland, what does Rutherford tell the neurologist?
6. When Rutherford sees Conway in the hospital at Chung-Kiang, what is Conway's problem?
7. When and under what circumstances does Conway begin to regain his memory?
8. What is remarkable about the two songs he plays on the ship?
9. Why does Rutherford say it would be almost chronologically impossible for Conway to have learned these songs from a student of Chopin?
10. Three months after his disappearance in Honolulu, Conway sends Rutherford a letter. What information does he impart? Why is it vague?
11. What is Rutherford's strongest impression of Conway on the night after Conway recovers his memory?
12. Why do you suppose the recovery of his memory should create a great sadness in Conway?
13. In your opinion, why does Hilton introduce the novel with a prologue?

Chapter 1

1. What is the point of view in this chapter?
2. What is the situation in Baskul?
3. Why do the four Westerners believe that they have been kidnapped?
4. Describe the reaction of each of the four passengers to the situation.
5. Characterize Conway and Mallinson.
6. What is the cause of Conway's present fatigue? What, specifically, he faced?
7. According to Baldassare Castiglione's *The Book of the Courtier*, a true gentleman must preserve his composure and self-control under all circumstances and behave with unaffected nonchalance and effortless dignity. In what ways is Conway a "true gentleman"?

Chapter 2

1. What are the plot developments in this chapter?
2. Characterize Barnard and Miss Brinklow.
3. Explain how Conway and Mallinson remain consistent with their initial characterization.
4. Predict what you think will happen in the next chapter.
5. Re-read the descriptions of the cone-shaped mountain (Pg. 50). List the words or phrases that create pictures in your mind.

Chapter 3

1. How does Mallinson behave?
2. How does Conway treat Mallinson? What does he try to tell Mallinson?
3. Describe the lamasery.
4. How do Miss Brinklow and Barnard react to the long climb?
5. Predict what will happen in the next chapter.
6. At the end of this chapter, Hilton begins to describe his vision of a utopia. Make a list of adjectives that describe Shangri-La.

Chapter 4

1. What is a lamasery?
2. Explain what the lamas believe.
3. What is appealing about Shangri-La?
4. What is your opinion of Chang?
5. Conway will not tell the others what he has learned from Chang. Why?
6. "Conway had grown used to people liking him only because they misunderstood him." (Pg. 81) What do Mallinson and others misunderstand about Conway?
7. To Conway, "Englishmen and Americans charged about the world in a state of continual and rather preposterous fever-heat." (Pg. 83) In what ways was this true in the 1930s, and in what ways is this true today?

Chapter 5

1. What change occurs in Mallinson at the beginning of this chapter?
2. Make a list of what Chang will not discuss with his visitors.
3. Describe the works of art at Shangri-La. What about the atmosphere of the library is “more of wisdom than of learning, of good manners rather than seriousness” (Pg. 94)?
4. Why is the description of Shangri-La vague or lacking in detail?
5. What does Conway think of Barnard?
6. Who is Lo-Tsen?
7. How do each of the characters see Shangri-La now? How are their views of Shangri-La consistent with their characterizations?

Chapter 6

1. Describe the valley.
2. How does Miss Brinklow react to the valley? Why?
3. How does Chang feel about “current events”? Why?
4. What does Lo-Tsen do? How does Conway feel about her?
5. What do you learn about Barnard? How does Mallinson react to Barnard? How does Conway react to Barnard? Why?
6. What does Chang announce to Conway?
7. List at least four ways Shangri-La is different from our society.
8. Barnard says that “the whole game’s going to pieces.” (Pg. 124) Conway remembers this phrase “with a wider significance than the American had probably intended.” (Pg. 125) What does Conway see “going to pieces”?

Chapter 7

1. What is the history of the lamasery?
2. Describe Father Perrault. How is Conway similar to him?
3. Where does the philosophy of moderation come from?
4. Who was Henschell?
5. Why is *Lost Horizon* considered “escape literature”?
6. Father Perrault is still alive. Describe your reaction to this news.

Chapter 8

1. What does the High Lama make clear to Conway concerning visitors at Shangri-La?
2. Why was the pilot originally sent out of Shangri-La?
3. What cataclysmic event does the High Lama predict? Compare his prediction to World War II. How accurate is he? What will Shangri-La's function be after these horrible events?
4. How does the High Lama describe Conway's future? What will Conway have that most people do not?
5. What criticism is Hilton making of the Western world?
6. If we were to slow our lives down to the pace of Shangri-La, what choices will we have to make? Why?
7. What is the ultimate purpose of Shangri-La?
8. What is missing in Shangri-La?

Chapter 9

1. What secrets of the lamasery does Conway learn?
2. How does Mallinson feel about Lo-Tsen?
3. How does Conway feel about Mallinson? How has Mallinson become disillusioned?
4. Miss Brinklow says that the morals of Shangri-La "are quite hideous." (Pg. 163) To what extent is this true?
5. Chang says that human affections diminish over time. Do you agree or disagree? Why?
6. Chang says, "Is there not too much tension in the world at present, and might it not be better if more people were slackers?" (Pg. 168) What is your opinion? Why?
7. What is unusual about Conway's going to see the High Lama again? What does this indicate?
8. Conway jokingly says that Shangri-La reminds him of his days at Oxford. What, if anything, does Shangri-La remind you of?

Chapter 10

1. Why does Barnard want to stay in Shangri-La?
2. Why does Miss Brinklow want to stay?
3. How does Conway feel about Lo-Tsen? What advice does Chang give Conway concerning her?
4. What does the High Lama reveal to Conway?
5. Why does the High Lama consider Conway an extraordinary man? Has Hilton convinced you that Conway is extraordinary?
6. Describe Mallinson's behavior in this chapter.
7. Conway says, "Perhaps the exhaustion of the passions is the beginning of wisdom." (Pg. 177) Do you agree or disagree? Why?

Chapter 11

1. What future action does Mallinson reveal to Conway?
2. How does Conway react to Mallinson's plan? What does Conway finally decide?
3. Conway says that beauty "lies at the mercy of those who do not know how to value it." (Pg. 212) Do you agree or disagree? Why?
4. According to Conway, "When it comes to believing things without actual evidence, we all incline to what we find most attractive." (Pg. 213) Do you agree or disagree? Why?
5. What is the climax of *Lost Horizon*?
6. According to the narrator, Conway is "doomed, like millions, to flee from wisdom and be a hero." (Pg. 218) Is Conway ultimately the hero of the novel? Explain.

Epilogue

1. What has Rutherford been doing?
2. Of the four main characters—Conway, Mallinson, Miss Brinklow, and Barnard— which one do you identify with most? Why?
3. How does the Epilogue balance the Prologue?
4. Do you think we will ever find or create a utopian society like Shangri-La? Why or why not?

Summer Reading - Book Project
10th Grade - "The Book Thief"

Imagine you can time travel to Germany during World War II and meet the characters in "The Book Thief". Select one of the main characters & write the 5 most important questions you would like to ask them. Also: why did you choose those questions AND what do you think the character's response to each of those questions would be?

Assignment must be a FULL 1 ½ pages, typed, black ink, double spaced (including double spacing between paragraphs), 12 font, with appropriate borders as discussed in class.

Cover sheet should include name & grade.

Worth = 50 pts.

Due: 2nd class day

NO late assignments accepted (will result in loss of 50 pts. toward first major grade of the quarter).

Test on "The Book Thief" will be given in first week of classes. That test will make up the remaining 50 pts. of this first major grade.

If you have any questions contact Mrs. Mohl at school email site.