

SUMMER ASSIGNMENTS

This booklet contains the following: guidelines and questions for the “universal” book, *Castaway Kid*; reading assignments for all English classes, suggestions for science projects, assignments for math classes, and information about the Christian Service Program (service hours).

SUMMER READING ASSIGNMENTS

The purpose of reading during the summer is to continue to develop the skills learned during the school year as well as to enjoy how writers effectively use the English Language

All students are required to read a “universal” book that focuses on issues that are prevalent in the world; in addition, students will be required to read specific titles according to their English courses.

Complete the assignments that are required for your classes.

Grade 9	English 1/Writing Skills Literary Types
Grade 10	English 2 American Literature
Grade 11	English 3 British Literature
Grade 12	World Literature

The test on the first book assigned will be **Friday, Sept. 25**; the test on the second book will be **Friday, October 9**.

Honors Classes: Follow the directions as indicated in this booklet.

This summer all students, incoming freshmen, sophomores, juniors and seniors are required to read *Castaway Kid* by R. B. Mitchell. This book features the true account of a young man who struggles to rise above a difficult childhood.

Requirements:

- As you read the book, answer the questions that are in this booklet. Answer the questions on loose leaf in ink; the assignments may also be computer-generated.
- This assignment is **due Friday, September 11**. There will be boxes in the Main Lobby labeled freshmen, sophomores, juniors, seniors in which to put your papers.

On Friday, September 18, we will have discussions on this book during which you will share your reactions. Each student will be expected to participate. **If you wish to be a discussion leader,** please see Miss Fabian.

***Castaway Kid* by R. B. Mitchell**

Directions: Answer the following questions with substantial material. Answers may be written in ink on loose leaf paper or computer generated.

Chapter 1 – Cast Away

1. At what time, other than being abandoned at an orphanage, might someone feel so desperately lonely that he or she could say, “The only one left to hug was me?”

Chapter 2 – Little Boys

2. What kind of care did the church in Princeton provide? What role do you think a church should play in helping orphans?

3. How did you feel about Nola? What possible effects do you think she had on the futures of “her boys”?

Chapter 3 – The Tornado

4. Why did Robby stop calling Joyce “Mommy” and start calling her “Mother”?

Chapter 4 – Different

5. The author says that kids he knew in the Home “preferred poverty if they were loved, rags if they were cared for, and homelessness if someone they loved wanted them.” Do you think this is typical of children? Why or why not?

Chapter 5 - Kidnapped

6. How would you describe Robby’s relationship with God at the end of this chapter?

Chapter 6 – The Doctors

7. On the train ride back from visiting the doctors, Robby asked a question he’d never asked before, one that haunted him. What was it? What other kinds of experiences (e.g. divorce or death), might cause someone to raise that question?

Chapter 8 – The Choice

8. What does Gigi mean when she says, “Class ain’t about cash, but character”? How would you define class? How would you define character?

Chapter 9 - Atlanta

9. What are your impressions of Pauline and the rest of Robby’s Atlanta family?

Chapter 11 – Why?

10. The chapter ends with, "...the fire of my rage burned hotter than ever." Without considering the rest of the book, how would you predict the author would end up as a teenager and as an adult? Why?

Chapter 13 - Reunion

11. How did you feel about Mother in the restaurant scene?

Chapter 14 – A Few Good Men

12. What did you think of the men who tried to positively influence Robby? In what ways were they ordinary? How were they special?

Chapter 16 – A Losing Season

13. Why did Robby dislike Christmas?

14. What was Dave's first response to the teenage boys at the Home? How did they treat him? How do you think Dave managed to stick with it?

Chapter 18 – Are You Real?

15. What was the one issue Robby decided everything boiled down to?

Chapter 20 – The Freshman

16. What experiences and resources did "normal" kids from "real" homes and families have that were missing during Rob's college days?

Chapter 22 – Revelation

17. By this point in the story, had you guessed why Rob wasn't raised in Atlanta? How do you feel about the reason?

Chapter 23 – Into Africa

18. Do you agree with the definitions of judgment, mercy, and grace? Why or why not?

Chapter 26 – Father

19. "You can't save someone who won't let you save them." What does this mean?

Chapter 27 - Mother

20. How would you explain the chapter's opening sentence to someone who's never heard of Dali or Kafka?

Chapter 28 – The Lost Boys

21. Read the prayer Rob prayed at graduation. Is it one you could pray? Why or why not?

Chapter 32 – Fear of Family

22. What childhood fear resurfaced as Rob struggled with the thought of asking Susan to marry him?

23. The author lists several people who influenced his vision of what it means to be a man and father. What three people have most shaped your view of what a “real” man or woman is?

Chapter 33 – Full Circle

24. How did you feel about Susan and Rob's visit with Gigi in the nursing home? What did it tell you about the relationship between the author and his grandmother.

Epilogue

25. Based on this story, what do you think is the best road to healing for someone who's been wounded by his or her past? What principle from this book would you most like to practice during this school year?

DISCUSSION QUESTIONS

The following questions/topics will be discussed in groups on Friday, September 18. Make notes of your responses BEFORE you come to the discussion so that you will be able to contribute.

Chapter 1

A. Overwhelming events and circumstances were imposed on three-year-old Robby. What events and circumstances have been imposed on people you know?

Chapter 4

B. Younger kids at the Home believed their lives would get better if they could just return to their families. If you were counseling them, what would you say?

C. Why did Robby cry out with groans too deep for words, giving up hope? How would you encourage someone who felt that kind of despair?

Chapter 5

D. If a niece or nephew you were close to had been abducted as Robby was, how would you try to help him or her understand why it happened? How would you help him or her recover?

Chapter 7

E. If you had been in the author's place, what decision might you have made about foster care? Why?

Chapter 10

F. How did you feel when, "like a mama bear who knows it's time to leave her cub behind to fend for itself, [Nola] turned and walked away." Has anything like that happened to you? If so, what was the result?

Chapter 12

G. Robby decided that "money was going to save [him]." Do you think this attitude is common in our culture?

H. What do you think of the author's investment choices? What do they tell you about his values at that point?

Chapter 14

I. Why do fatherless boys and motherless girls need mentors? What mentoring opportunities exist in your community?

Chapter 15

J. What hurts might be felt by people around you in your neighborhood, in church, on the job, or in school that you might not know about? What first step could you take toward understanding?

Chapter 16

K. "If I have to hurt like this, then other people are going to have to hurt as well." What does this reveal about the causes of some violence in our society, especially among teens?

Chapter 19

L. Robby was concerned that he'd be isolated if anyone discovered he was from an orphanage. How are people sometimes "set apart" because of their race, social class, or economic level? What other factors can lead to isolation?

Chapter 23

M. How were Rob and Dapala different? How were they similar? What significance is it that they were able to pray to the same God?

Chapter 26

N. "How could you leave me?" is not a question asked only by kids in orphanages. In what other circumstances might one ask that?

Chapter 30

O. Why might some girls have stopped dating Rob because of his childhood? Would that have made sense to you?

Epilogue

The book opens with this quote from Booker T. Washington: "Character, not circumstances, makes the man." The epilogue contains Rob's comment that "The mark of a person...is not just how one acts but also in how one reacts." How are these statements similar? Do you agree or disagree with them? Why?

SUMMER ASSIGNMENTS

ENGLISH DEPARTMENT

GRADE 9

Course	Book	Author
English 1/ Writing Skills	1) <i>The Other Side of Dark</i>	Joan Lowry Nixon
	2) <i>Somewhere in the Darkness</i>	Walter Dean Myers
Literary Types	1) <i>Izzy Willy-Nilly</i>	Cynthia Voigt
	2) <i>Downsiders</i>	Neal Shusterman

Honors Literary Types

To fulfill the requirements for Honors English, a student must submit two (2) summer reading assignments. These reports must be computer-generated.

Friday, July 24 **First Assignment due**
Wednesday, September 9 **Second Assignment due**

1) <i>The Chosen</i>	Chaim Potok
2) <i>The Life of Pi</i>	Yan Martel

Answer the following questions for each book in well-written paragraphs.

- Give the mood or tone of the story. Find six (6) words or phrases from the beginning of the selection, which prove your choice.
- What is (are) the setting(s) of the story? What imagery does the author use in establishing the setting?
- Describe two major characters and use direct quotations to support your assessment of the character. Refer to details other than physical descriptions.
- What are the turning point, the climax, and the resolution of the story?
- Evaluate the story. Consider these questions as you write your evaluation. Are there people who would benefit from reading this story? Who? How did you benefit? Include both positive and negative impressions of the story. In every case, use examples to support your opinions.

The assignment may be dropped off in the Main Office or mailed, addressed to:

Ninth Grade English Teacher
 175 Leonard Ave.
 Hamilton, NJ 08610

GRADE 10

Course	Book	Author
English 2	1) <i>Downriver</i>	Will Hobbs
	2) <i>Pigman</i>	Paul Zindel
American Literature	1) <i>Of Mice and Men</i>	J. Steinbeck
	2) <i>Scorpion</i>	Walter Dean Myers

Honors American Literature

Write two (2) computer-generated reviews following the guidelines.

Monday, July 6 - First review due mailed or delivered to Main Office in an envelope labeled with your name and Honors American Literature.

Wednesday, September 9 - Second review is due

Book	Author
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- | | |
|---------------------------------|-------------|
| 1) <i>To Kill a Mockingbird</i> | Harper Lee |
| 2) <i>Night</i> | Elie Wiesel |

The review should include the author's name and title of the book as the heading. Evaluate the book using these questions. The questions are not to be answered in a list but incorporated into paragraph form.

1. Give the mood or tone of the plot. Find six (6) words or phrases from the first chapter to support your choice.
2. What is/are the setting/s of the plot?
3. Describe four (4) of the major characters and use direct quotations to provide insight to their traits.
4. What is the climax of the plot?
5. What is the unifying theme of the story?
6. What did the author hope to achieve by writing this book? (e.g. only for entertainment; for instruction; to teach a moral; to make a political statement; to provide social commentary, other)

GRADE 11

Course	Book	Author
English 3	1) <i>Rules of the Road</i>	Joan Bauer
	2) <i>Miracle's Boys</i>	Jacqueline Woodson
British Literature	1) <i>Rebecca</i>	Daphne DuMaurier
	2) <i>Lord of the Flies</i>	William Golding

Honors British Literature

Read and write a review of the three (3) selections. All reviews must be computer-generated.

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|-------------------------------|---------------------------|
| Friday, July 10 | First review due. |
| Friday, August 14 | Second review due. |
| Wednesday, September 9 | Third review due. |

First two reviews may be mailed or dropped off in the Main Office in an envelope with your name, Honors British Literature, and teacher's name, Miss L. Fabian.

The review should include the author's name and the title of the work as the heading. The questions listed below are guidelines not to be answered as test questions; rather, they should be incorporated into paragraph form.

INTRODUCTION

A minimum of one paragraph containing three (3) to five (5) carefully worded sentences in which you explain why

Honors British Literature (continued)

the author wrote the book/play and what ideas and attitudes he was trying to express.

SYNOPSIS

A **maximum** of one paragraph which you describe the plot and the major characters in the plot. Give important details only.

REVIEW

A **minimum** of two paragraphs in which you highlight your reaction to the book covering both positive and negative aspects of the plot and its structure. Consider such questions as: What is the intrinsic value of the work? Is it entertaining? Did the author intend to teach a moral? To make a political statement? To provide social commentary? This part of the assignment is the most important part. Be specific in evaluations.

Book/Play	Author
1) <i>Wuthering Heights</i>	Emily Bronte
2) <i>A Tale of Two Cities</i>	Charles Dickens
3) <i>The Merchant of Venice</i>	William Shakespeare

GRADE 12

Course	Book	Author
World Literature	1) <i>All Quiet on the Western Front</i>	E.M. Remarque
	2) <i>The House on Mango Street</i>	Sandra Cisneros

ONE COLLEGE ESSAY DUE SEPT. 9 TO MISS FABIAN.

AP English

All assignments, except #4, must be computer-generated. You may mail assignments or drop them in the main office in an envelope with Miss L. Fabian on it.

Friday, July 3	Assignment #1 due
Monday, July 20	Assignment #2 due
Friday, August 14	Assignment #3 due
Wednesday, September 9	Assignment #4 due

Assignment #1 *Lord of the Flies* William Golding

In a novel or play, a confidant (male) or a confidante (female) is a character, often a friend or relative of the hero or heroine, whose role is to be present when the hero or heroine needs a sympathetic listener in which to confide. Frequently, the result is, as Henry James remarked, that the confidant(e) can be as much “the reader’s friend as the protagonist’s.” However, the author sometimes uses this character for other purposes as well.

Select the confidant from this novel. Write an essay, minimum five paragraphs, in which you discuss the various ways this type of character functions in *Lord of the Flies*.

Assignment #2 *Things Fall Apart* Chinua Achebe

Answer the following questions in a **question/response format**.

- a. The threads of this story are related in a circular fashion, as opposed to a conventional linear pattern. What effect does this impose on the tale of Ikemefuna? What effect does it have on the story of Ezinma?
- b. The sacrifice of Ikemefuna could be seen as being parallel to the crucifixion of Jesus. The event also raises a series of questions. Ikemefuna and the villagers that are left behind are told that he is “going home.” Does this euphemism for dying contain truth for them? Do they believe they are doing him a favor? Why do they wait three years, allowing him and Okonkwo’s family to think of him as a member of their family? Finally, Okonkwo, “the father,” allows the sacrifice to occur as God presumably allowed Christ’s sacrifice, with no resistance. How can one accept this behavior and maintain love for the father or God?
- c. While the traditional figure of Okonkwo can no doubt be seen as the central figure in the tale, Achebe chooses to relate his story in the third person rather than in the first

person narrative style. What benefits does he achieve by adopting this approach?

- d. Okonkwo rejects his father’s way and is, in turn, rejected by Nwoye. Do you think this pattern evolves inevitably through the nature of the father/son relationship? Or is there something more being represented here than mere generational conflict?
- e. The title of the novel is derived from the William Butler Yeats’ poem entitled, “The Second Coming,” referring to the second coming of Christ. The complete line reads: “Things fall apart; the centre cannot hold.” What layer of meaning are discernable when this completed line is applied to the story?

Assignment #3

The Great Gatsby F. Scott Fitzgerald

Critic Roland Barthes has said, “Literature is the question minus the answer. Consider Barthes’ observation in reference to *The Great Gatsby*. Analyze the central question raised in the novel and the extent to which it offers any answers. Explain how the author’s treatment of this question affects your understanding of the work as a whole. Avoid mere plot summary

Assignment #4 *Doctor Faustus* Christopher Marlowe

The following ISBN’s may be helpful: 0451527798 or 0393977544

Writing as a Response to Literature

Submit a six (6) page journal (should be handwritten) that includes each of the methods listed below to respond to the text.

a. Response to Major Themes

Examples of lead-ins:

- “This play is about a person who wanted...”
- “The ideas here remind me of the ideas in (title of other work) because...”

b. Interpretative Responses

- “I really admired (name of character) in this play because even though...”
- “(Name of character) wanted to hear about ____ because he ...”

c. Metacognitive Responses

- “As I was reading, I was thinking...”
- “Halfway through the play, I realized that...”

d. Respond to characters, their thinking and actions, and the plot development.

Mailing address: **Miss L. Fabian**
 Trenton Catholic Academy
 175 Leonard Ave.
 Hamilton, NJ 08610

MATH DEPARTMENT

Summer assignments are given to all math classes

Assignments will be given out at the completion of the final exam. They will be a review of the skills covered

the previous year and will be graded for correctness, not just completion.

Keep the question papers for later reference. This assignment will count as your first test grade

Due date - Monday, August 31

Drop off the assignments at school in the Main Office or mail them to.

Mailing address: Mrs. Melanie Barile
 Trenton Catholic Academy
 175 Leonard Ave
 Hamilton, NJ 08610

If you have questions, contact Mrs. Barile at 586-3705 ext 32.

SCIENCE DEPARTMENT

Any student taking a science class during the 2009-2010 school year may select to do a science project in place of the final exam. If a student selects this option, the student will meet with the science chairperson, Mr. Paul Lucuski, on a regular basis during the school year. Students may send topic ideas to plucuski@trentoncatholic.org over the summer to discuss possible ideas. The student should have an approved topic by the first week of school.

The following website may be a good source for ideas.

www.surfnetkids.com/sciencefairideas.htm

**CHRISTIAN SERVICE PROGRAM –
All Students**

All students must complete a specific number of Service hours for each year at Trenton Catholic Academy. Students are encouraged to begin completing their hours over the summer. Precise records are to be kept and submitted to the Campus Minister in September . Records should include a description of the service. The supervisor of the service should specify the dates and number of hours assigned to the service. The supervisor’s signature and contact information must be included. Below is the list of specific hours needed for each class:

- 9th Grade 20 hours of supervised volunteer service to family, school, neighborhood and / or church.

- 10th Grade 20 hours of supervised volunteer service to family, school, neighborhood and / or church

- 11th Grade 25 hours of supervised volunteer service to community and neighborhood projects and in service to non-profit organizations. Students are encouraged to complete their hours by the end of the first semester.

12th Grade 25 hours of supervised volunteer service **must be completed by the end of the first semester.** These hours are to be done in community service projects as well as in service to non-profit organizations.

Students are reminded that they have additional mandatory hours for TCA Scholarships as well as for membership in the National Honor Society. A record of these additional hours must be submitted to the Administration and /or the NHS Moderator.



**Trenton Catholic
Academy**

**Summer Reading
Assignments
And
Class Assignments**

2009

