

June 2010

Greetings 5<sup>th</sup>-12<sup>th</sup> grade Students and Parents,

Congratulations to you all for completing another successful year at the Telluride Mountain School! To those of you joining the school next year, a warm welcome to you. We look forward to getting to know you over the coming years.

Summer vacation is a time for rest and reflection. It also provides a chance to explore something new. Summer homework is a vital part of this process. The reasoning behind summer homework is two-fold: to sharpen and review core skills that students have gained through the year and to encourage children to be life-long learners by instilling the importance of learning outside of the classroom walls.

Keeping in mind that summers are busy, we have put together summer homework that we believe can be completed in a reasonable amount of time and that is fun and enriching.

Enclosed is a reading assignment. Please read and complete this assignment prior to the first day of school. These texts were specifically chosen to be age appropriate and relevant to next year's curriculum.

This summer's math review takes advantage of ALEKS online math programs. Each student has an account set up in their name that has a specific group of topics to review. Please see enclosed ALEKS assignment. Working consistently throughout the summer as opposed to waiting until the end of the summer is favorable as the ALEKS program is based around a spiral review. At the beginning of next school year, students will complete an assessment based on the skills reviewed in their summer homework. This assessment will be used to determine the scope of skills review that individual students will need to complete in the fall.

Remember that summer homework sets the tone for the beginning of the new school year, and it constitutes the first grades of the year.

Please review the enclosed list of required school supplies. While the list may seem lengthy, it is essential that each student have all the supplies. We expect students to bring all their school supplies with them when they arrive on the first day of school. Many of these supplies can be kept from year to year. Please also note that all 9<sup>th</sup>-12 grade students are expected to have their own laptops. We strongly encourage 5<sup>th</sup> through 8<sup>th</sup> grade students to have their own laptops, but they will have access to school laptops if they do not have their own.

Here's to a wonderful and well-deserved summer!

Best,

The Intermediate and Upper School Teachers

### **2010 High School Summer Reading List:**

Read the required text identified below in addition to one other text of your choice from the following list. Answer the reading comprehension questions included for the required text. For the text of your choice, you must write two short essays of 1-2 pages. The first essay should discuss one theme of the novel and how it is presented. For the second essay, choose one character and discuss how the author develops him or her over the course of the novel. Please refer to the included rubric for a more detailed understanding of the requirements.

#### **Required Text:**

*Mountains Beyond Mountains* by Tracy Kidder

#### **Optional Texts:** Choose one

*How the Garcia Girls Lost Their Accents*, by Julia Alvarez

It's a long way from Santo Domingo to the Bronx, but if anyone can go the distance, it's the Garcia girls. Four lively latin@s plunged from a pampered life of privilege on an island compound into the big-city chaos of New York. They rebel against Mami and Papi's old-world discipline and embrace all that America has to offer.

*I Know Why the Caged Bird Sings*, by Maya Angelou

Superbly told, with the poet's gift for language and observation, Angelou's autobiography of her childhood in Arkansas.

*Jane Eyre*, by Charlotte Bronte

In early nineteenth-century England, an orphaned young woman accepts employment as a governess at Thornfield Hall, a country estate owned by the mysteriously remote Mr. Rochester.

*The Great Gatsby*, by F. Scott Fitzgerald (or others by Fitzgerald)

The timeless story of Jay Gatsby and his love for Daisy Buchanan is widely acknowledged to be the closest thing to the "Great American Novel" ever written.

*The Sun Also Rises*, by Ernest Hemingway (or others by Hemingway)

This is the story of a group of 'Lost Generation' Americans and Brits in the 1920s on a sojourn from Paris to Pamplona, Spain. The novel poignantly details their life as expatriates on Paris' Left Bank, and conveys the brutality of bullfighting in Spain.

*Beloved*, by Toni Morrison (or others by Morrison)

At the center of this novel, is an almost unspeakable act of horror and heroism: a woman brutally kills her infant daughter rather than allow her to be enslaved. The woman is Sethe, and the novel traces her journey from slavery to freedom during and immediately following the Civil War.

*Animal Farm*, by George Orwell

The famous satire on Soviet communism depicted as a revolutionized barnyard in which "some animals are more equal than others."

*Slaughterhouse-Five*, by Kurt Vonnegut

Billy Pilgrim is the son of an American barber. He serves as a chaplain's assistant in World War II, is captured by the Germans, and he survives the largest massacre in European history the fire bombing of Dresden. After the war Billy makes a great deal of money as an optometrist, and on his wedding night he is kidnapped by a flying saucer from the planet Tralfamadore. So begins a modern classic by a master storyteller.

*Atonement* by Ian McEwan

*Atonement* is about a crime of an overactive imagination and its consequences over six decades. How can one young girl's fiction lead to the conviction of an innocent man? If fiction can destroy, can it also mend?

What lies do people tell so that life is less painful? *Atonement* received the WH Smith Literary Award (2002), National Book Critics' Circle Fiction Award (2003), Los Angeles Times Prize for Fiction (2003), the Santiago Prize for the European Novel (2004), and was on the short list for the Booker Prize.

***One Hundred Years of Solitude*, by Gabriel Garcia Marquez**

It's a tale of one hundred years in the life of Macondo, a village founded by José Arcadio Buendía and occupied by his myriad descendants. You will read about ghosts, civil war, and love affairs. It's funny, and tragic, a wonderful, fat sweeping saga, filled with Garcia Marquez's vibrant magical realism. William Kennedy wrote in the *New York Times Book Review*, "*One Hundred Years of Solitude* is the first piece of literature since the Book of Genesis that should be required reading for the entire human race."

***A Prayer for Owen Meany*, by John Irving**

Owen Meany is a small, strange boy with a weird voice who accidentally kills his best friend's mother with a baseball and believes that he is an instrument of God and that he will be redeemed by martyrdom. John Irving is a huge fan of Charles Dickens, and his novels often employ such Dickensian aspects as orphans, crazy plot twists, and lots of larger than life, believable characters.

***On the Road*, Jack Kerouac**

This classic semi-autographical story of the beat generation describes the wanderings, friendships, and affairs of a young writer and his friend. (1957)

***The Snow Leopard*, Peter Matthieson**

National Book Award winner based on the journal of his trek with field biologist George Schaller in upper Nepal. A wise and beautiful book. (1978)

***East of Eden*, John Steinbeck**

A fantastic work that originally received negative reviews. Steinbeck's character development is masterful.

***The Power of One*, by Bryce Courtenay**

Set in World War II South Africa, a boy comes of age during a tragic period in history. Through his own life experiences and struggles, he comes to love his fellow man, black and white, and persevere on behalf of two countries a continent apart.

***Great Expectations*, by Charles Dickens**

In Kent, England the orphaned Pip finds himself in the midst of a series of adventures in what else was an ordinary, even harsh life. Some of these adventures include an encounter with an escaped convict in a graveyard, a meeting with old, bitter Ms. Havisham, and the unexpected generosity of a secret benefactor. Follow Pip's course through a series of adventures that lead him towards adulthood.

***Reading Lolita in Tehran* by Azar Nafisi**

This memoir combines a very personal account of the effects of an oppressive political and cultural system on the lives of individuals with insightful literary criticism about the novels *Lolita*, *Pride and Prejudice*, and *The Prime of Miss Jean Brodie*, to name a few.

# ***Mountains Beyond Mountains* Reading Assignment**

There are many ways to read *Mountains Beyond Mountains*. First of all, you can read it as the deeply moving story of Paul Farmer, a doctor in Haiti as well as an expert consultant in Peru, Cuba and Russia. But, it's more than a good story written by a master storyteller. It's also author Tracy Kidder's effort to explain what made it possible, even necessary, for Farmer to take his life in the direction that he did.

As a reader, you can trace the experiences that shaped Farmer. But you can also see the influence that the country and people of Haiti had on his mission as well as the impact of Farmer's religious and intellectual mentors and supporters. One of the themes of the book is that "Lives of service depend on lives of support" (page 108). You can read the book to learn about the politics, policies and problems of poverty and health not only in Haiti, but also in the U.S. and the world. In addition, you can read the book as a how-to manual about the quest for meaning in life.

Here are some questions to help you understand the "story," and others to get you thinking about what shapes us, who influences us and how we become the people we become. These questions should get you looking for the answers in the book, thinking about the implications of what happens to Farmer and exploring the larger issues the book raises. Also, these questions will get you asking other questions which will lead to discussions with your teachers and your fellow students. Read critically with a pencil in hand. A second reading always helps you answer the deeper questions.

***Please answer questions 1-5 in complete sentences. Questions 6-8 are meant to provide an extra challenge for those students planning to pursue the enriched course work. Support your ideas with examples from the text. Typed responses should be at least 50 words in length.***

1. What would you guess the title means? How does it apply to Farmer's work? What have been your experiences with mountains? Do they have a spiritual dimension for you? (Note that the title comes from a proverb.)

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2. What is Kidder's purpose in writing this book? Does he present an argument? If so, what is it? Are there other arguments?

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3. How do you think Farmer's childhood affected his personality, behaviors, and attitudes? Pay particular attention to his relationship with his father. What impact do fathers have on children?

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4. Why does Farmer insist on seeing patients even in places that are hard to get to and which take him away from his clinic for long periods of time? Do most doctors make house calls today? Why does Farmer? What's the connection between his work with individuals and his mission to the poor? Note that he often develops a personal relationship with his patients. His behavior is not cost-effective. How does he respond to these criticisms?

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5. Respond to the following: "Lives of service depend on lives of support." How does this apply to Farmer? How does this apply to your own life?

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**If you plan to pursue the enriched course option, continue answering the following questions.**

6. How is Haiti "covered with the fingerprints...of France and the United States?" (73) In what ways are wealthy countries responsible for the poverty of other countries?

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7. Farmer believes we should give more of the world's wealth to the poor: the O for the P (the central imperative of liberation theology). Do you agree with the idea that we should have a preferential option for the poor? Why? Why not?

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8. Farmer calls liberation theology a "powerful rebuke to the hiding away of poverty" (78). Discuss what he means.

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Name: \_\_\_\_\_

*High School Summer Reading Rubric*

**Requirements:**

Read one novel from the included reading list and follow the directions below.

Prepare two typed responses for the book you chose.

1. Discuss one theme of the novel and how it is represented.
2. Choose one character and discuss how the author develops him or her over the course of the novel.

**Each entry should be 1-2 pages in length.**

*Email any questions to [rahearn@telluridemtnschool.org](mailto:rahearn@telluridemtnschool.org)*

**Completion:**

Read required number of books  
Completed assigned tasks for each book  
Evidence of thought and care taken in assignments  
Entries are sufficient in length  
Entries are correctly formatted

\_\_\_\_\_  
20

**Content:**

Entries avoid summarizing  
Entries discuss theme, character  
Thoughtful and careful analysis  
Provide insight on topic, rather than solely observation

\_\_\_\_\_  
60

**Writing: mechanics and structure:**

Papers are carefully spell-checked  
Sentences are correctly structured  
Few mechanical errors  
Points are unified and sequenced logically  
Ideas are organized in separate paragraphs  
Paper is formatted correctly

\_\_\_\_\_  
20

**Total** \_\_\_\_\_

**100**

## ALEKS Summer Math Review Grades 5-12

To access your summer homework, log on to [WWW.ALEKS.com](http://WWW.ALEKS.com) and enter the login name and password found on the sticker below:

PLEASE CONTACT ANDY SHOFF OR JAMIE SALEM  
FOR LOGIN AND PASSWORD:  
[ashoff@telluridemtnschool.org](mailto:ashoff@telluridemtnschool.org)  
[jsamlem@telluridemtnschool.org](mailto:jsamlem@telluridemtnschool.org)

Upon logging in, you will be prompted to install a java plug-in for your browser. Follow the instructions as prompted. If that fails, try the manual installation and call technical support if needed.

After the plug-in is installed, please follow the tutorial that introduces you to the ALEKS program. Then you will be asked to complete an assessment to determine in which areas you need to focus your review. Please take this assessment seriously, and be sure to click “I haven’t learned this yet” if you don’t know how to do the problem.

After taking the quiz, you will be introduced to a pie chart showing areas of mastery and what still needs to be reviewed. At this point, you may continue on topics of your choice by clicking on the appropriate “slice” of the pie and choosing a topic. More topics and skills will appear in the “pie slices” as you master additional prerequisite skills throughout the program.

While this summer homework assignment is built around a spiral review, some of the questions may be new or different than what you have previously seen. The ALEKS program provides instruction in these cases; just click on “explain” and continue on with your learning.

Students entering grades 5<sup>th</sup> - 8<sup>th</sup> should aim to complete an hour of work each week or a minimum of 12 hours total. Students entering grades 9<sup>h</sup>-12<sup>th</sup> grade should aim to complete 1.5 hours a week, or 18 hours total. Students may choose the order of topics, but should work to create a balanced distribution of topics within their “pie”.

Upon return to classes in September, you will take another assessment to determine which topics still remain to review in the fall.

As the topics in each class are built around reviewing previously learned material, students entering grades 9-12 are responsible for mastering all the topics in their pie by the end of October. Topics not mastered this summer will be assigned as additional homework in the fall.

**Telluride Mountain School**  
**Grades 5-12**  
**Supply List**

**General/ Humanities:**

- Lined Paper (400 sheets- college ruled)
- Ring Binders (5) or one per core subject
- Dividers (5 packs)
- Composition Notebook (1)
- 2 subject notebook with pockets
- 3 2-pocket folders (5<sup>th</sup>-8<sup>th</sup> grade only)
- Highlighters (3)
- Blue or black pens (2 packs)
- Pencils (2 packs)
- Scissors
- Note cards (3 x 5- 200)
- Box of Kleenex
- Fork, Knife, and Spoon to keep at school for lunches

**Math/Science**

- Graph paper composition notebook- hard bound 9 3/4" x7 1/2"
- 100 sheets loose graph paper
- Mechanical pencil with .5 or .7 lead
- USB Jump drive (1 gig minimum) for data storage and transfer
- Compass for drawing circles (high quality is strongly recommended)
- Protractor
- Clear plastic ruler with inch and metric divisions
- Basic calculator (grades 5-6)
- Ti-83 (or higher number) graphing calculator (7<sup>th</sup> grade and up)

**Spanish**

- Canson Universal Recycled Sketch Pad 11x 14 (This item can be purchased at: <http://www.jerrysartarama.com/discount-art-supplies/Paper/Drawing-and-Multimedia-Paper-and-Boards/Canson-Drawing-Pads/Canson-Universal-Recycled-Sketch-Pads.htm>)
- Spanish-English dictionary (5<sup>th</sup>-8<sup>th</sup> grade only)
- Vinyl pocket folder (5<sup>th</sup>-8<sup>th</sup> grade only)
- Spanish dictionary (not bilingual) (9<sup>th</sup>-12<sup>th</sup> grade only)

**Art Supplies**

- 9"x12" or larger sketchbook (must be new)
- Fine point black Sharpie markers (2)
- Drawing pencil set (at least 5 different hardness)
- Colored pencil set (minimum of 12 colors)
- Watercolor set