

June 12, 2017

To: All Classified High School Students

RE: Required Summer Reading Collaborative/Adapted Supports

Dear Students:

Here is wishing you all a peaceful and restful summer.

I wanted to make you aware that ALL students entering grades 9 – 12 will be required to complete required summer reading for English and Social Studies. Students receiving in-class support (**ICS**) in a collaborative classroom as well as students receiving support in an adapted curriculum (**AC**) classroom should complete the assignments as posted on the summer reading list under “**Supports for Students Who Receive Accommodations**”. Both the English and Social Studies assignments are posted below.

The requirements for the summer reading are categorized for students whether they receive in-class support (collaborative) or an adapted resource program. Included are graphic organizers, focused reading questions, modified/alternative assignments, and lists of where to obtain alternative formats of the books, including e-books, audiobooks, and movies, should you desire to access these formats.

Students are encouraged to make use of the provided supports in order to prepare them for the assignments and evaluations in the fall concerning the summer reading.

Please do not hesitate to contact me via email ([heresl@glenrocknj.org](mailto:heresl@glenrocknj.org)) should you have any questions or concerns.

Sincerely,

Lisa Heres  
Special Education Department  
Chairperson

# Summer Reading 2017 Departments of English and Special Education

Where to find audio books and/or movie versions of the novels:

The Glen Rock Public Library  
BCCLS.org  
iTunes  
Amazon.com  
Audiobooks.net  
Barnesandnoble.com  
YouTube  
Learning Ally (if you have an account)



## English 9 Collaborative:

During your freshman year in high school, you will be introduced to many different types of literature in English 9. We have compiled a list of novels from the various genres of fiction including mysteries, science fiction, fantasy, and young adult novels. Please refer to the general education summer reading list for comments and reviews about each novel before making your decision.

You must read, listen to, or view the movie for at least **ONE (1)** of the novels listed below.

Asimov, I, Robot  
Berg, Durable Goods  
\*\*Cisneros, The House on Mango Street  
\*\*Clark, Mary Higgins, Remember Me  
Cline, Ready Player One  
Cook, Coma  
Crichton, The Andromeda Strain  
\*\*Green, An Abundance of Katherines  
\*\*Grisham, Calico Joe  
Kingsolver, Bean Trees  
\*\*Myers, Sunrise Over Fallujah or On a Clear Day  
\*\*Pratchett, Nation  
\*\*Pfetzer and Galvin, Within Reach: My Everest Story  
Pullman, The Golden Compass, The Subtle Knife, or The Amber Spyglass  
\*\*Stork, Marcelo in the Real World



\*\* Recommended easier to read novels

### ASSIGNMENT:

In September, you will be asked to write an essay in your English class on the book that you selected for summer reading. **As you read, take notes** and be sure to focus on the ideas outlined below. You will need to show these notes to your teacher before writing the essay!

1. List ALL of the main characters and provide at least 3 sentences explaining each character's role in the story.
2. List ALL of the minor characters and provide at least 1 sentence explaining each character's role in the story.
3. Identify at least 2 central conflicts facing the main characters. How are each of these conflicts resolved?
4. Identify at least 2 main themes in the story (ex: coming of age, greed, love, jealousy, overcoming adversity, etc.) and explain the significance of each in at least 5 sentences.
5. Write down 5 details about the setting(s) in the book. What words and phrases does the author use to paint a picture (a mental image) for the reader?

## English 9 Adapted:

You do not have to read one of the books listed above. **Instead,** you are to complete ALL of the 3 assignments below. These assignments will be due when school starts in September.

1. Find a picture in a newspaper or magazine. Cut it out. Write a paragraph of 8-10 sentences describing what you see in the picture. Try to use as many descriptive words as possible.
2. Keep a journal of everything you do in one day. Bullet the information, and record time, events, food, and people you have spent time with.
3. Draw a MIND MAP. Look at the sample to the right. Your mind map could be about yourself or about something you really like to do. You should draw and write as much about this topic as you can think of. Fill up the space and use lots of color. Use an 8 1/2 x 11" piece of paper.



## English 10 Collaborative:

English 10 at Glen Rock High School is the study of American literature. In order to prepare you for this course, we have compiled a list of books, including classic novels, memoirs, popular fiction, and works of nonfiction by American authors. Please see the general education list for comments/reviews of the books listed below before making your decision.

\*\* Alvarez, How the Garcia Girls Lost Their Accents

\*\* Card, Ender's Shadow

\*\* Cline, Armada

\*\* D'Orso, Eagle Blue: A Team, A Tribe, and a High School Basketball Season in Arctic Alaska

\*\* Drape, Our Boys

Dunbar, Never Caught: The Washingtons' Relentless Pursuit of Their Runaway Slave, Ona Judge

Flournoy, The Turner House

Goodwin, Wait Till Next Year

\*\* Grisham, The Last Juror

Hobbs, The Short and Tragic Life of Robert Peace: A Brilliant Young Man Who Left Newark for the Ivy League

Howey, Wool

Lahiri, Interpreter of Maladies

Lee, Native Speaker

\*\* McCammon, Boy's Life

McCourt, Angela's Ashes

Potok, The Chosen

Povich, The Good Girls Revolt

\*\* Rowell, Eleanor and Park

\*\* Walker, The Age of Miracles

\*\* Recommended easier to read novels and works of nonfiction

### ASSIGNMENT:

In September, you will be asked to write an essay in your English class on the novel that you selected for summer reading. you read, take notes and be sure to focus on the ideas outlined below. You will need to show these notes to your teacher before writing the essay!

1. List ALL of the main characters and provide at least 2 sentences explaining each character's role in the story.
2. List ALL of the minor characters and provide at least 1 sentence explaining each character's role in the story.
3. Find at least 2 central conflicts facing the main characters. How are each of these conflicts resolved?



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4. Identify at least 2 main themes in the story (ex: coming of age, greed, love, jealousy, overcoming adversity, etc.) and explain the significance of each in at least 5 sentences.
5. Write down 4 details about the setting(s) in the book. What words and phrases does the author use to paint a picture (a mental image) for the reader?
6. Find examples of at least 2 literary devices utilized by the author (ex: simile, metaphor, personification, etc.)

## English 10 Adapted:

You **do not** have to read one of the books listed above. **Instead** choose **any** book (fiction or nonfiction) you have an interest in and read it. You are encouraged to take notes to help you remember large ideas from your chosen work.

## ASSIGNMENT:

In September, you will be given a small assignment relating to your chosen book. If you choose a **fiction** story you can use the **story map** at the end of this document. If you choose a **nonfiction** work please use the corresponding **chart** at the end of this document.

## English 11 Collaborative:

English 11 is an intensive genre study in world literature. In order to prepare you for this course, we have compiled a list of books, including classic novels, memoirs, popular fiction, and works of nonfiction. Please refer to the general education list to see comments/reviews of the books before making your selection.

Austen, Pride and Prejudice

\*\*Boo, Behind the Beautiful Forevers: Life Death, and Hope in a Mumbai Undercity

Bronte, Charlotte, Jane Eyre

\*\*Brown, The Boys in the Boat: Nine Americans and Their Epic Quest for Gold at the 1936 Berlin Olympics

\*\*Christie, And Then There Were None, or Murder on the Orient Express

Deraniyagala, Wave

Greene, The Power and the Glory

Hashimi, The Moon Is Low

Henriquez, The World in Half

\*\*Highsmith, The Talented Mr. Ripley

Jahren, Lab Girl

Kidd, The Invention of Wings

\*\*Kline, Orphan Train

Makos and Alexander, A Higher Call: An Incredible True Story of Combat and Chivalry in the War-Torn Skies of World War II

\*\*Murray, Breaking Night

Ozeki, A Tale for the Time Being

Paton, Cry, The Beloved Country

\*\*Roy, The God of Small Things

Shelley, Frankenstein

\*\*Stockett, The Help

Stevenson, Just Mercy: A Story of Justice and Redemption

Tolkien, The Fellowship of the Ring, The Two Towers, or The Return of the King

Walls, The Glass Castle

\*\*Yousafzai, I Am Malala

\*\* Recommended easier to read novels and works of nonfiction

## ASSIGNMENT:

In September, you will be asked to write an essay in your English class on the novel that you selected for summer reading. As you read, take notes and be sure to focus on the ideas outlined below. You will need to show these notes to your teacher before writing the essay!

Main characters and their role in the story-

Minor characters and their role in the story-

Central conflicts facing the main characters-  
How are these conflicts resolved?

Main themes-

Details about the setting(s)-

## English 11 Adapted:

You **do not** have to read one of the books listed above. **Instead** choose **any** fiction book you have an interest in and read it. You are encouraged to take notes to help you remember large ideas from your chosen work.

Notes should include:

- a sentence or two about each chapter
- a short description of each character

## ASSIGNMENT:

In September, you will be given a small writing assignment relating to your chosen book. You will be allowed to use your prepared notes.

## English 12 Collaborative:

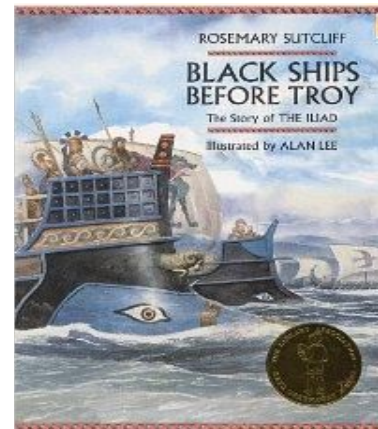
## **(Humanities and the Arts)**

Sutcliff, Rosemary. Black Ships Before Troy

### **Comments**

This book is available in a paperback version, or in a beautifully illustrated hardcover edition (illustrations by Alan Lee). Amazon.com has both editions.

This story of Homer's epic poem, *The Iliad*, captures the excitement, intrigue and history of the Trojan War. When Helen, the most beautiful woman in the world, is abducted, all of Greece goes to war against Troy. In this great adventure, meet Achilles, Hector, Odysseus and many other heroes who fight for life and death in a brutal, ten-year battle. Discover extraordinary tales such as Aphrodite and the golden apple and the Trojan horse. Rosemary Sutcliff introduces the reader to the dramatic Greek gods and goddesses who intervene in the conflict. This reading will provide necessary background information and an important introduction to the Humanities course.



### **Assignment:**

In September, you will be asked to write an essay in your English class on the novel as well as take a small quiz on the reading.

### **As you read,**

1) Write down character names and descriptions to go with each character.

EX: Helen – wife of Menelaus, from Greece. Stolen by Paris and brought to Troy.

Achilles – Greek warrior. Cannot be killed except if his heel is hurt. Very proud.

2) Create a chart like the one below and fill it in.

<b>Characters fighting on Greek side</b>	<b>Characters fighting on Trojan side</b>	<b>Gods and their powers</b>

### **English 12 Adapted:**

### **(Humanities and the Arts)**

Choose **any** book (fiction or nonfiction) you have an interest in and read it. You may choose a book from any of those listed on the summer reading list for any course, or you may choose **any** other work that interests you. You are encouraged to take notes to help you remember large ideas from your chosen work.

### **ASSIGNMENT:**

In September, you will be given a small assignment relating to your chosen book. If you choose a **fiction** story, you can use the **story map** at the end of this document. If you choose a **nonfiction** work, please use the corresponding **chart** at the end of this document.

**CONTINUED -->**

**\*\*\*Story Map that can be used with any of the novels \*\*\***

Summer Reading – English

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

Novel:

Author:

Setting:

Main characters and descriptions:

Problem/Conflict:



Main Events:

Conclusion:

Reaction to the novel:

## Non-Fiction Notes

Name and Author of Book:

What is the book about? (topics / concepts)

New vocabulary you learned while reading this book:


Write 3 facts you learned while reading this book:

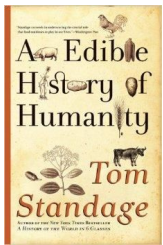

SUMMER READING 2017  
SOCIAL STUDIES /  
SPECIAL EDUCATION DEPARTMENTS



GRADE 9 (ICS)  
World History Collaborative

READING ASSIGNMENT

***An Edible History of Humanity* by Tom Standage**



- Available through BCCLS in large print
- Available through audible.com in audio version
- Available through Amazon.com in MP3 or for Kindle
- Available through iTunes or iBooks

While you are reading the book, please **take notes** using the below questions as your guide! Only take notes which will help you answer the questions below!

You may handwrite or type these notes.

The following questions may serve as a guide to understanding some of the main ideas. You need to answer them as you read.

Part I

1. What is sedentism?
2. What factors led to farming?

Part II

3. What is stratification?
4. Why did society move from egalitarian to stratified society?

Part III

5. How did the spice trade impact the world (discuss at least 2 ways)?

Part IV

6. Why is a pineapple a sign of power?
7. Discuss 2 ways potatoes impacted Europe and Asia.

Part V

8. Explain 2 ways the invention of the tin can impacted the world?
9. What is a famine?

Part VI

10. What is the Green Revolution? What are the positive and negative effects?

Continued →

**Assessment:** In September, there will be an in class assessment administered by your teacher. The format of the assessment will be multiple-choice and short answer.

It is important to note, that *this book will be used and referenced throughout the school year*; please make sure your notes are thorough and written in a way that you will be able to understand them. These notes should be kept in your World History binder (3-ring, 1" – 1.5").

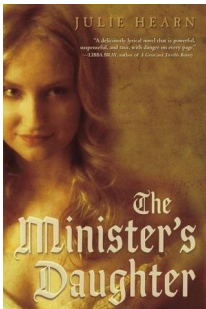
## GRADE 10 (ICS) United States History I Collaborative

### REQUIRED READING:

***The Ministers Daughter* – by Julie Hearn**—ISBN 9780689876905

- Available:

- Amazon.com in paperback, Kindle, or Audio CD
- Barnes & Noble in paperback, Nook, or Audiobook



**ASSIGNMENT:** As you read pay particular attention to the impact religion had on the characters. We want you to get a feel for the life and culture of young people living in the 17 century. As you read focus on and answer the following questions

either handwritten on a separate piece of paper or typed in a Google Doc:

- Why do you think only women are considered witches in the book? What does this say about gender relations in the Puritan religion?
- Describe the setting (English Civil War) of the book. Why do you think the author chose such a tumultuous period in English history?
- Compare Neil and Grace. What behaviors make Neil a suspect of witchcraft?
- Why did the minister and his daughters sail for the New World? What do you think motivates their departure from England?

**ASSESSMENT:** There will be a test in class at some point during the month of September. A date will be discussed when we get back in the fall.

Continued →

## Grade II (ICS) United States History II Collaborative



### REQUIRED READING:

*Unbroken* (The Young Adult Adaptation) by Laura Hillenbrand

### **Audio Version available at:**

<https://itunes.apple.com/us/book/unbroken-the-young-adult-adaptation/id862085884?mt=11>

**Assignment:** Students will read *Unbroken* (The Young Adult Adaptation) by Laura Hilldenbrand

- Students should note the events of each decade of Louis Zamperini's life. Students should take careful notice of Zamperini's life experiences during the 20s, 30s, 40s, 50s and finally when he returned to Japan in the 90s.

**\*\*Be careful, if you watch the movie, it only covers part of the book. You need to read the book to capture his life story.\*\***

- Some questions to consider as you read the book: Where does his life collide with major world events?
- Notice what choices Zamperini makes at each decade that changes the course of his life and how international events impact his choices.

**Assessment:** There will be a **test on the book** within the first two weeks of school.

### Vocabulary List

#### **THIS IS YOUR READING BUDDY**

Building your vocabulary is important to increasing your reading comprehension. The more words you know and understand the better educated you will be.

Below are words and definitions from the hardbound edition with their chapters and page numbers. If you use a paperback edition, the page numbers won't be exactly the same, but the chapters will still match up. The words are "in context"—quoted directly from the book.

**ASSIGNMENT:** Read through a chapter of words below **BEFORE** you read that chapter in your book. It will help your comprehension as you read. You will be given a test on the when you come back from summer break.

## Chapter 1

Pg. 5 **insurgency** “The One-Boy Insurgency” Revolution

Pg. 5 **tethers** “when the Zeppelin had slipped its tethers” A rope to tie it down

Pg. 6 **transfixed** “he was transfixed” So amazed he couldn't move

Pg. 7 **impaled** “he impaled his leg” Stabbed

Pg. 10 **mortified** “riotous hair that mortified him.” Humiliated

Pg. 10 **ethnicity** “then there was his ethnicity” His Italian heritage

Pg. 10 **tack** “Louise took a different tack” Tactic; way of handling

Pg. 11 **eugenics** “a fake science known as eugenics” An attempt to improve the human gene pool by encouraging the birth of babies with desirable traits and discouraging or preventing the birth of babies with undesirable traits.

Pg. 12 **cull** “would want to cull” Remove rejected members

## Chapter 2

Pg. 15 **defiant** “being forced to run made Louie defiant” Boldly resisting

Pg. 16 **mania** “he came home with a mania for running” Extremely intense interest

Pg. 17 **excruciating** “caused him excruciating pain” Agonizing

Pg. 17 **obliterating** “obliterating his opponents” Destroying completely

## Chapter 3

Pg. 21 **limbered** “went to the track, limbered up” Stretched to warm up muscles

Pg. 21 **arch villain** “Once his hometown's arch villain” Main enemy

Pg. 23 **lopped** “he'd lopped a staggering 42 seconds” Cut

Pg. 23 **obsessively** “with Pete coaching him, trained obsessively” extreme to a fault

Pg. 24 **prestigious** “a prestigious track meet” Respected

Pg. 25 **inferno** “felt he was walking into an inferno” Place like hell

## Chapter 4

Pg. 31 **denuding** “in denuding the ship” Strip bare

Pg. 31 **jettisoning** “wind kept jettisoning the balls” Blow overboard

Pg. 31 **apparatuses** “Gymnasts fell of their apparatuses” Equipment

Pg. 33 **culminating** “culminating in the release of” Ending

Pg. 34 **pomade** “the hair pomade of the runner” Hair gel

Pg. 36 **sidled** “the Finns sidled into Lash” Moved sideways toward

Pg. 36 **ghoulish** “pointed out a ghoulish man” Frightening

Pg. 37 **propaganda** “minister of propaganda” Information to influence public opinion

Pg. 37 **trolling** “trolling around Berlin” Wandering

Pg. 37 **hankering** “Louie just had a hankering to steal” Urge

## Chapter 5

Pg. 44 **ominously** “Most ominously, its army encouraged” Suggesting something bad will happen

Pg. 44 **ravaged** “China was being ravaged” Destroyed violently

Pg. 44 **catastrophe** “world was falling into catastrophe” Widespread disaster

Pg. 46 **military draft** “all young men to register for the military draft” Required enrollment to be considered for military service

Pg. 46 **bombardier** “corps was making him a bombardier” Crewman who drops the bombs

Pg. 46 **matinee** “watching a matinee” Afternoon movie

## **Chapter 6**

- Pg. 49 atoll "The tiny atoll" Ring-shaped coral reef  
Pg. 49 mauled "Japan mauled America's Navy" Savagely destroyed  
Pg. 49 simultaneously "Almost simultaneously it attacked" Happening at the same time  
Pg. 49 onslaught "Japan's main onslaught had begun" Violent attack  
Pg. 49 speculating "heard the president speculating" Guessing without solid evidence  
Pg. 50 strafed "bombed and strafed it for days" Machine-gunned from a low-flying aircraft  
Pg. 51 buoyant "a buoyant disposition" Cheerful  
Pg. 57 simulated "and simulated combat runs" Imitated  
Pg. 57 proficiency "bombing with superb proficiency" Skillfulness  
Pg. 59 quirks "But for all its quirks" Odd characteristics  
Pg. 59 crestfallen "Phil was crestfallen" Very discouraged

## **Chapter 7**

- Pg. 60 camouflaged "and so camouflaged" Hidden by disguise  
Pg. 61 hordes "and hordes of mosquitoes" Swarms  
Pg. 61 revelry "The non-stop revelry" Noisy partying  
Pg. 62 tedium "The tedium of sea search" Boring and tiresome  
Pg. 62 retaliated "Louie retaliated by jamming gum" Got revenge  
Pg. 63 laxative "with a laxative variety" made to cause a bowel movement  
Pg. 63 reconnaissance "to fool Japanese fly reconnaissance" Flight to investigate conditions  
Pg. 64 auxiliary "Even with auxiliary fuel tanks" Additional  
Pg. 65 incendiaries "turn loose those incendiaries" Bombs designed to cause fires  
Pg. 65 garish "were a blaze of garish light" Offensively bright  
Pg. 65 shrapnel "sending shrapnel showering" Small pieces of metal in bombs that wound people  
Pg. 66 bunkers "splashed fire on the bunkers and planes" Underground fort  
Pg. 67 sobering "it was sobering" Making you think seriously about  
Pg. 67 furrowed "his face furrowed" Showed deep wrinkles in the skin  
Pg. 67 fuselage "wind howling through the fuselage" Central body portion of an aircraft  
Pg. 67 lauded "and lauded as heroes" Praised  
Pg. 67 premature "it's a bit premature" Too soon

## **Chapter 8**

- Pg. 71 pivoted "wind pivoted it sideways" Turned  
Pg. 72 abutted "often abutted by towering palm trees" Were next to  
Pg. 72 inadvertently "a falling crewman inadvertently grabbed" Accidentally  
Pg. 73 sextant "to get sextant readings" Instrument to determine latitude and longitude  
Pg. 73 compounded "risks of flying were compounded" Greatly increased  
Pg. 77 contingency "tried to prepare for every contingency" Possible outcome

## **Chapter 9**

- Pg. 80 yoke "stricken pilot collapsed into the yoke" Airplane control stick  
Pg. 81 hydraulic "The hydraulic fuel lines" Involving fluids under pressure  
Pg. 82 livid "Looking absolutely livid" Furious

## **Chapter 10**

- Pg. 87 forlorn "Louie woke to a forlorn droning" Sad and lonely  
Pg. 88 infirmary "In the infirmary" Hospital  
Pg. 88 claustrophobic "feeling claustrophobic" Uncomfortably closed in  
Pg. 90 decapitated "ringed by decapitated coconut trees" With the heads cut off

Pg. 90 concussive “from the concussive force of explosions” Violent jarring  
Pg. 91 traumatized “They were so traumatized” Severely distressed  
Pg. 91 anesthetic “There was no anesthetic” Medicine to kill pain and feeling  
Pg. 93 relegated “It was relegated to errands” Given an inferior assignment

### **Chapter 11**

Pg. 98 clambered “then clambered toward” Climbed with difficulty  
Pg. 98 gyrating “But with the plane gyrating down” Spinning  
Pg. 99 capitulated “his body capitulated forward” Was thrown  
Pg. 99 orient “Louie tried to orient himself” Get his bearings  
Pg. 100 writhing “Louie was writhing in the wires” Twisting in pain  
Pg. 100 stupor “There was an oncoming stupor” Fogginess  
Pg. 100 inexplicably “Inexplicably, the wires were” Without an explanation

### **Chapter 12**

Pg. 106 stanching “stanching the bleeding” Stopping

### **Chapter 13**

Pg. 107 quelled “but he quelled the thought” Calmed down  
Pg. 110 oblivion “the lost men drifted into oblivion” Not knowing what's going on around you

### **Chapter 14**

Pg. 112 ravenous “they were ravenous” Extremely hungry  
Pg. 113 reeked “The bird reeked” Stank  
Pg. 113 dwindled “His hook supply dwindled” Shrank  
Pg. 114 lucid “determined to keep himself and the others lucid” Thinking clearly  
Pg. 114 meandered “Every conversation meandered back to food” Wound around back to  
Pg. 115 decomposing “rafts were decomposing” rotting  
Pg. 115 cannibalism “Cannibalism wouldn't be considered” Eating human flesh  
Pg. 117 squalls “they rowed toward squalls” Sudden violent storms

### **Chapter 15**

Pg. 119 floundered “Phil floundered” Struggled with difficulty  
Pg. 120 lethal “get below the bullets' lethal range” Deadly  
Pg. 121 flailing “flailing his arms and legs” Wildly swinging

### **Chapter 16**

Pg. 125 placidly “were circling placidly” Calmly  
Pg. 125 comatose “Mac seemed almost comatose” Unconscious  
Pg. 126 relish “they ate it with relish” Great enjoyment  
Pg. 127 eulogy “give him a religious eulogy” Speech praising someone who has died  
Pg. 131 careening “then careening down into” Swerving  
Pg. 132 perpendicular “had been perpendicular” Positioned at right angles' as in the letter “T”  
Pg. 133 chastised “and chastised the crewmen” Criticized severely  
Pg. 133 cognac “The doctor had cognac” Brandy  
Pg. 135 foreboding “Louie felt a wave of foreboding” Something bad coming  
Pg. 135 squalid “in a squalid hole” Filthy

### **Chapter 18**

Pg. 139 ardent “he was an ardent track fan” Passionate  
Pg. 140 armament “the innermost armament” Weapon



Pg. 140 debased “debased their prisoners” Verbally abused  
Pg. 141 asphyxiation “and asphyxiation” Suffocation  
Pg. 141 interrogated “was going to be interrogated” Questioned  
Pg. 142 culprits “He told them the culprits were” Guilty parties  
Pg. 143 emaciated “battered, emaciated and sick” Thin from starvation

### **Chapter 19**

Pg. 147 warren “In this warren of captives” Small crowded space  
Pg. 148 latrine “then run to the banjo—latrine” Pit toilet all the prisoners used  
Pg. 149 rancid “a bowl of rancid rice” Foul smelling and rotten  
Pg. 150 venomously “often held venomously racist views” Poisonous  
Pg. 150 revulsion “The revulsion most Japanese felt” Disgust  
Pg. 151 annihilate “to annihilate them all” Destroy completely

### **Chapter 20**

Pg. 154 sadist “a sadist who tortured and beat” Person who takes pleasure in humiliating or causing physical or mental pain to others.  
Pg. 155 dysentery “thanks to dysentery” Bloody diarrhea

### **Chapter 22**

Pg. 166 tantalizingly “tantalizingly close to Japan” Excitingly  
Pg. 168 degradation “Living in vile degradation” With no dignity  
Pg. 170 euphoric “he was euphoric” Felt great happiness

### **Chapter 23**

Pg. 171 incongruities “the only incongruities” Things that don’t fit in  
Pg. 173 psychopath “man is a psychopath” A person who commits crimes or hurts people and has no remorse.  
Pg. 173 lofty “had lofty expectations” Great  
Pg. 175 haughtiness “was despised for his haughtiness” Pride and arrogance  
Pg. 175 unrelenting “POW's were in for unrelenting cruelty” Non-stop  
Pg. 175 provocative “officers were especially provocative” Attractive  
Pg. 175 inherently “an inherently defiant” Naturally

### **Chapter 24**

Pg. 177 meager “rations were meager” Very small  
Pg. 177 sentry “an elaborate sentry system” Guard  
Pg. 180 deftly “men could deftly pass” Skillfully

### **Chapter 25**

Pg. 184 contrails “contrails curling behind it” Cloud-like exhaust that comes from airplanes  
Pg. 188 interned “I am now interned” Confined  
Pg. 189 fastidious “Louie was fastidious about” Very careful

### **Chapter 26**

Pg. 191 aghast “Louie was aghast” Shocked  
Pg. 192 imperious “the bombers went, imperious” Domineering  
Pg. 192 lamenting “he was lamenting” Grieving  
Pg. 192 paranoia “was seized with paranoia” A psychotic disorder characterized by thoughts of persecution  
Pg. 192 phantom “beat phantom blazes” Not real  
Pg. 194 kleptomaniac “ingenious kleptomaniac” Person who steals compulsively

Pg. 194 cache “Discovering his cache” Hiding place

### **Chapter 27**

Pg. 199 charred “reduced to charred ruins” Burned

### **Chapter 28**

Pg. 203 spent “they were utterly spent” Exhausted

### **Chapter 29**

Pg. 210 imminent “seemed inevitable or imminent” Would happen soon

Pg. 210 accelerant “barrels of accelerant” Substance to quickly light fires

### **Chapter 30**

Pg. 213 retribution “Terrified of retribution” Revenge

Pg. 214 spectacle “was an awesome spectacle” Exciting event

Pg. 215 dehydrated “was dangerously dehydrated” Lacked body fluids Pg. 215 excrement

“grind their faces into excrement” Human waste; feces

Pg. 216 conspirators “The conspirators discussed” Group working together on a secret plan Pg. 217 ricocheting

“and ricocheting up” Hitting then bouncing off

### **Chapter 31**

Pg. 222 habituating “seemed to be habituating the men” Getting them used to

Pg. 222 cessation “to a point of cessation” Ending

### **Chapter 32**

Pg. 227 pallets “Giant pallets poured out” Slab of wood used to hold cargo

Pg. 228 atrocity “had brought atrocity and death” Unusually harsh cruelty inflicted by an armed force on civilians or prisoners.

Pg. 231 voraciously “Louie ate voraciously” With an excessive appetite

### **Chapter 33**

Pg. 235 liberation “Liberation was a long time coming” Being set free

### **Chapter 34**

Pg. 246 bohemian “dressed in bohemian clothes” Gypsy

### **Chapter 36**

Pg. 258 mulling “mulling capture and execution” Thinking a lot about

Pg. 260 despondent “he was despondent” Feeling helpless and hopeless

### **Chapter 37**

Pg. 263 ethereal “carrying the ethereal quality” Unearthly

Pg. 263 snide “Louie was so snide to her” Mean and nasty

Pg. 264 recoiled “She recoiled” Shrink back

### **Chapter 38**

Pg. 267 omnipotent “power of his omnipotent hand” All-powerful

Pg. 268 unbidden “Unbidden, memory after memory” Uninvited

Pg. 269 intervened “had intervened to save them” Stepped in

### **Chapter 39**

Pg. 272 resilient “he'd found prove resilient?” Able to recover from misfortune

Pg. 273 giddy exuberance “was seized by giddy exuberance” Dizzying eagerness

### **Epilogue**

Pg. 275 rappelled “and rappelled down cliffs” Climbing down with ropes

Pg. 279 melanoma “way dying of melanoma” A form of skin cancer

Pg. 281 hara kiri “had committed hara kiri” Japanese ritual suicide