

West Charlotte High School
MYP English I Summer Reading Project
Chandice Heath, Teacher

Life of Pi By Martel Yann

Life of Pi is a complex book that takes its readers on a journey with a young Indian man. Although religion is a prevalent theme in the text, it is not intended to undermine anyone's religious beliefs or practices. This text was selected based on IB philosophy that "students [should] participate actively and responsibly in a changing and increasingly interrelated world" (IBO). Therefore it is vital that our students are exposed to other nationalities, cultures and religious practices. *Life of Pi* also builds upon knowledge and information in other curriculums such as social studies and science.

Instructions: Please complete parts A, B and C and turn them in to Mrs. Heath by Friday, September 6, 2013. All assignments are to be completed individually.

Please note that parts A and B may be completed in one notebook divided into two sections.

Part A. Vocabulary

1. Review the list of vocabulary terms located within the text. The list is not exhaustive, however, we will build upon it once class begins and we discuss the text together thoroughly.
2. As you are reading keep your notebook, vocabulary list and reference material close to you. When you come across a word on the list, pause where you are and look up the definition and copy it into your notebook.
3. Complete your reading for the day and go back and create sentences for the words you defined.
 - Looking up the definitions as you read will help you understand the word and the context in which it is used.
 - Keeping reference materials at hand makes it easier for you to look up additional words in the text that may be unfamiliar. Add these words to your vocabulary list.

Part B. Chapter Questions

1. As you read, stop after each chapter to answer the question associated with that chapter.
2. Make sure to follow the directions on the questions sheet and answer each question thoroughly and thoughtfully in your notebook.
 - If you have any additional thoughts, questions or opinions about the chapter, record them as well before moving on.
 - Later as you read on, review your thoughts to see if any insight has been provided in the text.

Part C. Extended Learning Project

1. Carefully read over the options for your extended learning project before you begin reading.
2. After reading at least one quarter to one third of the text, review your options and make a decision.
3. Start to develop your ideas for your selection by creating an outline or simply writing down your thoughts.
4. Begin working on the project before you finish reading the book.
 - Begin with the end in mind—envision how you would like your project to look or sound before beginning and use that to keep you focused.
 - Choose a project that allows you to showcase your strengths and talents. This is where you can be creative and expressive— Have FUN with it!

The assignments are written step by step to help you manage your time. This project is not meant to tie you down this summer or overwhelm you. Use the following tips to pace yourself.

- ✓ Divide the book up based on the number of chapters you would like to read a day.
- ✓ On a calendar, write down those chapters on the days you plan on reading as well as a specific time frame during the day. (If you are a late sleeper, do not plan to read for 8am to 10am every morning. Set realistic goals for yourself.)
- ✓ Create check points for yourself for your extended learning project. For example, if you plan on writing a collection of poetry, plan to write four poems a week for four weeks.
- ✓ Even though the assignments are individual, find a reading buddy. If you have friends that will be in the IB Programme in the fall, get with them sometime so that you can read together. This will also give you an opportunity to discuss the text with someone else.
- ✓ Share your plans with your parents so that they can help hold you accountable and encourage you along the way. They can be helpful in more ways than you know; they may even want to read the book with you.

If you develop good study habits during your break and learn to manage your time wisely, you will be a successful student when school starts because you have already gotten good practice. Please do not wait until the last minute to complete any part of the project.

Good Luck and see you in August!

P.S. The book is different from the movie so you will have to read!!!!!!!

*This statement was quoted from the Online Curriculum Centre of the *International Baccalaureate Organization* website.

Life of Pi

Vocabulary

Define the following terms from the text; provide the part of speech, and use in a complete sentence correctly. The words are listed in the order that they appear in the text. Choose the definition that does not use the vocabulary word.

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|---------------|--------------------|----------------|
| 1. Sloth | 14. Acuity | |
| 2. Rite | 15. Prophet | |
| 3. Social | 16. Aviary | |
| 4. Enclosure | 17. Viper | 26. Befuddled |
| 5. Corral | 18. Trade | 27. Sedate |
| 6. Flustered | 19. Cargo | 28. Buoyancy |
| 7. Altar | 20. Prow | 29. Ration |
| 8. Vestibule | 21. Flotsam | 30. Stern |
| 9. Compelling | 22. Self-righteous | 31. Moat |
| 10. Mutter | 23. Hull | 32. Maniacal |
| 11. Atheist | 24. Dorsal | 33. Insouciant |
| 12. Mosque | 25. Simian | 34. Scrawny |
| 13. Deviant | | |

- | | |
|--------------|-------------------|
| 35. Idle | 64. Botany |
| 36. Tethered | 65. Ooze |
| 37. Solar | 66. Parasite |
| 38. Notch | 67. Contradict |
| 39. Bait | 68. Accumulation |
| 40. Flap | 69. Daze |
| 41. Sentient | 70. Span |
| 42. Placidly | 71. Ferry |
| 43. Morsel | 72. Pitiful |
| 44. Algae | 73. Feat |
| 45. Seam | 74. Asphyxiation |
| 46. Sextant | 75. Flabbergasted |
| 47. Ambit | |
| 48. Carapace | |
| 49. Nausea | |
| 50. Ordeal | |

- 51. Revulsion
- 52. Acrid
- 53. Gregarious
- 54. Unambiguous
- 55. Malaise
- 56. Feral
- 57. Symbiotic
- 58. Euphoria
- 59. Olfactory
- 60. Shard
- 61. Torrential
- 62. Figment
- 63. Throes

Life of Pi Chapter Questions

Answer the following questions in *complete sentences*. When you answer the questions, make sure to **restate** the question in your answer, **answer** the question, **cite** evidence from the text, provide **elaboration**, and **conclude** your answer.

Author's Note

Who do you think is writing the author's note? Is this part of the fiction of Life of Pi, or separate from the story?

PART ONE

Chapter 1

What does the sloth symbolize to Pi?

Chapter 2

Why do you think the author interrupts the story with this chapter?

Chapter 3

Why is Pi named after the Piscine Molitor?

Chapter 4

Pi states that the common belief that animals in the zoos are unhappy is “nonsense” (16). What response does he give to prove the contrary?

Chapter 5

What was Pi’s plan for his first day at school Petit Seminaire?

Chapter 6

Why do you think Pi has “a reserve of food to last the siege of Leningrad”?

Chapter 7

What is the difference between atheists and agnostics? Why does Pi feel that atheists have faith? Why does he dislike agnostics?

Chapter 8

What does “Animalus anthropomorphicus” mean? And why is it so dangerous?

Chapter 9

Explain why Pi’s father was a good zookeeper.

Chapter 10

In Pi’s opinion, why did zoo animals seek to escape?

Chapter 11

What point did Pi try to illustrate with the story of the leopard?

Chapter 12

How was tension and suspense created in this chapter?

Chapter 13

Why is a super-alpha male? What is the difference between an alpha and a beta? Why is this important to a lion trainer? Explain.

Chapter 14

Which animals do lion trainers choose to have in their performance? Why?

Chapter 15

What were the different religious artifacts found in Pi’s home? What does this suggest about his character?

Chapter 16

What did Pi mean when he said, “But we should not cling! A plague upon fundamentalists and literalists”?

Chapter 17

This chapter dealt with the essence of Christianity. What do you think Pi appreciated the most about the Christian faith?

Chapter 18

What new religion did Pi discover? What did he compare it to?

Chapter 19

What did Pi like about the Islam religion? Why?

Chapter 20

Recount Pi’s meeting with God.

Chapter 21

How did this chapter make you feel? Explain.

Chapter 22

What did Pi mean when he stated, “‘possibly a f-f-failing of oxygenation of the b-b-brain,’ and, to the very end, lack imagination and miss the better story”?

Chapter 23

What was Pi asked to do? Do you feel this is fair? Explain.

Chapter 24

How did Ravi bring light and humour to Pi’s dilemma?

Chapter 25

How did Pi cope with the attitudes of other faith believers from the religious institutions?

Chapter 26

How did Pi argue his mother’s passport analogy?

Chapter 27

Why was Santosh not able to understand his son’s interest in religions?

Chapter 28

By the end of this chapter, how many religions was Pi practicing? Does this seem strange to you? Explain.

Chapter 29

In Pi’s opinion, why do people move? What were his family’s problems?

Chapter 30

What do we learn from the author’s meeting with Mr. Patel?

Chapter 31

How does Martel create tension before Pi’s meeting with Mr. Kumar?

Chapter 32

What did the story of the dogs and dolphins suggest about animal-human relationships?

Chapter 33

What was bothering Pi?

Chapter 34

What did Santosh do with the zoo and all the animals? Provide specific facts and information.

Chapter 35

How are future events foreshadowed in this chapter?

Chapter 36

What do you think is the significance of Pi's statement, "this story has a happy ending"? Why does Martel inform the reader of this now?

PART TWO

Chapter 37

How does Martel immediately create tension at the beginning of this chapter?

Chapter 38

How many days was the ship out at sea before it sank? Describe the events leading up to the ship's "death."

Chapter 39

Who was next to join Pi on his lifeboat?

Chapter 40

After Richard Parker's arrival and Pi's quick departure from the lifeboat, what made Pi return to the lifeboat?

Chapter 41

What surprises does Pi discover on the lifeboat? In Pi's opinion, why did the sailors throw him into the lifeboat?

Chapter 42

What "stupid" mistake did Pi make?

Chapter 43

List the key points that Pi offers about the Hyena's appearance and habits.

Chapter 44

Why did the sounds that Pi heard affect him so much? Do you believe sounds are sometimes as scary as seeing something frightening? Explain.

Chapter 45

How can we tell that Pi is becoming more desperate?

Chapter 46

What difference is seen between Pi and the animals at the end of this chapter?

Chapter 47

Who did Pi suddenly realize was also on the lifeboat? How did he feel?

Chapter 48

Explain how Richard Parker got his name.

Chapter 49

What did Pi finally become concerned with? Why did it take him this long to worry about it?

Chapter 50

In point form, provide an accurate description of the lifeboat.

Chapter 51

How many days of food and water rations did Pi have? Why was this important to him to know?

Chapter 52

Pi made a complete list of the items on the lifeboat. If you could have only five of these items, what five items would you choose? Please rank them in order of importance to you.

Chapter 53

How did Pi prevent his death?

Chapter 54

How many plans did Pi make to rid himself of Richard Parker? Which plan did Pi choose to use?

Chapter 55

What did Pi realize was wrong with his plan?

Chapter 56

In Pi's opinion, what is life's only true opponent? Why?

Chapter 57

What was the name of the sound Richard Parker made? What does it mean? What did Pi then decide to do, and how was he going to do it?

Chapter 58

From his readings, what did Pi realize he must build? Why was this necessary?

Chapter 59

What addition did Pi add to his raft?

Chapter 60

How did Pi demonstrate his faith in this chapter?

Chapter 61

What did Pi mean when he stated, “But in point of fact the explanation lies elsewhere. It is simple and brutal: A person can get used to anything, even killing”?

Chapter 62

What was Pi able to do for Richard Parker?

Chapter 64

How has Mother Nature made things difficult for Pi? Explain.

Chapter 65

What route did Pi travel while he was at sea?

Chapter 66

What ominous statement did Pi make at the end of this chapter?

Chapter 67

How has Pi become more “savage-like”?

Chapter 68

Describe the difference in Richard Parker and Pi’s sleep patterns.

Chapter 69

How was Pi attempting to be rescued? What was the problem?

Chapter 70

What did Pi decide to do on the lifeboat to ensure his rights?

Chapter 71

Summarize the program that Pi developed.

Chapter 72

Explain how Pi attempted to control Richard Parker? How many attempts did it take for him to be successful?

Chapter 73

What did Pi keep during his time out at sea?

Chapter 74

What did Pi do to bring himself comfort at sea? In your opinion, what does this do for a person?

Chapter 75

Why do you think Pi sang to his mother?

Chapter 76

What psychological bullying was Pi playing with Richard Parker? What was Pi’s purpose for doing this?

Chapter 77

How do we see Pi’s desperation in this chapter?

Chapter 78

What lesson did you learn from this chapter?

Chapter 79

Summarize the battle between Richard Parker and the shark.

Chapter 80

How did Pi appear to be more confident?

Chapter 81

How did Pi justify his survival with a Bengal Tiger? What was his proof?

Chapter 82

What became the major threat to Pi’s survival?

Chapter 83

What major event occurred on this day? What did Pi lose? How did he feel?

Chapter 84

Why did Pi decide to inform the reader of all the creatures/animals he saw? Did this have any particular significance to his fate? Explain.

Chapter 85

How does the description of nature in this chapter differ from the previous chapters? Explain.

Chapter 86

What was ironic about Pi’s statement (“I love you”) to Richard Parker?

Chapter 87

How did Pi try to mentally escape from the lifeboat? Do you think this is dangerous? Why or why not?

Chapter 88

Why do you think Pi put a message in a bottle?

Chapter 89

Comment on Pi's last few diary entries. How are they different than previous ones?

Chapter 90

Who unexpectedly arrived at the lifeboat? What did Pi discover about this person? What happened to him?

Chapter 91

What disturbing information did Pi reveal?

Chapter 92

What did Pi find in the tree? What was his conclusion?

Chapter 93

Who did Pi turn to in a moment of distress?

Chapter 94

Where did Pi arrive? Who found him? What happened to Richard Parker? How did this make Pi feel?

PART THREE

Chapter 95

Who was asked to visit Pi? What was their purpose?

Chapter 96

What were the men most concerned with?

Chapter 97

If you were one of the two men, would you believe Pi's story? Why or why not?

Chapter 98

How did the men respond to Pi's story?

Chapter 99

In Pi's new story, who were the orang-utan, the zebra, the hyena, and the tiger?

Chapter 100

Do you think Mr. Okamoto believed Pi's original story? Why or why not?

Life of Pi

Extended Learning Project

To complete your summer reading of *Life of Pi* you will have the opportunity to relay your individual interpretations and understandings by completing one of the following projects.

A. Graphic Novel

A graphic novel is a novel with graphics or images. Graphic novels are much like comic books with a panel presentation and text within the image panels. For this project, you re-tell the story of *Life of Pi* through graphics and minimal text in a minimum of 25 frames. The re-telling may involve your interpretation of the story and may make the story more concise; however, the story must remain recognizable and include the essence of the original story. Graphic novels are presented in book form, may be black-and-white or color, but are always in a finished, professional^ form. (All images must be student generated and may not be in pencil.)

B. Captioned Illustrations

The common phrase, 'a picture's worth a thousand words', means that visual illustrations can capture the essence of a story. Illustrations can also relay interpretations, opinions and multiple points of view, making them versatile and powerful. For this project, you create a minimum of 10 detailed illustrations. These illustrations must address key aspects of the story and develop a clear viewpoint. Captions must accompany each illustration to detail what is being shown. These captions may be quotes from the book or your own explanations. (All illustrations must be student generated and may not be in pencil.)

C. Poetry Collection

Poetry is known to concisely capture essence, emotion and meaning while establishing a clear voice. For this project, you write a minimum of 10 original poems based upon the story in some way. Poems must each be a minimum of 15 lines (though you may do more poems of shorter, equivalent length) and may be of any type: formal poetic forms, free verse, found poems, concrete poems, etc. Choose poetic forms that are most appropriate for what you are trying to convey. Your collection should impart the essence of the story and establish your interpretation. Poetry collections are generally presented in a professional^ book-like format.

D. Journal or Travel Log

Journals or travel logs allow a person to share personal revelations and insights about events and journeys. For this project, you write a series of at least 20 substantial entries in a journal or travel log by taking the point of view of one of the characters of the book. Through the entries, you must relay key aspects of the story and develop a clear interpretation and viewpoint. Journals and logs are generally in book format and are handwritten (please make them legible).

E. Newspaper

Newspapers relay multiple stories in different formats. Some stories are meant to relay facts of an event (news stories), some are meant to reveal more detail about a subject (feature stories), some are meant to share opinions (editorials, letters and reviews). Newspapers also contain photographs, advertisements, comics, calendars, horoscopes, etc. For this project, you develop a newspaper centered around the book. This newspaper must contain a minimum of 3 stories and 5 other items. Newspapers are presented in columns and tidy, typed layout. Your newspaper may be printed on regular sized paper but should look like a newspaper with an appropriate title/banner.

F. Soundtrack and CD Cover/Insert

Music can convey moods and emotions and tell stories. When different pieces of music are compiled, they create an even bigger story. For this project, you develop a thoughtful and thorough soundtrack for the story. The soundtrack must contain at least 13 songs, be recorded on a CD, and include a well-designed CD cover or insert. This cover or insert must contain the song titles and artists as well as an explanation of how each song relates to the story and what it reveals. The songs should be sequenced in the order that they would be played during the story. CD covers and inserts usually contain some graphics as well as typed information and are professionally^ presented. (You may not use songs from the movie. Please use the edited versions of songs that may contain explicit lyrics.)

G. Digital Film Short or Extended Trailer

Films are a common format for storytelling, and books quite often provide material for films. By taking the story and adding strong visual and auditory components, the filmmaker's viewpoint is made clear. For this project, you adapt the story from the book for film and create a short digital film or an extended film trailer. The film or trailer must present the essence of the story and make your vision and interpretation clear. Your product must be a minimum of 3 tightly edited minutes (including a minimum of 15 slides), may be generated by a movie making program such as iMovie (Mac) or Movie Maker(PC), must be well-edited, and must ultimately be presented on DVD or uploaded to You Tube. (Please note that you may choose to record your narration or use text. The text slides will not count toward your slide total. You may not use clips from the movie.)

^Professionally presented does not mean that you are expected to pay to get your projects bound. However, all options except for the newspaper, digital film or extended trailer, and the soundtrack must be bound in a binder, folder, or with brackets, and must include a cover page and table of contents.