

Marcus Ninth Grade Campus  
Summer Reading 2016-2017

*Reading in A.P. and PreAP course should be both wide and deep. These courses should include the in-depth reading of texts drawn from multiple genres, periods, and cultures. While students should read works from several genres and periods—from the sixteenth to the twentieth century—more importantly, they should get to know a few works well. They should read deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work’s literary artistry, students should consider the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context should provide a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.*

*(College Board, English Literature Course Description)*

Marcus Ninth Grade Campus and Marcus High School require high school students who are enrolled in P/AP or AP English courses to read during the summer to

- prepare every student to enter his English course ready to focus upon extended critical reading
- complement and support our English curriculum
- allow teachers to begin literary discussions at the level of depth and complexity required in an Advanced Academics course during the first few weeks of the semester
- build a base of literature from which students will draw during the course of the semester

The summer reading selections have been chosen based upon the following criteria:

- appropriate reading level for independent summer reading
- literary merit (texts which facilitate rich discussion and literary analysis)

Students will be expected to participate in literature circles during the first few weeks of class. Students will be required to choose one of the novels from the summer reading list. **Students and parents should review each book’s overview in order to select a book that is engaging and appropriate for each individual student.** Students are welcome to read more than one of the novels if they desire. These novels will be utilized during our Foundation Unit. This unit is designed to bridge gaps in foundational understanding of literary terms and ELA terminology. Additionally, we will also utilize these texts to begin exploring our acquisition goals: explaining interpretations and inferences in relation to author’s purpose, analyzing how tone, point-of-view,

and mood contribute to voice and irony, evaluating best evidence for an idea, and synthesizing evidence/concepts between different texts.

Reading should be completed prior to the beginning of the school year, and students should be prepared to demonstrate their comprehension of the fundamental elements of the texts within the first few weeks of school. Analytical writing over the reading will also be assigned during the first three weeks of the semester after students have received instruction in writing that type of piece.

While we strongly encourage you to purchase your own copies of the required texts so that you may annotate them, copies of each text are also available at our local libraries and some are available in full text online.

Your preparation should involve reading “with a pen.” Summation, connections, explanations, stylistic and structural realizations, thematic conceptions all make for essential marginal notations. Annotate your books so that your re-readings will be more insightful and your contributions to our discussions more meaningful.

There are different versions of a few of the novels. Please make certain that you are selecting the novel with the correct ISBN number to ensure you are reading the rigorous version utilized in the course.

*Outcasts United* **(This title is on the LISD approved reading list)**

ISBN: 978-0385522045

The extraordinary tale of a refugee youth soccer team and the transformation of a small American town

Clarkston, Georgia, was a typical Southern town until it was designated a refugee settlement center in the 1990s, becoming the first American home for scores of families in flight from the world’s war zones—from Liberia and Sudan to Iraq and Afghanistan. Suddenly Clarkston’s streets were filled with women wearing the hijab, the smells of cumin and curry, and kids of all colors playing soccer in any open space they could find. The town also became home to Luma Mufleh, an American-educated Jordanian woman who founded a youth soccer team to unify Clarkston’s refugee children and keep them off the streets. These kids named themselves the Fugees.

Set against the backdrop of an American town that without its consent had become a vast social experiment, *Outcasts United* follows a pivotal season in the life of the Fugees and their charismatic coach. Warren St. John documents the lives of a diverse group of young people as they miraculously coalesce into a band of brothers, while also drawing a fascinating portrait of a fading American town struggling to accommodate its new

arrivals. At the center of the story is fiery Coach Luma, who relentlessly drives her players to success on the soccer field while holding together their lives—and the lives of their families—in the face of a series of daunting challenges.

This fast-paced chronicle of a single season is a complex and inspiring tale of a small town becoming a global community—and an account of the ingenious and complicated ways we create a home in a changing world.

**Disclaimer: Graphic descriptions of violence, controversial social issues**

*The Other Wes Moore*

ISBN: 0385528205

Two kids named Wes Moore were born blocks apart within a year of each other. Both grew up fatherless in similar Baltimore neighborhoods and had difficult childhoods; both hung out on street corners with their crews; both ran into trouble with the police. How, then, did one grow up to be a Rhodes Scholar, decorated veteran, White House Fellow, and business leader, while the other ended up a convicted murderer serving a life sentence? Wes Moore, the author of this fascinating book, sets out to answer this profound question. In alternating narratives that take readers from heart-wrenching losses to moments of surprising redemption, *The Other Wes Moore* tells the story of a generation of boys trying to find their way in a hostile world.

"The chilling truth is that his story could have been mine. The tragedy is that my story could have been his."

**Disclaimer: Controversial social issues**

*Battle Hymn of the Tiger Mother*

ISBN: 9780143120582

Chua (Day of Empire) imparts the secret behind the stereotypical Asian child's phenomenal success: the Chinese mother. Chua promotes what has traditionally worked very well in raising children: strict, Old World, uncompromising values--and the parents don't have to be Chinese. What they are, however, are different from what she sees as indulgent and permissive Western parents: stressing academic performance above all, never accepting a mediocre grade, insisting on drilling and practice, and instilling respect for authority. Chua and her Jewish husband (both are professors at Yale Law) raised two girls, and her account of their formative years achieving amazing success in school and music performance proves both a model and a cautionary tale. Sophia, the eldest, was dutiful and diligent, leapfrogging over her peers in academics and as a Suzuki piano student; Lulu was also gifted, but defiant, who excelled at the violin but eventually balked at her mother's pushing. Chua's efforts "not to raise a soft, entitled child" will strike American readers as a little scary--removing her children from school for extra practice, public shaming and insults, equating Western parenting with failure--but the results, she claims somewhat glibly in this frank, unapologetic report card, "were hard to

quarrel with."

**Disclaimer: Physical/emotional abuse**

*Enrique's Journey*

ISBN: 0812971787

*Enrique's Journey* recounts the unforgettable quest of a Honduran boy looking for his mother, eleven years after she is forced to leave her starving family to find work in the United States. Braving unimaginable peril, often clinging to the sides and tops of freight trains, Enrique travels through hostile worlds full of thugs, bandits, and corrupt cops. But he pushes forward, relying on his wit, courage, hope, and the kindness of strangers. As Isabel Allende writes: "This is a twenty-first-century Odyssey. If you are going to read only one nonfiction book this year, it has to be this one."

**Disclaimer: Drug abuse**