Spring-Ford High School
English 10 World Literature
Summer Reading 2017

Purpose

J.K. Rowling, author of the *Harry Potter* series believes, "there's always room for a story that can transport people to another place" (*goodreads.com*).

Our goal for you this summer is for you to find a text that rekindles your love for reading, challenges your understanding of the world, and transports you. Your goal will be first and foremost, to select texts that you find intriguing. We have provided summaries of the texts below. It is your job to evaluate the topics you are interested in and determine which texts will most help you achieve our goals.

If you choose to read *Night*, you may borrow a copy from Spring-Ford; sign the text out with your 9th grade teacher. If you choose to read other texts, you should find them at your local library, on the Kindle store, at the Towne Book Center, or at any other book store. Bring the texts with you when we return to school.

Once you have selected and found copies of your texts, read. Lay by the pool or the beach, curl up in the corner of a couch, turn off your phones and the television and all other distractions, and read. Unless you give yourself a fair chance to understand and interact with the text, you will not be transported.

After you have completed the reading, complete an activity which will help you reflect upon the text. Details about how you will interact with the texts are located under the "Activity and Directions" section of this document.

Standard Targets: Reading Literature

1.3.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

1.3.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

1.3.F Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.

Standard Targets: Writing

1.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

1.4.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard citation format.

Summer Reading Options with Book Reviews from Amazon.com

- **Learning Support and Academic Students: choose ONE text**
- **Honors Students: choose TWO texts**

Ali, Nujood and Delphine Minoui. *I Am Nujood, Age 10 and Divorced.* New York: Broadway, 2010. Print.

Nujood Ali's childhood came to an abrupt end in 2008 when her father arranged for her to be married to a man three times her age. With harrowing directness, Nujood tells of abuse at her husband's hands and of her daring escape. With the help of local advocates and the press, Nujood obtained her freedom—an extraordinary achievement in Yemen, where almost half of all girls are married under the legal age. Nujood's courageous defiance of both Yemeni customs and her own family has inspired other young girls in the Middle East to challenge their marriages. Hers is an unforgettable story of tragedy, triumph, and courage.

Beah, Ishmael. *A Long Way Gone: Memoirs of a Boy Soldier*. New York: Macmillan, 2008. Print.

This is how wars are fought now: by children, hopped-up on drugs and wielding AK-47s. Children have become soldiers of choice. In the more than fifty conflicts going on worldwide, it is estimated that there are some 300,000 child soldiers. Ishmael Beah used to be one of them.

What is war like through the eyes of a child soldier? How does one become a killer? How does one stop? Child soldiers have been profiled by journalists, and novelists have struggled to

imagine their lives. But until now, there has not been a first-person account from someone who came through this hell and survived.

In *A Long Way Gone*, Beah, now twenty-five years old, tells a riveting story: how at the age of twelve, he fled attacking rebels and wandered a land rendered unrecognizable by violence. By thirteen, he'd been picked up by the government army, and Beah, at heart a gentle boy, found that he was capable of truly terrible acts.

This is a rare and mesmerizing account, told with real literary force and heartbreaking honesty.

Fuller, Alexandra. *Don't Let's Go to the Dogs Tonight: An African Childhood*. New York:

Random House, 2003. Print.

A classic is born in this tender, intensely moving and even delightful journey through a white African girl's childhood. Born in England and now living in Wyoming, Fuller was conceived and bred on African soil during the Rhodesian civil war (1971-1979), a world where children over five "learned how to load an FN rifle magazine, strip and clean all the guns in the house, and ultimately, shoot-to-kill."

With a unique and subtle sensitivity to racial issues, Fuller describes her parents' racism and the wartime relationships between blacks and whites through a child's watchful eyes. Curfews and war, mosquitoes, land mines, ambushes and "an abundance of leopards" are the stuff of this childhood.

Rusesabagina, Paul and Tom Zoellner. *An Ordinary Man*: *An Autobiography*. New York:

Random House, 2007. Print.

Readers who were moved and horrified by *Hotel Rwanda* will respond even more intensely to Paul Rusesabagina's unforgettable autobiography. As Rwanda was thrown into chaos during the 1994 genocide, Rusesabagina, a hotel manager, turned the luxurious Hotel Milles Collines into a refuge for more than 1,200 Tutsi and moderate Hutu refugees, while fending off their would-be killers with a combination of diplomacy and deception. In *An Ordinary Man*, he tells the story of his childhood, retraces his accidental path to heroism, revisits the 100 days in which he was the only thing standing between his "guests" and a hideous death, and recounts his subsequent life as a refugee and activist.

Ung, Loung. *First They Killed My Father: A Daughter of Cambodia Remembers.* New York: Harper Perennial, 2006. Print.

One of seven children of a high-ranking government official, Loung Ung lived a privileged life in the Cambodian capital of Phnom Penh until the age of five. Then, in April 1975, Pol Pot's Khmer Rouge army stormed into the city, forcing Ung's family to flee and, eventually, to disperse. Loung was trained as a child soldier in a work camp for orphans, her siblings were sent to labor camps, and those who survived the horrors would not be reunited until the Khmer Rouge was destroyed.

Harrowing yet hopeful, Loung's powerful story is an unforgettable account of a family shaken and shattered, yet miraculously sustained by courage and love in the face of unspeakable brutality.

Wiesel, Elie. *Night*. Trans. Marion Wiesel. New York: Hill and Wang, 2006. Print.

Night is Elie Wiesel's masterpiece, a candid, horrific, and deeply poignant autobiographical account of his survival as a teenager in the Nazi death camps.

This new translation by Marion Wiesel, Elie's wife and frequent translator, presents this seminal memoir in the language and spirit truest to the author's original intent. And in a substantive new preface, Elie reflects on the enduring importance of Night and his lifelong, passionate dedication to ensuring that the world never forgets man's capacity for inhumanity to man.

Yousafzai, Malala and Christina Lamb. *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban.* New York: Little, Brown and Company. 2013. Print.

"I come from a country that was created at midnight. When I almost died it was just after midday."

When the Taliban took control of the Swat Valley in Pakistan, one girl spoke out. Malala Yousafzai refused to be silenced and fought for her right to an education.

On Tuesday, October 9, 2012, when she was fifteen, she almost paid the ultimate price. She was shot in the head at point-blank range while riding the bus home from school, and few expected her to survive.

Instead, Malala's miraculous recovery has taken her on an extraordinary journey from a remote valley in northern Pakistan to the halls of the United Nations in New York. At sixteen, she became a global symbol of peaceful protest and the youngest nominee ever for the Nobel Peace Prize.

I am Malala is the remarkable tale of a family uprooted by global terrorism, of the fight for girls' education, of a father who, himself a school owner, championed and encouraged his daughter to write and attend school, and of brave parents who have a fierce love for their daughter in a society that prizes sons. *I am Malala* will make you believe in the power of one person's voice to inspire change in the world.

Assignment Directions

Reminder
Learning Support or Academic English 10: choose **ONE** memoir to read
Honors English 10: choose **TWO** memoirs to read and explore

1. Read each text in its entirety.
2. For each text, complete **ONE activity** listed in the "Activity and Directions" section.

   Activities must be individually completed.
3. Examine the rubric to make sure you have completed the assignment in its entirety.
4. Bring your texts and your activities to school on **MONDAY, AUGUST 28th** for

   submission.

Your written activities will be submitted to turnitin.com to check for originality. PLEASE be sure to complete the assignment ON YOUR OWN.

Activity and Directions: Complete ONE for each memoir you read

Choose **ONE** Activity for each text that you read. Note that each response should be no shorter than 1.5 pages but no longer than 3 pages in length (approximately 350-700 words). English 10 teachers strongly advise that you type your responses in Times New Roman 12 font, double-spaced (MLA format). If you do not have access to a computer, please write legibly.

1. Write a chapter from your own memoir/autobiography. Consider an event that has defined your life and describe it vividly. Use the memoir you read as a guide for how to craft the style of your writing and how to include and exclude details for maximum effect. At the end of your memoir, provide two examples (two quotes) of how you used the memoir you read to craft the style of your writing. Be specific.

2. Select two pivotal quotes from the text. Identify the page on which you found each quote and the context of the quote. This means you should explain the circumstances surrounding the quote. Analyze the significance of each quote with regards to the struggle the author faced in his or her lifetime.

3. Write a letter to the author. Your letter should include two quotes from the text that had an impact on you and an explanation of *how* the memoir impacted your understanding of the world. Be sure to include some details about yourself, including how you viewed the world *before* you read the memoir.

When using a quote, be sure to cite that quote in MLA format; include the author's last name and page number in parenthesis. Also, be sure to integrate the quote using your own language.

Example integration and in-text citation for *Thousand Splendid Suns* by Khaled Hosseni:

> She truly believed that she would never see him again, because "Her life had been marked by tragedy, but she instantly recognized this familiar face from the past. And then she was running" (Hosseini 327).