


**GRADE 9 – SUMMER 2009 ASSIGNMENTS**  
**SPRINGBROOK HIGH SCHOOL**  
**AN INTERNATIONAL BACCALAUREATE WORLD SCHOOL**  
**THEME: BUILDING BRIDGES THROUGH COMMON IDEAS**

<p style="text-align:center"><b>Open-minded Students</b></p> 	<p>Students who understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.</p> <p>International Baccalaureate Learner Profile</p>
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**RECOMMENDED SUMMER ASSIGNMENT**

In the spirit of the International Baccalaureate Middle Years Program (IB MYP), and in addition to the required summer reading assignment that follows, the Springbrook HS faculty recommend that students take advantage of the rich cultural offerings of the Washington Metropolitan area this summer to visit a museum, a monument, a historical building, and/or to attend a folk festival, a musical or theatrical performance.

React to this experience by doing the following two tasks:

- Write four thoughtful questions stimulated by the experience.
- Choose one of the questions to write a response in the form of a paragraph (5 to 7 sentences).
- Some topics to explore:
  - What did you expect from this experience? What surprised you about this experience and why?
  - What new knowledge did you gain?
  - How did this experience challenge your understanding of others? Of your beliefs and values?

The written response will be collected in English class the second day of school, September 1, 2009, but the experience will be discussed across your classes.

**Suggestions of places to visit:** All Smithsonian Museums, The National Gallery of Art, The Holocaust Museum, The Portrait Gallery, The National Geographic Museum, The National Building Museum, The Pentagon 911 Memorial, The United States Capitol, The United States Supreme Court, The Library of Congress, The National Archives, The Vietnam Veterans Memorial, The World War II Veterans Memorial, The Korean War Veterans Memorial, The Franklin D. Roosevelt Memorial, The Thomas Jefferson Memorial, The Washington Monument, The White House, The Lincoln Memorial, Arlington National Cemetery, Mount Vernon, the Newseum, the Smithsonian Folklife Festival, and others of your choice.

**REQUIRED READING ASSIGNMENT**

Research strongly suggests that reading, like most skills, improves with practice and decreases when we don't engage in it for even a short period of time. Therefore, consistent with our commitment to prepare all students for success during school and after graduation, we continue in MCPS to expect all students to read during the summer.

**PARENTS:** Please help your student select works that he or she finds appealing, that seem to be at the appropriate reading level, and that meet both accepted standards for classroom use and your personal standards of appropriateness for your child. The Springbrook English Department encourages all parents and adult mentors to read along and discuss the summer works with their student, and we encourage students to read for pleasure beyond the assigned works.

**Note:** Should you find any part of this assignment to be inappropriate for your student, or if you have difficulty selecting or finding a work, please call Mr. David Nicholson, English Resource Teacher, at 301-989-6071 to discuss alternatives. Also, students who transfer to another MCPS school during the summer are expected, at the very

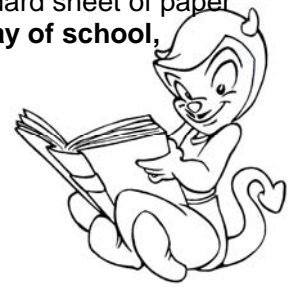
least, to have met the expectations of the first school for summer reading, and at best, to contact the new school to meet their expectations on summer reading.

**Students entering grade 9 at Springbrook High School must read AT LEAST TWO BOOKS.**

- Choose two books from the attached reading list or two multicultural books of your choice. The books listed will expand your awareness of international, multicultural, and knowledge issues.
- Complete Written Responses for both books.
- The responses are due on the second day of school, September 1, 2009.

**WRITTEN RESPONSES TO THE READING: GRADE 9**

**STUDENTS:** As a record for your teacher, please type or neatly write in ink on a standard sheet of paper the following information about each book. **The responses are due on the second day of school, September 1, 2009.**



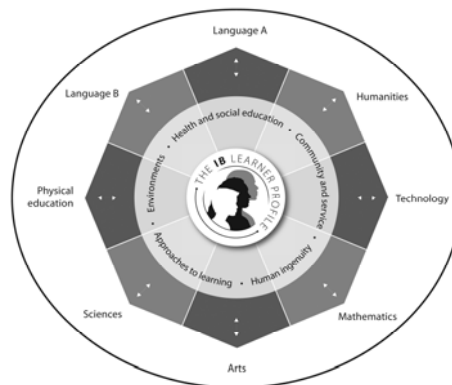
- Write your name (first name, last name) in the upper right corner.
- Make a list, beginning at the left margin of the top line, containing:
  - ✓ Title of the book, underlined
  - ✓ Author's name (first name, last name)
  - ✓ Publisher's name and place of publication
  - ✓ Most recent copyright date
- Copy a short quotation from the book that you consider interesting or important. Put quotation marks around the quote, and after it, write the number of the page on which it appears.
- Write a paragraph of five to seven sentences in which you explain why you chose that quote. Comment on how that quote represents some key element of the work, such as a theme, the author's style, or an important character or plot development.

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**DURING THE FIRST TWO WEEKS OF SCHOOL,** your English teacher will ask you to discuss the summer readings in an essay written in class; this essay will be part of the pre-assessment for Unit 1. You will not be able to refer to the books, but you **WILL** be encouraged to bring to class and refer to any journal notes that you have made. We therefore recommend that, as you read, you take journal-style notes, written on standard notebook paper or typed. You will be able to submit these notes with your essay.

**As you read *each* work, consider these questions:**

- Where and when do the events of the book take place?
- Who are the main characters, and how do they change or develop as the story continues?
- How is the setting related to the overall meaning or ideas of the work?
- What are your personal reactions to the people and events in the biography?
- What understanding about yourself did you gain from reading the book?



**SPRINGBROOK HIGH SCHOOL GRADE 9 IB MYP  
SUMMER READING LIST  
BUILDING BRIDGES THROUGH COMMON IDEAS**

***The Alchemist*** by Paulo Coelho Fantasy, Spirituality/Religion, Award-Winner (MS-HS)

***Aleutian Sparrow*** by Karen Hesse - Ethnic issues, World War II (MS)

***An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793*** by Jim Murphy, Non-fiction, American History, Medical History (MS) ***Bat 6*** by Virginia Euwer Wolff World War II, Community Conflict (MS)

***The Arrival*** by Tan Shaun Current Events, Award-Winner, Relationships, Graphic Novel (MS)

***Banker to the Poor*** by Muhammad Yunus Current Events, Non-Fiction (MS-HS)

***The Battle of Jericho*** by Sharon Draper High School Hazing, Coming of Age (HS)

***Becoming Naomi Leon*** by Pam Munoz Ryan Family issues, disabled (MS)

***Behind You*** by Jacqueline Woodson Grief, relationships (HS)

***Bird*** by Angela Johnson Runaways, family issues (MS)

***The Black Canary*** by Jane Louise Curry Time Travel, Music, Self-identity (MS)

***Blues Journey*** by Walter Dean Myers Music, poetry (MS)

***Born Confused*** by Tanuja Desai Hidier Friendship, photography, self-identity (HS)

***Bucking the Sarge*** by Christopher Paul Curtis Coming of Age, Humor, African American Males(HS)

***Buddha Boy*** by Kathe Koja Bullying, Friendship (HS)

***Carver: A Life in Poems*** by Marilyn Nelson Science, biography, poetry (MS-HS)

***Cuba 15*** by Nancy Osa High School. Immigrant families (MS-HS)

***Esperanza Rising*** by Pam Munoz Ryan Agricultural workers, family issues, overcoming adversity MS)

***Face Relations: Eleven Stories About Seeing Beyond Color*** edited by Marilyn Family issues, school stories, peer conflicts (HS)

***Facing the Lion: Growing Up Masai on the African Savanna*** by Joseph Lekuton, Cultural diversity, coming of age (MS)

***First Part Last*** by Angela Johnson Teen parenting, family issues (HS)

***Freedom Roads: Searching for the Underground Railroad*** written by Joyce Hansen and Gary McGowan and illustrated by James Ransome - Non-fiction, African American History (MS)

***The Game of Silence*** by Louise Erdrich U.S. History, Native Americans, Pre-Civil War period (MS)

***A Girl Named Disaster*** by Nancy Farmer Overcoming adversity, adventure (MS)

***Go and Come Back*** by Joan Abelove Cultural conflict (HS)

***The Goblin Wood*** by Hilari Bell Fantasy, Adventure (MS)

***Habibi*** by Naomi Shihab Nye Middle Eastern life, family issues, immigration (MS)

***How the Garcia Girls Lost Their Accents*** by Julia Alvarez Romance, Realistic Fiction, Award-Winner, Relationships (HS)

***How TiaLola Came to Stay*** by Julia Alvarez Family issues, cultural conflicts (MS)

***I see the rhythm*** by Toyomi Igus Music, art (MS)

***Keeper of the Night*** by Kimberly Willis Holt Family Issues, Cultural Diversity, Coming of Age (MS -HS)

***Keesha's House*** by Helen Frost Teen problems, poetry (HS)

***Kira-Kira*** by Cynthia Kadohata Family issues, overcoming adversity, death (MS-HS)

***The Land*** by Mildred Taylor Family issues, US. history-Reconstruction period (HS)

***LionBoy*** by Zizou Corder Family issues, Science Fiction, adventure (MS)

***Lizzie Bright and the Buckminster Boy*** by Gary Schmidt, Family issues, race relations, community change (MS)

***Maritcha: A Nineteenth Century American Girl*** by Tonya Bolden Memoir, U.S. History, New York History, overcoming adversity (MS)

***Miracle's Boys*** by Jacqueline Woodson Orphans, criminal justice (MS)

***Naughts and Crosses*** by Malorie Blackman Terrorism, Coping with conflict (HS)

***19 Varieties of Gazelle: Poems of the Middle East*** by Naomi Shihab Nye War and conflict, family issues (MS-HS)

***No Laughter Here*** by Rita Williams-Garcia Cultural Diversity, Women's Rights (MS-HS)

***A Northern Light*** by Jennifer Donnelly Farm life, Women's history, New York History (HS)

***The Other Side of No where*** by Beverley Naidoo Refugees, coping with adversity (MS)

***Persepolis: The Story of a Childhood*** by Marjane Satrapi Graphic novels, war and conflict (HS)

***Promises to Keep*** by Sharon Robinson Baseball, biography, family stories (MS)

***Thirteen (13) Little Blue Envelopes*** by Maureen Johnson Romance, Realistic Fiction, Award-Winner, Relationships (HS)

***Three Cups of Tea*** by Greg Mortenson Current Events, Award-Winner, Biography/Autobiog/Memoir, Non-Fiction (HS)

***The River between Us*** by Richard Peck Historical fiction, Civil War period, war and Conflict (MS-HS)

***Speak*** by Laurie Halse Anderson Realistic Fiction, Award-Winner, Relationships (MS)

***Or two multicultural books of your choice.....***