

Extended Curriculum Guide for *Outcasts United*

This guide includes lists of unusual vocabulary words, quizzes, discusses questions and short synopses of various sections of the book.

About this Guide's Writer

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About this Book

Outcasts United is the story of a refugee soccer team, a remarkable woman coach and a small southern town turned upside down by the process of refugee resettlement.

In the 1990s, that town, Clarkston, Georgia, became a resettlement center for refugees and a modern-day Ellis Island for scores of families from war zones in Liberia, Congo, Sudan, Iraq and Afghanistan. The town also became home to Luma Mufleh, an American-educated Jordanian woman who founded a youth soccer team to help keep Clarkston's boys off the streets. These boys named themselves the Fugees -- short for refugees.

Outcasts United follows a pivotal season in the life of the Fugees, their families and their charismatic coach as they struggle to build new lives in a fading town overwhelmed by change. There is a story about resilience in the face of extraordinary hardship, the power

of one person to make a difference and the daunting challenge of creating community in a place where people seem to have so little in common.

<http://www.outcastsunited.com/>

About the Author

Warren St. John has written for the New York Observer, The New Yorker, Wired and Slate, in addition to his work as a reporter for The New York Times. His first book, *Rammer Jammer Yellow Hammer: A Journey into the Heart of Fan Mania* (2004), was named one of *Sports Illustrated's* best books of the year, and ranked number one on *The Chronicle of Higher Education's* list of the best books ever written about collegiate athletics. His new book, *Outcasts United: A Refugee Team, an American Town*, was published in the U.S. in April 2009, and in the U.K., The Netherlands, Germany, Italy, Japan and China later that year. St. John was born in Birmingham, Alabama. He attended Columbia College in New York City, where he now lives with his wife Nicole.

<http://www.outcastsunited.com/content/about-warren-st-john>

Note to Teachers

Although the book is written in classic journalistic style, St. John acknowledges that while he is reporting, he does not always exercise journalistic detachment. The story of the Fugees intrigues him not just from a journalistic standpoint as a disinterested observer, but rather, as he puts it, "...it was the surprising kinship of these kids from different cultures religions and backgrounds that drew me into the story and made me want to understand and tell it" (7).

As an expository text, *Outcasts United* can be used to teach the primary rhetorical elements of argument analysis and critique: patterns of organization, evidence and its relationship to assertions, and authorial use of persuasive appeals as these relate to genre, audience and purpose. This text allows students to study the philosophical assumptions and beliefs of the author about his subject as well as the philosophical, political, religious, ethical, and social influences that shape the refugee experience and that of Americans. You will find that, in crafting the discussion questions, particular emphasis has been placed on this analytic aspect of underlying values and beliefs.

In the social studies or history classroom this book can serve as catalyst for discussion and research projects focusing on the past and current historical context in specific refugees' countries of origin, America's past and present Africa politics, mapping countries of origin and subsequent U.S. destinations for refugees, or inquiries into the existing institutional support networks for refugees at a national level and in local areas, to name just a few. In addition, the responses of Clarkston residents to the various waves of refugee resettlements in their town and St. John's use of the metaphor of a lifeboat being lowered from a sinking ship (10) can offer opportunities for analysis and thoughtful discussion. The narrative deals with other important social issues, including such topics as national and individual identity, adolescence, poverty, racism, prejudice, and discrimination, and raises questions of collective and individual responsibility. *Outcasts United* easily lends itself to multiple levels of examination and discussion in various grade levels from high school through college. However, although the text is clear and easily accessible for English-proficient readers (it is listed as accessible at the 8th grade

reading level on the author's web site), second-language learners may need additional assistance with the author's extensive vocabulary and his pervasive use of American idiomatic expressions such as "to do something on the fly, tit-for-tat, or to be in over one's head," for example.

Teaching Ideas

The themes and ideas addressed in this text are complex— cultural identity and practices, prejudice and stereotypical beliefs about others who are culturally different, political conflict, poverty, struggles of adolescence (of boys in particular), educational experiences of refugees, and other significant issues. Because of this complexity, this text lends itself well to the type of in-depth analysis and research required in high school language arts (as advocated by the National Council of Teachers of English) and social science courses as well as college courses in a number of disciplines, including first-year College Composition and Rhetoric, Sociology, Political Science or Cultural Studies.

The reading and analysis questions offered in this guide are tailored to the 11th and 12th grade textual analysis curriculum and are particularly well-suited to address the four strands of language arts instruction: reading, writing, communication, and research

(Information on the NCTE standards is downloadable at:

<http://www.ncte.org/about/over/standards/110846.htm>). Activities that engage students in the examination of language use, specifically St. John's word choice and use of examples, as well as structural choices, offer students opportunities to better understand how authors seek to influence readers.

The questions offered in this guide are predominantly higher order text-based questions.

They require students to examine the text closely and to demonstrate comprehension through explanation, inference, and synthesis, rather than rely on mere recall and retelling. Most questions lend themselves well to in-class group work and discussion or can be assigned as homework or as short in-class writing tasks. Others can be used as prompts for full-length essays.

And finally, *Outcasts United* is of significant instructional value as it offers insight into a perspective and an experience unfamiliar to many Americans. To gauge and document the impact of adopting this book into the curriculum, teachers can construct and administer a short survey before and after reading and discussing the book. For ease of scoring, this survey would ideally be presented as a small set of multiple choice and True/False questions that assesses students' level of knowledge about U.S. refugee acceptance and resettlement policies and the refugee experience generally and also specifically in the respective town or city where the school is located.

In the English classroom, various quotes excerpted from the book such as “No one person can do everything, but we can all do something” (299), can serve as a catalyst for writing assignments. They can also lead to extended assignments that can focus students on activism. For example, using a larger portion of the above quote:

Putting Luma on a pedestal is counterproductive. Luma is really a normal person doing what she can for people around her. If people can look at her and see that , that she's human, not a saint or super-hero, and that she doesn't—can't—do everything or effect miracles, then maybe they can say to themselves, “I need to look around myself and see my neighborhood and what is going on here and five streets over, and what I can do in terms of investing myself and my time, to be

present for the people around me, and to do something positive for change in my community

students could engage in project-based learning, that is, brainstorm, design, implement, and document various authentic projects to benefit the people and community around them.

Suggested Research Projects

Warren St. John's web site makes available several research projects designed for Middle and High School use and published by Random House, the publisher of *Outcasts United*. They can be accessed at <http://outcastsunited.com/> (once there, click on "Resources" and then on "For Teachers"). Below is a brief excerpted description:

Developed by educators Gillian Lee-Fong Farris and Christina Shunnarah, who have significant experience working within the diverse communities of Clarkston, the lessons are also designed for educators and students who have not read the book but are interested in the global themes of human rights, identity, and cultural pluralism. The cultural complexity of Clarkston and the story of the Fugees allow students the opportunity to discuss a range of issues facing the United States currently and in the coming decade.

1. The Cross-Cultural Currents of Migration

Students will examine maps and other geographic representations, tools, and technologies to analyze global patterns of refugee migration and compare historical migration patterns with current refugee migration.

2. Moving Beyond Stereotypes and Tapping the Cultural Iceberg

Students will investigate the ideas of tolerance and acceptance of all cultures through the exploration and analysis of their own cultural identities. Through discussion of the metaphor of the cultural iceberg and the creation of an identity box, students will identify the external, superficial views of culture that often lead to stereotypes.

3. Exploring Our Multidimensional Identities

The students will embark on a journey of self-discovery in which they will explore their personal and group identities through the production of a cultural portrait in the form of

an artistic or media representation of self, family, and community. This lesson will culminate in a class or community exhibit.

4. Our Global Rights

Students will explore the impact of human rights issues locally and globally, which will culminate in a plan-of-action project.

Curriculum Guide *Outcasts United*:

Introduction (2-11)

List of idiomatic expressions & respective page #s:

To make out (1) (as in “to see”)
Wearing on her nerves (4)
To take cheap shots (5)
To dole out (6)
A batter swinging for the fences (7)
To get/got wind of (9)
To have one’s fill of

Introduction

List of vocabulary words & respective page #s: (words marked with a * are particularly important to the narrative)

Page 1:

forefeet
quizzically
to bank (airplane)
rumble

cluster
darts
precision

page 2:

spectacle
crane (as in to crane one’s neck)
barrage
streaked (v.)

page 3:

chain link
summoned
probation
the weekend shift
wrinkled his brow

bellow (v.)

page 4:

perturbed
grating noise
tattered

adamantly

seething
braced themselves
strident
downcast

p. 5:

huddle
hoarse
muteness
discern
flaccid
stifle

stone-faced
warily
hacking (soccer term)
retaliate
commend

p.6:

intrigued
war-ravaged
improbable
ferocious
palpable*
camaraderie*
fragility

myopia*
stay afloat*

p. 7
the mission*
to come apart
the latter*
kinship*
underscored
retrospect
farsighted
unalloyed
zeal

p. 9:
colliding*
charged*
dispute*
erupted
mayor
relocate
scrambling
proclamation
decree

scope*
intractability*

whiffing
snuck/to sneak
conspicuous
cordon
ungainly
subtly
demean

p. 8:
lull

turf
cope
relevance
bereavement

p. 10:
bureaucratic*
apparatus
haphazardly*
roiling

shattered*

set upon*
framework*
homogeneous*
clay
humble*
cramming
sentiments*

to fend
allocate
bobbing
troughs and crests
pillaged
emancipated
unleash

p. 11:
torched

Summary:

Warren St. John begins by narrating his initial observations of one of the Fugee's soccer matches and coach Luma Muffleh's interactions with her team, giving readers a strong anticipatory sense of the boys' soccer talent, their dedication, and also their traumatic experience as refugees. We are introduced to Luma, her work ethic, her discipline, and strength of character.

***Introduction* Analysis and Discussion Questions:**

1. In the *Introduction* to this non-fiction book, the author, Warren St. John, relates the reactions of two different groups of boys to low flying planes over the soccer field. What do you think the author wants to communicate with this?
2. What is the purpose of the Introduction? What does Warren St. John hope to achieve by including it in the book?

3. From the *Introduction*, what do we learn about Luma’s personality and character? What words and/or passages in the Introduction give information about her values and philosophy?
4. What do we learn about the refugees from the Introduction? About the town of Clarkston?
5. On page six, the author gives information about his connection to the Fugees and his project in writing the book. Why do you think he waits so long? What would the effect have been had he begun the book with this part and omitted the description of the soccer game?
6. From reading the Introduction, what do we learn about the author, his character and his values? Which passages can be used as evidence to illustrate specific character traits and/or values?
7. What evidence from the Introduction suggests that the author is a credible reporter?
8. How does the example of Zubaid, the “tiny defender from Afghanistan” (7), function in the Introduction? What does it help the author do?
9. When the author says, “I saw a great deal of soccer over the next few months, but the most moving moments for me—and the most instructive and insightful—came not on the sidelines but over hot cups of sugary tea, over meals of stewed cassava or beans and rice, or platters of steaming Afghan mantu, on the sofas and floors of the apartments of refugees in Clarkston” (8), what is he revealing about himself, his values, and the kind of person he is?
10. What are the three stories the author says he will tell? Why doesn’t he just tell the story of the Fugees?
11. When the author uses the metaphor of a lifeboat to describe Clarkston, referring to it as a “modest little boat that the locals thought they had claimed for themselves” (10), what is he suggesting? How does he want readers to understand this metaphor?

Introduction: Multiple Choice Reading Comprehension Quiz:

1. The Introduction of this book does all *except*
 - A. introduce one of the central individuals
 - B. state the author’s purpose
 - C. explain why some of the topics are discussed
 - D. introduce the members of the soccer team

2. Which of the following is typically not the purpose of introductions in nonfiction books?
 - A. help the audience understand the book
 - B. provide background information
 - C. help the writer understand the topic
 - D. preview the content of the book

3. The genre of this book is
 - A. fiction
 - B. non-fiction
 - C. memoir
 - D. biography

4. In the sentence, “There was a palpable sense of trust and camaraderie between the players and their coach...” (6), the word “palpable” can *best* be replaced by the word
 - E. obvious
 - F. pleasurable
 - G. strong
 - H. easy

ANSWER KEY: *Introduction* Multiple Choice Reading Comprehension Quiz:

1. The Introduction of this book does all *except*
 - A. Introduce one of the central individuals
 - B. State the author’s purpose
 - C. Explain why some of the topics are discussed
 - D. Introduce the members of the soccer team**

Skill: Structural features
Standard: Reading 3.1

2. Which of the following is typically not the purpose of introductions in non-fiction books?
 - A. Help the audience understand the book
 - B. Provide background information
 - C. Help the writer understand the topic**
 - D. Preview the content of the book

Skill: Structural features
Standard: Reading 3.1

3. The genre of this book is
 - A. fiction
 - B. non-fiction**
 - C. memoir

D. biography

Skill: Genre

Standard: Reading 2.1

4. In the sentence, “There was a palpable sense of trust and camaraderie between the players and their coach...” (6), the word “palpable” can *best* be replaced by the word
- A. **obvious**
 - B. pleasurable
 - C. strong
 - D. easy

Skill: Vocabulary in context

Standard: Reading 1.0

Chapter 1: *Luma* (16-25)

List of idiomatic expressions & respective page #s:

to dote on (16)
to be at a loss (16)
to idly mention (16)
tough love (17)
she wouldn't have any of it (17)
to get the nerve (to do something) (18)
on the grounds (because) (18)
to take a long view (19)
to be singled out (19)
her father's pet (24)
to make do (24)
to kick around (hang out) (24)
Dixie (24)

List of vocabulary words & respective page #s:

p. 15

endearing
teeming
swirl
Quaker*
unassailable*

p. 18

idyllic
influx*
alms
obligation
privileged

p.16

revealing
eldest
prescribed*
pronounced (strong)

abutted

a lot (piece of land)
strictures
stood out
keen
to challenge

self-sufficiency

p. 17

trailing
cosmopolitan

p. 19

crave
coddling*
harsh*
slackers

seeming*

p. 20
emulated*
recede*
forging
disparate
at odds (with)

assertive
looming
prominent
patriarchal

p. 21

implications
picturesque
imbuing
preeminent
intramural

Summary:

Provides background information on the Fugee's coach and central character, the young Jordanian Muslim woman, Luma Muffleh. We learn about her childhood and upbringing as the privileged daughter of a cosmopolitan family in Amman, Jordan. We meet Rhonda Brown, Luma's volleyball coach at the American Community School in Amman, from whom Luma learned coaching skills, discipline, and how to set and meet high expectations. And we learn about Luma's decision to stay permanently in the United States after graduating from Smith College, a move she made against the wishes of her family and estranged her from them.

Analysis and Discussion Questions:

1. How is the example of Luma making her cousins and sister run while she trailed behind in a car an example of, as St. John calls it, "tough love in action" (17)? What did it teach and how?
2. How does what we learn about Luma's developing coaching philosophy foreshadow one of the main themes of the book? (1st full paragraph on p. 20.)
3. What competing pressures does Luma start to grapple with as she starts to grow older and begins coaching the junior varsity girls soccer team at the American Community School?
4. What American qualities and/or characteristics of life is Luma attracted to even though staying in America means making a serious break with her family?
5. What do readers learn about Warren St. John's professional work ethic when he says, "Brown — who soon moved to Damascus, and later to Israel with her husband and family — lost touch over the years with her star player, but she kept Luma's [baseball] glove from one move to the next 'The webbing has rotted and come out,' Brown told me from Israel, where I tracked her down by phone" (23).

6. Why was Luma “shaken up” when a handyman, who sought to impress her, showed her a robe and hood once worn by his grandfather” (24)?
7. Why were Luma’s friends afraid that she, “a Muslim woman from Jordan, wouldn’t fit in down in Dixie” (24)?
8. What is the purpose of this chapter? What does it help the author achieve with readers?

Chapter One: *Luma*

Multiple Choice Reading Comprehension Quiz:

1. The purpose of Chapter One is to
 - A. introduce Luma to readers for the first time
 - B. provide additional background information on Luma’s life and character
 - C. explain Luma’s relationship with her soccer teams
 - D. show all the obstacles Luma has had to overcome in her life
2. We learn from Chapter One that Luma
 - A. is shy, even a little fearful
 - B. is confident and welcomes challenges
 - C. needs a lot of support and guidance
 - D. is carefree and likes to have fun
3. Coach Brown was
 - A. Luma’s volleyball coach in Jordan
 - B. The Fugee’s former soccer coach
 - C. Luma’s assistant coach in Clarkston
 - D. Warren St. John’s first soccer coach
4. Luma’s friends in Highlands, North Carolina were worried about her move to Atlanta, Georgia because
 - A. the weather there is so unlike the weather in Amman, Jordan
 - B. they thought she was crazy
 - C. they thought she had no mission and no calling
 - D. they thought Luma had no appreciation for how unusual, as a Muslim woman, she would seem to most Southerners

Chapter One: *Luma*

ANSWER KEY: Multiple Choice Reading Comprehension Quiz:

1. The purpose of Chapter One is to
 - A. introduce Luma to readers for the first time
 - B. provide additional background information on Luma’s life and character**
 - C. explain Luma’s relationship with her soccer teams
 - D. show all the obstacles Luma has had to overcome in her life

Skill: Purpose

Standard: Reading 2.2

2. We learn from Chapter One that Luma
- A. is shy, even a little fearful
 - B. is confident and welcomes challenges**
 - C. needs a lot of support and guidance
 - D. is carefree and likes to have fun

Skill: Meaning of passage

Standard: Reading 3.1

3. Coach Brown was
- A. Luma's volleyball coach in Jordan**
 - B. The Fugee's former soccer coach
 - C. Luma's assistant coach in Clarkston
 - D. Warren St. John's first soccer coach

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

4. Luma's friends in Highlands, North Carolina were worried about her move to Atlanta, Georgia because
- A. the weather there is so unlike the weather in Amman, Jordan
 - B. they thought she was crazy
 - C. they thought she had no mission and no calling
 - D. they thought Luma had no appreciation for how unusual, as a Muslim woman, she would seem to most Southerners**

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

Chapter Two: *Beatrice and her Boys* (26-32)

Summary:

This chapter provides further background information on Beatrice Ziarty and her three sons who, along with Luma, were first introduced to readers in the Introduction of the book. In Chapter Two, Warren St. John lays out Liberia's troubled past and historical circumstances that led to the political turmoil, brutality, and civil war that led to the imprisonment of Beatrice's husband and caused her to flee the country and spend five years in a refugee camp with her children before being selected for resettlement in Clarkston. As is the case with most refugees, Beatrice begins life in the U.S. in debt to the resettlement agency for the cost of the family's plane fare from Africa. She gets a job which requires her to commute an hour each way, forcing her to leave her three young children alone for long periods of time. Shortly after arrival, Beatrice gets mugged and robbed of her new identification cards and all her money, leaving her disillusioned and mistrustful, and causing her to confine her boys to the apartment rather than letting them play outside.

List of idiomatic expressions & respective page #s:

to hitch a ride (29)
to get word of (29)
to lay waste to (29)
against all odds (30)
to land a job (30)
off the clock (31)
the better part of a month (31)

List of vocabulary words & respective page #s:

p. 26

rebel
factions
siege
decked
fend off
surreal
getup
mortars

p.28

militias
looter
atrocities
cannibalism
regional
deployed
warring
wrecked
to rage
stash

p. 31

chirping
intermittent
whoosh
heaved
sob
gasps
mugger

entail
to access

p. 27

emissaries
thugs
to trace to
preceded
feudal

alley

p. 29

to trek
menacing
bandoliers
to scavenge
to lumber
to lure
shambles
rare

oligarchy
disembowel
oppressive
elite
aggrieved
consolidated
embezzling
scheme
incitement

indicted
the odds
miniscule
squalid

p. 30

gaudy
dingy
exquisite
exclusive
sturdy

incident

p. 32

errand
pierced
fueled

Analysis and Discussion Questions:

1. Warren St. John, both in the introduction and in Chapter Two, discusses the

- historical origins of current political and ethnic upheavals that disrupt the lives of people across the globe and cause them to become refugees. Why do you think he does this? How is a reader's understanding of refugees and their situation changed by this information?
2. Why do you suppose St. John quotes from the book, *The Fate of Africa*, to give details about cannibalism and the 'Butt Naked Brigade' rather than just retelling details as he did with the historical facts about Liberia?
 3. What is Warren St. John alluding to when he says that Charles Taylor was "one of those rare examples of a Liberian leader who fell out of favor in Washington" (29). Within the context of this passage, what does it tell us about St. John's feelings about Washington's Africa politics?
 4. What impression of the Ziaty's apartment in Clarkston does the author create through his use of the words *dingy*, *bare*, and *cold* (30)?
 5. Were you surprised to learn that refugees have to repay the costs of their plane fare to the Office of Refugee Resettlement? Given the refugee's circumstances, does this rule seem fair? To what extent might this policy have positive consequences? To what extent might it place an undue burden on refugees?
 6. How does the fact that Beatrice's children had no access to education during their five years in the refugee camp foreshadow difficulties they encounter when placed into the public school system in Clarkston?
 7. When you learned that Beatrice's mugger's "accent was African," what was your reaction? Were you surprised? Relieved? Angry? Explain the reasons for your reaction.

Chapter Two: *Beatrice and Her Boys*
Multiple Choice Reading Comprehension Quiz:

1. The main purpose of this chapter is to
 - A. tell the story of Beatrice's mugging
 - B. tell the story of how Beatrice and her boys ended up in Clarkston
 - C. give background information on Liberia and the destruction of the city of Monrovia
 - D. explain how refugees like Beatrice are resettled in the United States
2. In the sentence "The camp, home to more than twenty thousand refugees was squalid, with frequent food shortages" (29), the word *squalid* means
 - A. remote
 - B. tight
 - C. square
 - D. dirty

3. At the end of the chapter, we get the sense that Beatrice feels
- A. optimistic and safe
 - B. angry and fearful
 - C. depressed lonely
 - D. nervous and shy
4. From Beatrice's account, we get the sense that the mugger was likely
- A. an African American
 - B. an African refugee
 - C. a young black man
 - D. a convicted felon

Chapter Two: *Beatrice and her Boys*

ANSWER KEY: Multiple Choice Reading Comprehension Quiz:

1. The main purpose of this chapter is to
- A. tell the story of Beatrice's mugging
 - B. tell the story of how Beatrice and her boys ended up in Clarkston**
 - C. give background information on Liberia and the destruction of the city of Monrovia
 - D. explain how refugees like Beatrice are resettled in the United States

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

2. In the sentence "The camp, home to more than twenty thousand refugees was squalid, with frequent food shortages" (29), the word *squalid* means
- A. remote
 - B. tight
 - C. square
 - D. dirty**

Skill: Vocabulary in context

Standard: Reading 1.0

3. At the end of the chapter, we get the sense that Beatrice feels
- A. optimistic and safe
 - B. angry and fearful**
 - C. depressed lonely
 - D. nervous and shy

Skill: Theme and meaning

Standard: Reading 3.2

4. From Beatrice's account, we get the sense that the mugger was likely
- A. an African American
 - B. an African refugee**
 - C. a young black man
 - D. a convicted felon

Skill:

Standard:

Chapter Three: *Small Town, Big Heart* (33-45)

Summary:

The title of this chapter is somewhat ironic. St. John relates a brief history of Clarkston, describing its transformation from a sleepy, conservative little town to one in which the social divide between middle and working class townfolk deepened in the 1970s, which experienced white flight in the 1980s, and which, at the end of that decade, became a resettlement hub for organizations like the International Rescue Committee, World Relief, and Lutheran Family Services, until, as the 2000 census revealed, "fully one-third of Clarkston's population was foreign born." The face of the town changed, bringing a certain amount of upheaval and an increase in violence which unsettled old-timers who, rather than protesting the influx of foreigners, instead retreated and kept to themselves. St. John presents the findings of a Harvard study showing that this withdrawal is common rather than uncommon. The cost of diversity is that "diverse communities tend to withdraw from collective life" (40). St. John presents snippets of interviews with Clarkston old-timers. They knew little, if anything, about the violence and political forces that drove the refugees to Clarkston. In short, Clarkston residents felt invaded and overwhelmed by forces beyond their control and blamed it on the refugees.

List of idiomatic expressions & respective page #s:

urban sprawl (33)
yeoman farmers (34)
to suit (34)
to be flush from (35)
urban decay (35)
to hitch a ride (36)
to go in for (to want) (39)
to look after one another (39)
to be singled out (41)
a leap of faith (41)
at face value (41)
to betray one's upbringing (41)
to have a fit (43)
to strike a note (44)
to file into (44)
to be taken aback (44)

civic booster (45)
to wear down/wore down (45)

List of vocabulary words & respective page #s:

p. 33

suture
bisect
rattle
conviction
sprawling
absorbed
pastoral

p. 36

navigable
drooping
census
spike

p. 37

haul
inundated
gradual
psychiatric
shrugged
demographic
accelerated
unique
microcosm
plagued

p. 38

rumble
catered
incremental

p. 39

soothed
hardly
perception*
empathetic*
bullhorns*
destabilized
imbued*
futility*
retreated*

exurb

p. 34

creek
pejorative
mascot
enterprising
beltway

vibrant

wariness*
encapsulated*
ideologies*

p. 40

public sphere
underscored*
charity*
agitate*
huddle*
collective*
resentment*
surfaced
old-school

p. 41

askance*
reliable
harassed*
discriminated against
agents
bogus*
advocate
platform

p. 42

lure
comprising
impunity
sultanate
persisted
granted

idyllic

p. 35

gabled
homogenous
surged
surplus

hounded*

accelerated*
warring*
trappings*
acute*

p. 43

acclimate*
mores*
magnitude*
scatter*
agrarian

p. 44

plights
assimilation auditorium
moderator
rare

p. 45

consulted
harsher
bargained
callous*
congealed*

Analysis and Discussion Questions:

1. How does the chapter title work to foreshadow the content of the chapter and its meaning, or does it? What does it lead readers to expect and is that expectation fulfilled?
2. What image does St. John mean to create when he uses the word *suture* in the sentence: “Those tracks suture a grassy ride that bisects Clarkston and still carry a dozen freight trains a day, ... “ (33)?
3. How did Clarkston become such a center for refugees from the late 1980s to the early 1990s? As St. John relates these events, how do you anticipate this demographic change will play out in terms of social relations and interactions with the long-time residents of Clarkston? Is your anticipation confirmed or disconfirmed by the details presented on pages 38-40?
4. According to this chapter, what are some of the factors that make places such as Clarkston “ripe for refugee settlement” (35)? Can these factors be better taken into account in resettling refugees?
5. Chapter Three describes a study led by Harvard political scientist Robert Putnam which states that inhabitants of hyperdiverse communities tend to withdraw from collective life and distrust their neighbors. Are you surprised by these findings? Why or why not? How can communities best overcome this unfortunate tendency? ***This question is taken directly from the *Questions and Topics for Discussion* in the back of the *Outcasts United* book (paperback edition).**

Chapter Three: *Small town ... Big Heart*

Multiple Choice Reading Comprehension Quiz:

1. In the sentence, “But the name lives on, by allusion at least, in the mascot of Clarkston’s High School, the Angoras” (34), the word *Angoras* refers to
 - A. goats
 - B. cats
 - C. rabbits
 - D. eagles
2. From St. John’s description of Clarkston’s development, we get the sense that Clarkston experienced a gradual
 - A. rebirth
 - B. disaster
 - C. decline
 - D. boom
3. St. John tells the story of Clarkston

- A. asynchronously
- B. through flashbacks
- C. through reverse chronology
- D. in chronological order

4. In the sentence, “Longtime Clarkston residents know to avoid Indian Creek Drive on Friday afternoons ... “ (38), the word “avoid” can *best* be replaced by
- A. drive toward
 - B. focus on
 - C. stay away from
 - D. gather on

Chapter Three: *Small town ... Big Heart*

ANSWER KEY: Multiple Choice Reading Comprehension Quiz:

1. In the sentence, “But the name lives on, by allusion at least, in the mascot of Clarkston’s High School, the Angoras” (34), the word *Angoras* refers to
- A. goats**
 - B. cats
 - C. rabbits
 - D. eagles

Skill: Vocabulary and concept development

Standard: Reading 1.2

2. From St. John’s description of Clarkston’s development, we get the sense that Clarkston experienced a gradual
- A. rebirth
 - B. disaster
 - C. decline**
 - D. boom

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

3. St. John tells the story of Clarkston
- A. asynchronously
 - B. through flashbacks
 - C. through reverse chronology
 - D. in chronological order**

Skill: Patterns of organization

Standard: Reading 2.2

4. In the sentence, “Longtime Clarkston residents know to avoid Indian Creek Drive on Friday afternoons ... “ (38), the word “avoid” can *best* be replaced by
- A. drive toward
 - B. focus on

C. stay away from

D. gather on

Skill: Vocabulary in context

Standard: Reading 1.0

Chapter 4: *Alone Down South* (46-52)

List of idiomatic expressions & respective page #s:

Coming into its own (46)

Something does not sit well with someone (47)

To pan out (49)

To cobble together (49)

Off the beaten path (50)

Not to have the foggiest idea (51)

To float an idea (52)

List of vocabulary words & respective page #s:

p.46

enclave

bohemian

venue

p. 47

coddle*

mystified

entitlement*

backdrop

incongruous

p. 50

lure

afloat

inadvertently

p. 51

intrigued

p. 48

dedicated

to intuit

mystical

cultivate

bout

daffodil

peppy

desolate

reluctantly

snatches

intuitively*

modest

prohibitively

trappings*

traverse

amid

p. 49

soulless

preoccupied

tableau

to suit

franchise hassled

storefront

nagging

to engage

p. 52

low-key

Summary:

This chapter describes Luma's move to Decatur, Georgia, a town a few miles west of Clarkston, and her initial work there coaching girl's soccer for the Decatur DeKalb YMCA. We learn more about Luma's demanding practice routines and strict discipline, which some of the team's parents do not like. As they see the improvement in team performance, however, they recognize and appreciate her investment in their daughters. Luma, looking for a way to secure additional income, opens her own café with the help some of the team parents and a group of investors. One day, by chance, she finds herself

in Clarkston, and discovers a Mid-Eastern grocery store that carries long-missed delicacies from her childhood. After shopping, she joins in pick-up soccer game in the grocery store parking lot. That first connection to a group of refugee boys intrigues her, causes her to return on multiple occasions, and leads her to the decision to start a free soccer program for them. The Decatur-DeKalb YMCA supports Luma's efforts by offering to pay the rent for the field and to buy equipment.

Analysis and Discussion Questions:

1. St. John frequently incorporates direct quotes into his chapters. How does this represent him as a writer? What does it help him achieve with his audience?
2. The mother of one of the players on Luma's girls 14 and under team said about Luma, "She helped cultivate them and truly gave them more skills than soccer" (48). Discuss what skills the mother is referring to and what she means by "cultivate."
3. What characteristics and values did Luma notice in the refugee boys' pick-up soccer matches that attracted her to these players?
4. What does the chapter title, "Alone Down South," lead readers to believe the chapter will be about? Is that expectation fulfilled? What other, perhaps more informative, titles could be given to this chapter?

Multiple Choice Reading Comprehension Quiz:

1. In the sentence: "..., Luma was too preoccupied with her own worries to give much thought to the unusual tableau around her" (49), the word *tableau* can best be replaced by the word
 - A. table
 - B. sights
 - C. sadness
 - D. mysteries
2. Luma's café business did not work out because
 - A. she spent too much time coaching her girls' team
 - B. she was grieving for her grandmother
 - C. she was working overly long hours
 - D. the location was too far off the beaten path
3. Luma started a soccer program for refugees because she
 - A. no longer coached the girls' team
 - B. wanted to honor her grandmother
 - C. bonded with the boys and felt the need to do something
 - D. wanted to start a tutoring program

4. Luma valued the refugee boys' soccer play because they
- A. were inspired and passionate for the game
 - B. needed a free soccer program of their own
 - C. appreciated the structure of formal practice
 - D. came from such diverse backgrounds

ANSWER KEY: Chapter Four Multiple Choice Reading Comprehension Quiz:

1. In the sentence: "..., Luma was too preoccupied with her own worries to give much thought to the unusual tableau around her" (49, the word *tableau* can best be replaced by the word

- A. table
- B. sights**
- C. sadness
- D. mysteries

Skill: How word choice affects clarity of meaning

Standard: Reading 2.2

2. Luma's café business did not work out because
- A. she spent too much time coaching her girl's team
 - B. she was grieving for her grandmother
 - C. she was working overly long hours
 - D. the location was too far off the beaten path**

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

3. Luma started a soccer program for refugees because she
- A. no longer coached the girls' team
 - B. wanted to honor her grandmother by helping others
 - C. bonded with the boys and felt the need to do something**
 - D. wanted to start a tutoring program

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

4. Luma valued the refugee boys' soccer play because they
- A. were inspired and passionate for the game**
 - B. needed a free soccer program of their own
 - C. appreciated the structure of formal practice
 - D. came from such diverse backgrounds

Skill: analyze implicit philosophical assumptions

Standards: Reading 2.5

Chapter Five: *The Fugees Are Born* (53-62)

List of idiomatic expressions & respective page #s:

To take a hard line (53)
To be cooped up (53)
To chip in (55)
To bill oneself as (55)
To double as (56)
All hell broke loose (57)
To hold one's ground (57)
To pick up on (57)
To zone out (58)
To be in over one's head (58)
The clock was ticking (59)
To be floored (61)
To cast in a new light (61)
To drum up (61)

List of vocabulary words & respective page #s:

p. 53	refurbished	grudgingly
prospect	spiffy	
unyielding	boosters	p. 56
tempt	zeal	embroided
defying	chit	wary
	advocates	lanky
p. 54		
dilapidated	p. 55	p. 57
clapboard	xenophobic	defy
confined		
p. 58	p. 59	p.60
reachable	enticement	marvel
cones	resolved	p. 61
strewn	rotted	aspired
underscored*	stoically	envisioned
profound*	ratty	
perilously	dingy	p. 62
access*	execute	inkling
innumerate*		
illiterate*		

Summary:

This chapter recounts the first soccer tryouts and practices for Luma's newly formed refugee boy's team; 8 year-old Jeremiah Ziaty's love for soccer; and Luma's promise to Beatrice Ziaty to keep Jeremiah safe before, during, and after practice so that Beatrice will allow him to join the team. We learn about Luma's worries about equipment – many

of the boys lack even shoes – about her players’ educational deficiencies, how she might help them by establishing a tutoring program, and the steps she takes to help them on and off the field.

Analysis and Discussion Questions:

1. This chapter focuses on the first soccer tryouts. How does the fact that St. John wrote a chapter about Beatrice and her boys and a chapter about Paula and hers, help readers follow the developments in this chapter?
2. What does St. John do in this chapter to help readers remember details about the Ziaty family from chapter two?
3. Given what St. John has revealed about the refugees in Clarkston so far, are you surprised to read Emanuel Ransom’s comment that from among the refugees, “Nobody wants to help—it’s just give me, give me, give me” (55)? What might be the reasons the long-time residents of Clarkston get that impression?
4. What do you suppose Emanuel Ransom means when he refers to “real Americans” (55) as deserving of programs at the Clarkston Community Center?

Chapter Five: Multiple Choice Reading Comprehension Quiz:

1. In the passage, “She was uncertain too what kind of response her flyers would generate among the boys in the complexes around Clarkston. They were naturally wary” (56). The word *wary* means
 - A. enthusiastic
 - B. eager
 - C. humble
 - D. cautious
2. Muslims were offended that a free basketball program “doubled as a Christian outreach program” (56) because
 - A. Muslims don’t associate with Christians
 - B. Muslims don’t mix basketball and religion
 - C. The Muslim religion forbids proselytizing (seeking converts)
 - D. The Muslim religion forbids accepting free services
3. The team got its name
 - A. from the hip-hop band by the same name
 - B. over time
 - C. separate from its etymology
 - D. from a shortened version of the word “refugees”
4. From the details in this chapter we learn all *except which* of the following about Luma?

- A. That she does not take declaring bankruptcy as a personal failure
- B. That she values helping others in need
- C. That she wants to build community
- D. That she feels ill-equipped to deal with the Fugee's psychological trauma

ANSWER KEY: Chapter Five Multiple Choice Reading Comprehension Quiz:

1. In the passage, "She was uncertain too what kind of response her flyers would generate among the boys in the complexes around Clarkston. They were naturally wary" (56). The word *wary* means

- A. enthusiastic
- B. eager
- C. humble
- D. cautious**

Skill: Vocabulary development

Standard: Reading 1.0

2. Muslims were offended that a free basketball program "doubled as a Christian outreach program" (56) because

- A. Muslims don't associate with Christians
- B. Muslims don't mix basketball and religion
- C. The Muslim religion forbids proselytizing (seeking converts)**
- D. The Muslim religion forbids accepting free services

Sill: Warranted and reasonable assertions

Standard: Reading 2.4

3. The team got its name

- A. from the hip-hop band by the same name
- B. over time
- C. separate from its etymology
- D. from a shortened version of the word "refugees"**

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

4. From the details in this chapter we learn all *except which* of the following about Luma?

- A. That she does not take declaring bankruptcy as a personal failure**
- B. That she values helping others in need
- C. That she wants to build community
- D. That she feels ill-equipped to deal with the Fugee's psychological trauma

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

Chapter Six: *Paula* (63-70)

List of idiomatic expressions & respective page #s:

Collateral damage
To hold oneself out of something
Cold war ally
To pay a bounty

List of vocabulary words & respective page #s:

p. 63	noncompliant	gaudy
despot		stashed
seize	p. 65	fomented*
the latter	cede	waned
	granted	militias
p. 64	arbitrary	
notorious	imposed	p. 66
purge	haphazardly	retribution*
hemisphere	ally	ascension
emulate	caricature	entrenched
entity	kleptocrat*	regime*

Summary:

This chapter introduces Paula Belagamire and her six children, refugees from the Democratic Republic of Congo, who fled civil war and genocide and had to make the painful decision to leave Paula's jailed husband behind. St. John briefly traces for readers the historical roots of the current chaos, conflict, and genocide including the U.S. involvement in the region's warfare.

Analysis and Discussion Questions:

1. St. John begins the chapter by providing three pages of background information about the political history of the Democratic Republic of Congo. Why does he do this? What does he want readers to know and realize?
2. From St. John's account of the political history in this chapter (59), but also from his comments on pages 10 and 29 of the book, how do you think he feels about America's involvement in African politics? What words or passages can you use as evidence for your claim?
3. What emotions do you think St. John seeks to elicit from readers with his account of the succession of dictators and the political turmoil they created?
4. In recounting Paula's story, St. John creates a certain mood that predominates in the chapter. Describe this mood. What words, phrases, or passages are particularly effective in creating this mood?

Chapter Six: Multiple Choice Reading Comprehension Quiz:

1. On page 69, the words “shudder,” “crackdown,” “rounded up,” and “vanished” create a mood of
 - A. mystery
 - B. anticipation
 - C. nervousness
 - D. fear
2. The main purpose of this chapter is to
 - A. tell the story of how Paula and her children became refugees
 - B. explain the genocide in Rwanda
 - C. give a brief history of the Democratic Republic of Congo
 - D. tell the story of how Paula lost her husband
3. When the Republic of Congo gained independence from Belgium in 1960
 - A. The new prime minister, Patrice Lumumba, brought peace to the region for 32 years
 - B. Ethnic tensions immediately arose
 - C. The new prime minister, Patrice Lumumba, was killed by the CIA
 - D. Commander Joseph Desire Mobutu renamed the country Zaire
4. From this chapter, we get the sense that Warren St. John
 - A. approves of U.S. political involvement in this part of Africa
 - B. admired Ronald Reagan’s praise of Mobutu
 - C. thinks the U.S. should have done more to help Mobutu
 - D. disapproves of the U.S.’s Africa politics

ANSWER KEY: Chapter Six Multiple Choice Reading Comprehension Quiz:

1. On page 69, the words “shudder,” “crackdown,” “rounded up,” and “vanished” create a mood of
 - A. mystery
 - B. anticipation
 - C. nervousness
 - D. fear**

Skill: Clarity of meaning as affected by word choice

Standard: Reading 2.2

2. The main purpose of this chapter is to
 - A. tell the story of how Paula and her children became refugees**
 - B. explain the genocide in Rwanda
 - C. give a brief history of the Democratic Republic of Congo
 - D. tell the story of how Paula lost her husband

Skill: Warranted and reasonable assertions
Standard: Reading 2.4

3. When the Republic of Congo gained independence from Belgium in 1960
 - A. The new prime minister, Patrice Lumumba, brought peace to the region for 32 years
 - B. Ethnic tensions immediately arose**
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 - D. Commander Joseph Desire Mobutu renamed the country Zaire

Skill: Warranted and reasonable assertions
Standard: Reading 2.4

4. From this chapter, we get the sense that Warren St. John
 - A. approves of U.S. political involvement in this part of Africa
 - B. admired Ronald Reagan's praise of Mobutu
 - C. thinks the U.S. should have done more to help Mobutu
 - D. disapproves of the U.S.'s Africa politics**

Skill: Author's political assumptions
Standard: Reading 2.5

Chapter Seven: *Coach Says It's Not Good* (71-80)

List of idiomatic expressions & respective page #s:

Tit-for-tat (72)
Was nothing if not... (74)
Fancied himself (75)
On the fly (76)
Lingua franca (76)
To jockey (76)
To lay down the law (77)
Racial epithet (78)
To pile on (78)

List of vocabulary words & respective page #s:

p. 71)	daze	venture
weary	interminable	spied (saw)
vertiginous	tranquil	
vast	fissured	p. 75
	mere	fierce
p. 72	stewards	roster
hallucination	reconciliation	
assemblage	creeping	p. 76
abuts		emerging
orbs	p. 74	dynamic

craving
surrogate*

p. 77

inadvertently
squabbling
subtle
disparities*
ragged*

p. 78

water-soluble

accessories

provoke
generous
mocked
slash*
vulgar
trounced*
haphazardly
snickering

p. 79

allegation

deficiencies

solidify
disparate
prospect
alienating*
proclivities*
budge

p. 80

shrug
congealed
roiling*

Summary:

This chapter introduces the Ntwari family, who fled the Hutu and Tutsi civil war and genocide in Burundi. We learn more about 12 year-old Bienvenue Ntwari's passion for soccer and how he came to join Luma's team. We also learn more about Luma's efforts to create unity and avoid naturally emerging cliques and favoritism, not an easy task as some players move away and new ones arrive each year. One uniting force for the team seems to be the hostility they encounter from other teams, a hostility grounded in a combination of racism, resentment, and mistrust.

Analysis and Discussion Questions:

1. In the previous chapter, St. John focused exclusively on the events that caused Paula and her children to become refugees. In this chapter, he includes some details about the war and genocide that caused Bienvenue Ziaty's family to flee, but he but does not make it the focus of the chapter. Why do you think St. John chose to vary the structure of these chapters?
2. What is the meaning of the chapter title? What tendencies and values are communicated by the incident that it refers to?
3. When St. John says, in referring to the Fugees, "It was as if they were some sort of Rorschach test for the people they encountered on the field" (78), what does he mean? Does he assume readers know what a Rorschach test is? Why or why not?
4. What values are emphasized in this chapter? What passages highlight which attitudes and behaviors are valued and by whom?

Chapter Seven: Multiple Choice Reading Comprehension Quiz:

1. The first impression of America that Bien gets from Grace is
A. positive

- B. neutral
 - C. negative
 - D. confusing
2. One circumstance that helped unite the Fugees as a team was
- A. most of them speak Arabic
 - B. the generous reactions from other teams
 - C. the hostility they encountered from other teams
 - D. the deficiencies in their gear
3. The title of the chapter, “Coach Says It’s Not Good,” refers to
- A. Luma’s religion’s prohibition of eating pork
 - B. Luma’s rules for her soccer team
 - C. Emerging cliques on the soccer team
 - D. Beatrice Ziaty’s fiery stew
4. All of the following are reasons for hostile reactions to the Fugees *except*
- A. racism
 - B. competition
 - C. resentment
 - D. generosity

ANSWER KEY: Chapter Seven Multiple Choice Reading Comprehension Quiz:

1. The first impression of America that Bien gets from Grace is
- A. positive
 - B. neutral
 - C. **negative**
 - D. confusing

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

2. One circumstance that helped united the Fugees as a team was
- A. most of them speak Arabic
 - B. the generous reactions from other teams
 - C. **the hostility they encountered from other teams**
 - D. the deficiencies in their gear

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

3. The title of the chapter, “Coach Says It’s Not Good,” refers to
- A. **Luma’s religion’s prohibition of eating pork**
 - B. Luma’s rules for her soccer team
 - C. Emerging cliques on the soccer team
 - D. Beatrice Ziaty’s fiery stew

Skill: Text features

Standard: Reading 2.1

4. All of the following are reasons for hostile reactions to the Fugees *except*
- A. racism
 - B. competition
 - C. resentment
 - D. generosity**

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

Chapter Eight: “*They’re in America Now, Not Africa*” (81-85)

List of idiomatic expressions & respective page #s:

At a crawl (81)

Hemmed in (81)

Working the beat (82)

To hang a shingle (82)

Probable cause (83)

List of vocabulary words & respective page #s:

p. 81

adapt

accelerate*

p. 82

volatile*

monitor*

discrimination

decent

reliable

intervening

supplemented

p. 83

embodiment

scrutiny

p. 84

flaccid

throbbing*

eligible*

rogue*

Summary:

This brief chapter illuminates the ethnic tensions that remain in Clarkston as it describes the harassment and physical mistreatment in 2006 of Chike Chime, a Nigerian immigrant – not refugee – who had relocated from New York to Clarkston because he believed it to be “more multiculturally advanced” (82). St. John asserts that Chime’s unwarranted traffic stop, recorded on a video camera mounted in the police car, and his mistreatment without due cause, “underscores the degree to which tensions remained high in Clarkston some fifteen years or more after resettlement began” (85).

Analysis and Discussion Questions:

1. What predictions can you make about the content of the chapter from its title? What cultural knowledge allows you to make this prediction?
2. Does the chapter title point to negative, positive, or more complicated attitudes and values?
3. What thought or idea motivates the hostility, scrutiny, and harassment from the local police toward a dark-skinned person driving a new car?
4. On pages 80, 85, and 86, how does St. John create continuity and thematic connections between chapter seven, eight, and nine?

Chapter Eight: Multiple Choice Reading Comprehension Quiz:

1. The main purpose of this chapter is to
 - A. give details about Chike Chima’s run-in with Officer Jordan
 - B. show that immigrants can achieve the American dream
 - C. demonstrate that Africans are more likely to be stopped by the police
 - D. show that tensions in Clarkston remain high
2. Officer Timothy Jordan was hired even though he’d been declared “unfit”
 - A. for reasons that are unclear
 - B. because Chief Charlie Nelson liked him
 - C. because another officer was always assigned to work with him
 - D. because a video camera was mounted on his dashboard
3. This chapter exemplifies all *except*
 - A. assimilation
 - B. harassment
 - C. stereotyping
 - D. prejudice

4. In the sentence, “[Timothy Jordan] was found ‘unfit’ to serve as a police officer in a psychological review, in part, the therapist wrote, because of his volatile temper” (82), the word *volatile* means
- A. evil
 - B. angry
 - C. voluntary
 - D. explosive

ANSWER KEY: Chapter Eight Multiple Choice Reading Comprehension Quiz:

1. The main purpose of this chapter is to
- A. give details about Chike Chima’s run-in with Officer Jordan
 - B. show that immigrants can achieve the American dream
 - C. demonstrate that Africans are more likely to be stopped by the police
 - D. show that tensions in Clarkston remain high**

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

2. Officer Timothy Jordan was hired even though he’d been declared “unfit”
- A. for reasons that are unclear
 - B. because Chief Charlie Nelson liked him
 - C. because another officer was always assigned to work with him
 - D. because a video camera was mounted on his dashboard

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

3. This chapter exemplifies all *except*
- A. assimilation**
 - B. harassment
 - C. stereotyping
 - D. prejudice

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

4. In the sentence, “[Timothy Jordan] was found ‘unfit’ to serve as a police officer in a psychological review, in part, the therapist wrote, because of his volatile temper” (82), the word *volatile* means
- A. evil
 - B. angry
 - C. voluntary
 - D. explosive**

Skill: Vocabulary development

Standard: Reading 1.0

Chapter Nine: *Get Lost* (86-98)

List of idiomatic expressions & respective page #s:

To dole out (88)
Would-be (89)
To catch wind of (90)
To have a beef with someone (91)
A wild goose chase (91)
To fold (93) (as in “to go under”)
The main drag (93)
Eureka moment (96)
To be on the fence (97)
To make ends meet (97)

List of vocabulary words & respective page #s:

p. 86

immune*
squabbled

p. 87

scurried*
shuttled*
recuperate
splotches
indistinct
angular
emanate
density
swaths
entail*

p. 88

hegira*
vestiges*

p. 89

arcane*
scrimmage*
intimidate*

p. 90

absurd*
prohibition
ban
sustain
cosmic
decipherable

patchwork

consternation
influx*

p. 92

provoked
to gall
deployed
detractors*
bivouacked

p. 93

situated*
unequivocal;

p. 94

ruttled*
gravelly*
heckle*
calisthenics*

p. 95

nagged*
shunting*
dire*
ragtag*

p. 96

portended
cathartic*
fretted*

p. 97

idly
reticent
honed*
ferreting*

Summary:

This chapter is the last of three that focus on the tensions between the refugees and the locals. Here, the tensions emerge as not only Luma and her team, but also an adult refugee soccer team comprised of the Lost Boys of Sudan, try to secure permission to use a field in a city park for soccer practice. Clarkston's Mayor Swaney turns down their request, essentially giving the refugees the message to "get lost," and highlighting the resentment many townspeople feel at what seems like a refugee takeover of their town and public spaces. After some time the YMCA assists Luma in obtaining a practice field at Indian Creek Elementary School which, to Luma's dismay, turns out to be "a rutted, gravelly moonscape ... covered with glass and broken bottles, ... a rotten place to run a youth soccer program" (4). This chapter also introduces Tracy Ediger, who signs on as volunteer manager of the Fugees.

Analysis and Discussion Questions:

1. What details in the chapter does the title refer to? What point is the author seeking to make with the title?
2. To what extent is Nyok's statement "When I came to America I heard it was the land of opportunity, and indeed it was" (90), put into question by the city of Clarkston's refusal to let the Lost Boys' team play soccer on Armistead Field?
3. What kinds of power inequalities does the search for soccer fields –Luma's and the Lost Boys' – highlight? How visible are these inequalities of access to average Americans?
4. What character traits, beliefs, and values motivate Tracy Ediger to sign on as the Fugee's unpaid manager? How do these match up with Luma's?

Chapter Nine: Multiple Choice Reading Comprehension Quiz:

1. The title of the chapter, *Get Lost*, refers to all *except*
 - A. how Tracy Ediger feels about her career search.
 - B. how Mary Pickel described the dispute between Mayor Swaney and the Lost Boys in her article.
 - C. how many in Clarkston feel about the refugees.
 - D. how the Lost Boys were prevented from playing on Armistead Field.
2. Which of the following is *not* a purpose of this chapter?
 - A. to highlight issues of discrimination against refugees
 - B. to show how difficult it is to schedule time on the fields for various ball games
 - C. to introduce Tracy Ediger
 - D. to show some of the obstacles Luma encounters in working with refugees

3. From this chapter we get the sense that Tracy Ediger
 - A. shares Luma's values
 - B. wants more than anything to find a job in the medical field
 - C. is fully committed to the Fugees from the start
 - D. is worried that she won't find a career if she commits to working with the Fugees
4. The chapter makes it clear that Mayor Swaney
 - A. tried his best to help the refugees
 - B. didn't want the refugees to use the city's fields
 - C. mediated tensions between Clarkston old-times and refugees
 - D. wanted all sports to get equal playing time on the fields

ANSWER KEY: Chapter Nine Multiple Choice Reading Comprehension Quiz:

1. The title of the chapter, *Get Lost*, refers to all *except*
 - A. how Tracy Edinger feels about her career search**
 - B. how Mary Pickel described the dispute between Mayor Swaney and the Lost Boys in her article
 - C. how many in Clarkston feel about the refugees
 - D. how the Lost Boys were prevented from playing on Armistead Field

Skill: How authors use devices

Standard: Reading 2.1

2. Which of the following is *not* a purpose of this chapter?
 - A. to highlight issues of discrimination against refugees
 - B. to show how difficult it is to schedule time on the fields for various ball games**
 - C. to introduce Tracy Ediger
 - D. to show some of the obstacles Luma encounters in working with refugees

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

3. From this chapter we get the sense that Tracy Ediger
 - A. shares Luma's values
 - B. wants more than anything to find a job in the medical field
 - C. is fully committed to the Fugees from the start
 - D. is worried that she won't find a career if she commits to working with the Fugees

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

4. The chapter makes it clear that Mayor Swaney
 - A. tried his best to help the refugees
 - B. didn't want the refugees to use the city's fields
 - C. mediated tensions between Clarkston old-times and refugees
 - D. wanted all sports to get equal playing time on the fields

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

PART TWO: A NEW SEASON

Chapter Ten: “I Want To Be Part Of The Fugees” (101-109)

List of idiomatic expressions & respective page #s:

A spate of (101)
To act out (104)
Of one’s choosing (104)
Sentimental streak (104)
To be in the throes of (105)
To be borne out (105)
On a lark (108)
To get a fair shot at something (108)

List of vocabulary words & respective page #s:

p. 101
veteran

p. 102
enticement
menacing

p. 103
perennial
fortifying
self-sufficient
marginal
bulk
cohesion
aspirations
malleable*
responsive*

p. 104
cultivating

p. 105
solidarity*
acutely
proclivities*
lure

p. 106
corrupting*

prospective

p. 107
pivot
venture
leaden
appraising
distressing

p. 108
nullify

p. 109
mandatory

Summary:

This chapter focuses on the Fugee's team tryouts on the substandard field. We learn more about Luma's aims and values as she sets strict rules and high standards for her soccer teams in hope of furthering unity, community, and self-discipline. In short, Luma seeks to be a force of good in the lives of boys who have experienced trauma far beyond what average Americans can imagine.

Analysis and Discussion Questions:

1. What qualities is Luma most interested in when selecting players? Why are these qualities important to her?
2. What is the significance of the chapter title? Why was it selected to represent the chapter?
3. To what extent does the fact that she has Eldin Suba and Mafoday Jawneh, two not-so-great athletes as goalkeepers, on her 13 and under team fit in with Luma's character and values?
4. What are the forces and conflicts of adolescence and identity discussed in this chapter, and how does Luma seek to counteract these?

Chapter Ten: Multiple Choice Reading Comprehension Quiz:

1. From Bien's reaction as he sees the Fugee's new field, we get the sense that he is
 - A. angry
 - B. disappointed
 - C. wowed
 - D. amused
2. For her teams to work and be cohesive, Luma needed
 - A. all of her players to be well adjusted kids
 - B. all of her players to demand the bulk of her energy
 - C. a mix of kids from stable and unstable families
 - D. at least a third of her players to be from stable families
3. In selecting her team, Luma most values
 - A. athletic ability
 - B. aggressiveness and recklessness
 - C. a sentimental streak
 - D. a positive attitude and self-discipline
4. The chapter title, "*I Want To Be On The Fugees,*" is

- A. the last item on Luma's Player Contract
- B. what Prince tells Luma when he tries out for the team
- C. what Luma tells herself when she needs to stifle negative thoughts
- D. what the boys tell Luma after tryouts

ANSWER KEY: Chapter Ten Multiple Choice Reading Comprehension Quiz:

1. From Bien's reaction as he sees the Fugee's new field, we get the sense that he is
- A. angry
 - B. disappointed**
 - C. wowed
 - D. amused

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

2. For her teams to work and be cohesive, Luma needed
- A. all of her players to be well adjusted kids
 - B. all of her players to demand the bulk of her energy
 - C. a mix of kids from stable and unstable families
 - D. at least a third of her players to be from stable families**

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

3. In selecting her team, Luma most values
- A. athletic ability
 - B. aggressiveness and recklessness
 - C. a sentimental streak
 - D. a positive attitude and self-discipline**

Skill: Philosophical assumptions

Standard: Reading 2.5

4. The chapter title, "*I Want To Be On The Fugees,*" is
- A. the last item on Luma's Player Contract**
 - B. what Prince tells Luma when he tries out for the team
 - C. what Luma tells herself when she needs to stifle negative thoughts
 - D. what the boys tell Luma after tryouts

Skill: Impact of features and devices

Standard: Reading 2.1

Chapter Eleven: *Figure It Out So You Can Fix It* (110-126)

List of idiomatic expressions & respective page #s:

To come in for abuse (111)

To see the point (111)

To re-up (112)
 To scrape by (112)
 A foregone conclusion (113)
 To lobby (113)
 To bail out (113)
 A shift change (113)
 A bluff (115)
 To run laps (115)
 Monkey bards (116)
 Jungle gym (115)
 To size up (116)
 To goof off (116)
 To skirt (117)
 Sotto voce (117)
 To make good on (118)
 To pull one over on someone (119)

List of vocabulary words & respective page #s:

p. 111
 constituency
 resolved
 skirting
 enamored
 flouting
 dynamic
 accountable

p. 112
 assimilated
 allegiance
 hemorrhaging
 dire
 gesture
 concern

p. 113
 galling
 miserable
 unimpeded
 abrasive
 gnawing
 rivulets
 quarry
 shift change
 scourge
 defy

shortcomings

p. 114
 hazard
 scouring
 debris
 menacingly
 to register (as in to note)
 disassembling

p. 115
 acquiring
 resolve
 regimen
 foolproof
 fringe

p. 116
 elicit
 futile
 alternating
 rudiments
 miraculous
 taciturn*
 subtly
 intonation*
 conveyed*

p. 117
 fierceness*
 perpetually
 skipping
 thrashing
 muted
 grimaced*
 slouched over*
 traipse*
 sullenly*
 auditory
 acumen

p. 118
 insubordination*
 absorption
 impassive
 scrunched

p. 119
 infraction
 harsh
 siblings
 snickered
 conspicuous*
 unnerve*
 grumbling*
 sulking*

p.120

to undermine
ominous*
to budge*
resilient
accentuated
crucible

p. 121

wanton*
susceptible
lure
flourished
indigenous
co-opted
amid*
dissolution*
analog*
keenly*

p. 122

prevalence*
allure
paradox
lurked
haunting*
leaden

p. 123

whack (weird)
mocking*
chiseled
devastating*

p. 124

corporal
contrite*
deploying
leverage*

p. 125

invariably
interface
inversion
appealed*

p. 126

doom
submission
acknowledge
scrunched
puckered

Summary:

The focus of this chapter is on the details of preseason practice, the fallout from the “hair must be shorter than coach’s” rule, particularly with Prince and his Liberian friends, the miserable conditions of the new field and missing equipment, and Luma’s discipline and training regimen for her team, including mandatory tutoring for all the players. Several examples illustrate Luma’s sixth sense for detecting trouble, such as the players’ attempts at goofing off or defiance, and her swift response to being tested. While Luma’s reactions to her players infractions may seem harsh, she points to the challenges these refugees face with minimal or no education, traumatized and brutalized by killing and warfare, with few social skills or background to help them move on, and notes that they’re never going to be babied and need to be put into situations where they can figure out what is wrong with their actions so they can fix it.

Analysis and Discussion Questions:

1. How reasonable is Luma’s short hair rule? Do you think she should have explained her rationale for this rule to her players? How might an explanation have helped her with the team?
2. What do you think causes newly arrived refugees from Africa to associate braids with African Americans and gangs? Why does St. John refer to these associations as adopting “the worst of America’s racial assumptions” (111)?
3. St. John claims that “the Fugees preseason practices took place amid miserable conditions” (113) and that Luma felt her teams were being “neglected and disrespected” (114). What details are offered as evidence in support of these claims?
4. This chapter presents examples of colliding cultural values and childrearing practices. For example, in Africa, corporal punishment is practiced as a means of instilling respect and obedience. In America, this constitutes child abuse and has serious legal consequences for parents and children. Discuss Beatrice’s dilemma (124). What solutions are available to her, if any?

Chapter Eleven: Multiple Choice Reading Comprehension Quiz:

1. The details about Luma sending Hussein home for goofing off during practice serve as
 - A. an analogy.
 - B. an example.
 - C. a metaphor.
 - D. a comparison.

2. Within the context of the passage, the details of Luma making the Under 13s run for forty minutes *best* support the claim that
- A. “Luma’s ability to sense subordination seemed almost supernatural.”
 - B. “Luma wasn’t going to baby them.”
 - C. “It is futile to skirt Luma’s iron rule.”
 - D. Luma “expected her players to work hard and take practice seriously.”
3. From this chapter, we get the sense that the author believes
- A. refugees should adopt American childrearing practices.
 - B. Americans are overly sensitive to corporal punishment.
 - C. refugees are too harsh in their discipline.
 - D. differences in cultural practices lead to complex problems.
4. From the information in the chapter we can infer that Mandela Ziaty is
- A. going through a typical American adolescent phase.
 - B. exerting his authority as the man in his family.
 - C. experiencing difficult cultural identity and generational conflicts.
 - D. rebelling against his mother’s constant reminders to remember the past.

ANSWER KEY: Chapter Eleven Multiple Choice Reading Comprehension Quiz:

1. The details about Luma sending Hussein home for goofing off during practice serve as
- A. an analogy.
 - B. an example.**
 - C. a metaphor.
 - D. a comparison.

Skill: Patterns of organization

Standard: Reading 2.2

2. Within the context of the passage, the details of Luma making the Under 13s run for forty minutes *best* exemplify and support the claim that
- A. “Luma’s ability to sense subordination seemed almost supernatural.”**
 - B. “Luma wasn’t going to baby them.”
 - C. “It is futile to skirt Luma’s iron rule.”
 - D. Luma “expected her players to work hard and take practice seriously.”

Skill: Patterns of organization

Standard: Reading 2.2

3. From this chapter, we get the sense that the author believes
- A. refugees should adopt American childrearing practices.
 - B. Americans are overly sensitive to corporal punishment.
 - C. refugees are too harsh in their discipline.
 - D. differences in cultural practices lead to complex problems.**

Skill: Philosophical assumptions

Standard: Reading 2.5

4. From the information in the chapter we can infer that Mandela Ziaty is
- A. going through a typical American adolescent phase.
 - B. exerting his authority as the man in his family.
 - C. **experiencing difficult cultural identity and generational conflicts.**
 - D. rebelling against his mother's constant reminder to remember the past.

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

Chapter Twelve: *Meltdown* (127-133)

List of idiomatic expressions & respective page #s:

Home field advantage (128)

To hitch a ride (129)

To take the floor (131)

List of vocabulary words & respective page #s:

p. 127

suitable

to host

shuttle

enclave

long-defunct

p. 128

affluence

entourage

complement

p. 129

stultifyingly

detachment

truancy

devoted*

p. 131

fumed*

p. 132

anticlimactic

guzzling

accountable

p. 133

forfeit*

Summary:

This chapter gives an account of how the Under 15s lost not only their season opener but their entire season. Two players miss the bus, and even though Mandela prevails upon Warren St. John to drive out to Clarkston to collect them and bring them to the game, Luma has had enough. With her patience worn thin and deeply disappointed by some team members' habitual tardiness, disrespect, and general irresponsibility, she refuses to coach the team during the season opener and then announces her decision to cancel their season and forfeit the rest of the games.

Analysis and Discussion Questions:

1. The chapter is titled *Meltdown*, which, given the chapter content, could refer to a number of things. Discuss what you think is the meaning of the title.

2. Why did Warren St. John hesitate when Mandela asked him to drive back to Clarkston to collect the missing players? What do you think he should have done?
3. Do you think Luma overreacted? Considering her character, her beliefs, and her plans for the refugee boys and their families, what actions might she have taken to achieve the results she desired?
4. During halftime, Fortunatee tells the Fugees “Coach is just a coach. She cannot show us how to play soccer. Is she playing? No – we are. The skills we got, we don’t need her.” (131) But after describing the second half and the game’s outcome, Warren St. John concludes that “The Fugees were exhausted, and without their coach they were lost” (132). Discuss the reasons for these two seemingly contradictory points of view.

Chapter Twelve: Multiple Choice Reading Comprehension Quiz:

1. Luma cancels the Under 15 season because
 - A. Warren St. John violated the need for journalistic detachment by helping Mandela.
 - B. her beliefs and values had been undermined by the players.
 - C. she was tired and needed a break.
 - D. two 15 and under Fugees missed the bus.
2. Warren St. John hesitates before helping Mandela collect the two Fugee players who had missed the bus because
 - A. it was really Tracy Ediger’s job to round up any missing players.
 - B. Luma was already so upset that he didn’t think collecting the players would matter.
 - C. journalists are supposed to report on what happens and not intervene in the outcome.
 - D. St. John knew the other team was much better than the Fugees so having a full team wouldn’t matter.
3. The chapter title, “Meltdown,” most specifically refers to
 - A. the team’s overly aggressive behavior on the field that draws yellow cards from the referee.
 - B. a comment Fortunatee makes about Luma’s behavior on the sidelines.
 - C. Luma’s assessment of Fortunatee’s performance on the field.
 - D. a comment Luma makes to St. John about the team’s and specifically Fortunatee’s performance.
4. In the sentence: “The Phoenix parents were quiet now; there was no need to pile on.” (132), the expression *pile on* means
 - A. amass a fortune
 - B. add insult to injury

- C. wallow on top
- D. get loud and crazy

ANSWER KEY: Chapter Twelve Multiple Choice Reading Comprehension Quiz:

1. Luma cancels the Under 15 season because
- A. Warren St. John violated the need for journalistic detachment by helping Mandela.
 - B. her beliefs and values had been undermined by the players.**
 - C. she was tired and needed a break.
 - D. two 15 and under Fugees missed the bus.

Skill: Philosophical assumptions

Standard: Reading 2.5

2. Warren St. John hesitates before helping Mandela collect the two Fugee players who had missed the bus because
- A. It was really Tracy Ediger’s job to round up any missing players.
 - B. Luma was already so upset that he didn’t think collecting the players would matter.
 - C. journalists are supposed to report on what happens and not intervene in the outcome.**
 - D. St. John knew the other team was much better than the Fugees so having a full team wouldn’t matter.

Skill: warranted and reasonable assertions

Standard: Reading 2.4

3. The chapter title, “Meltdown,” most specifically refers to
- A. the team’s overly aggressive behavior on the field that draws yellow cards from the referee
 - B. a comment Fortunatee makes about Luma’s behavior on the sidelines
 - C. Luma’s assessment of Fortunatees performance on the field
 - D. a comment Luma makes to St. John about the team’s and specifically Fortunatee’s performance**

Skill: Features and devices

Standard: Reading 2.1

4. In the sentence: “The Phoenix parents were quiet now; there was no need to pile on” (132), the expression *pile on* could best be replaced by
- E. amass a fortune
 - F. add insult to injury**
 - G. wallow on top
 - H. get loud and crazy

Skill: Analyzing relationships and inferences

Standard: reading 1.3

Chapter Thirteen: “*How Am I Going to Start All Over?*” (134-142)

List of idiomatic expressions & respective page #s:

To keep (as in to do housework) (135)
To come in handy (135)
To try a different tack (136)
To stick around (136)
To cave in (139)
To be on the fence (139)

List of vocabulary words & respective page #s:

p. 134	forfeited*	lashed out*
wrenching*		shuddered*
dreary	p. 137	mulled
tattered	elated*	
warped	celebratory*	p. 140
particleboard	reliant*	gloomy*
		bionic
p. 135	p. 138	lag*
asylum	listless	portended*
perpetually*	dreary	
bleary*	blared	p. 141
cranky*	menacingly	heeded*
dashing/to dash off to	scurried	precedent*
imbued*	slouched	
belied	broached*	p. 142
mocked*		zeal*
p. 136	p. 139	ostensibly*
seethe*	abide*	implication*
grudge*	uncharacteristically*	spear*
endurance*	hastily*	deflecting*
honed	prospect*	
	humiliation*	

Summary:

This chapter continues to relate the events of the previous one, in which Luma cancelled the Under 15 soccer season. We learn more about Kanue Biah, a refugee from Liberia who, after being separated from his parents, was raised by an uncle and a great-aunt in refugee camps and ultimately was allowed to join his uncle in Clarkston. Kanue is instrumental in getting Luma to allow a reconstitution of the Under 15 team with new, more committed players who, through Kanue and Mandela’s efforts, come to her for a

new day of tryouts. We also learn about the success of Luma’s Under 13 team as St. John offers a vivid and animated description of their third game of the season. One might think that their performance would garner effusive praise from Luma, but she stays in character, doling out her praise sparingly and telling them that, “It wasn’t your best game, but a good game (142).”

Analysis and Discussion Questions:

1. Compare 15-year-old Kanue with Mandela Ziaty. Both are adolescent but their reactions and behaviors as refugees in Clarkston are quite different. What do you think accounts for those differences? What could they learn from each other?
2. Given the need and desire of refugees to integrate themselves into American culture, why do you think Luma’s “psychological manipulation” of telling her team that they were “playing like them,” meaning the mostly white American opponents, was successful in motivating the team to win?
3. In describing the Under 13 soccer game against the Triumph (141-2), what effect does St. John seek to create in readers by using words such as “clean, amazing, remarkable, and elegant”?
4. Why do you think Luma says after the Fugee’s 5-1 win that, “It wasn’t your best game, but a good game” and then tells them what they need to work on? Why didn’t she just praise them for their win?

Chapter Thirteen: Multiple Choice Reading Comprehension Quiz:

1. From St. John’s descriptions of Kanue, readers get the sense that
 - A. Kanue would have to learn more about self-discipline and commitment before being accepted by Luma.
 - B. Kanue and Luma share similar beliefs and values.
 - C. Kanue lacked the qualities that would allow him to adapt to the conditions in Clarkston.
 - D. Kanue’s beliefs and values led him to seethe and hold grudges.
2. The chapter title quotes
 - A. Luma.
 - B. Kanue.
 - C. Mandela.
 - D. Natnael.
3. When Luma reconsiders her decision to cancel the Under 15 season, she
 - A. makes the decision easily.

- B. is elated by her decision.
- C. is torn over her decision.
- D. makes the decision unwillingly.

4. When her teams are playing poorly or slowly and without zeal, Luma tells them “you are playing like them” (142). She does this to
- A. criticize them.
 - B. remind them they are outsiders.
 - C. motivate them to be more like the other team.
 - D. remind them they are special.

ANSWER KEY: Chapter Thirteen Multiple Choice Reading Comprehension Quiz:

1. From St. John’s descriptions of Kanue, readers get the sense that
- A. Kanue would have to learn more about self-discipline and commitment before being accepted by Luma.
 - B. Kanue and Luma share similar beliefs and values.**
 - C. Kanue lacked the qualities that would allow him to adapt to the conditions in Clarkston.
 - D. Kanue’s beliefs and values led him to seethe and hold grudges.

Skill: Philosophical assumptions and beliefs

Standard: Reading 2.4

2. The chapter title quotes
- A. Luma.
 - B. Kanue.**
 - C. Mandela.
 - D. Natnael.

Skill: Features and devices

Standard: Reading 2.1

3. When Luma reconsiders her decision to cancel the Under 15 season, she
- A. makes the decision easily.
 - B. is elated by her decision.
 - C. is torn over her decision.**
 - D. makes the decision unwillingly.

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

4. When her teams are playing poorly or slowly and without zeal, Luma tells them “you are playing like them” (142). She does this to
- A. criticize them.
 - B. remind them they are outsiders.
 - C. motivate them to be more like the other team.
 - D. remind them they are special.**

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

Chapter Fourteen: *Alex, Bien, and Ive* (143-148)

List of idiomatic expressions & respective page #s:

Rabbit-ears-antennae (143)
Getting off to a rocky start (144)
Beyond someone's means (144)
To chalk something up to (144)
Coming at a cost to something (144)
A circular (an advertising publication) (144)
Well-to-do (147)
To drive something home (emphasize) (148)

List of vocabulary words & respective page #s:

p. 144

inaccessible
transparent

p. 145

recurring*
surmised*
inducements*
extract*
transactions*
inadvertently*
scam*
affiliation*
tattered
wince*
coccyx-busting*

p. 146

choir
inverse*
proportion*
haltingly*
adolescent*
curriculum*
elusive
motion
soothe*
interface*
options

p. 147

a stocker

inconsequential
domestic accident
scalded*
succumbed*
shooing

p. 148

pantomiming*
conjure*
the ether*
guffawed*
bounty*
stifle*
hushed
falsetto

Summary:

This chapter tells the story of St. John's dinner as an honored guest with the Ntwari family, Generose, Bienvenue, Alex, Ive, and six-moth-old Alya. And along the way, we gain much insight into their difficulties of adjusting to life in America: their poverty, their struggle to learn English, their difficulties with telemarketer scams, Generose's inability to find jobs given that she has to care for a 6-month-old daughter. Readers understand that these obstacles are not only specific to the Ntwari family but are true across the refugee population. They arrive with a naïve conception of America as the land of plenty, a belief which leaves them unprepared for the harsh realities of refugee life in America and open to disappointment and even desperation.

Analysis and Discussion Questions:

1. Explain what St. John means when he describes the separation between refugees and Americans as “two inaccessible but transparent worlds, separated by some invisible border, like birds from fish” (144).
2. What effect do the details about the effects of the telemarketing scams on refugees have on readers? How might refugee resettlement agencies anticipate and prevent these problems?
3. What additional insights have you gained about the conditions and obstacles refugee families face after reading this chapter?
4. How do refugees come to think of America as “the land of plenty” and “paradise”? What are the consequences of this belief for refugees? What steps might be taken by resettlement agencies to create a more accurate vision and expectation?

Chapter Fourteen: Multiple Choice Reading Comprehension Quiz:

1. In using the words “bare,” “old,” “donated,” “small,” and “modest” to describe Beinvenue’s family’s apartment (143), St. John gives readers a sense of the family’s
 - A. dislike for the apartment
 - B. continuing poverty
 - C. struggle to keep the apartment clean
 - D. desire to move
2. When St. John describes the separation between refugees and Americans as “two inaccessible but transparent worlds, separated by some invisible border, like birds from fish” (144), he is doing all *except*
 - A. using a simile
 - B. making a comparison
 - C. offering an explanation
 - D. making a division
3. As St. John details his dinner visit the Ntwari family, he gives additional information about telemarketers, family members’ relative fluency in English, and Generose’s job search, in order to
 - A. offer reader a greater sense of the obstacles facing refugees
 - B. help readers better understand Bienvenue’s troubles
 - C. make the point that he, the author, is helping refugees
 - D. report on the progress Generose is making in reuniting with her husband

4. From the details in this chapter, readers understand that refugees' image of America can be described as all of the following *except*
- A. complex
 - B. incorrect
 - C. naïve
 - D. blind faith

ANSWER KEY: Chapter Fourteen Multiple Choice Reading Comprehension Quiz:

1. In using the words "bare," "old," "donated," "small," and "modest" to describe Beinvenue's family's apartment, he gives readers a sense of the family's
- A. dislike for the apartment
 - B. continuing poverty**
 - C. struggle to keep the apartment clean
 - D. desire to move

Skill: Effect of word Choice

Standard: Reading 2.2

2. When St. John describes the separation between refugees and Americans as "two inaccessible but transparent worlds, separated by some invisible border, like birds from fish" (144), he is doing all *except*
- A. using a simile
 - B. making a comparison
 - C. offering an explanation
 - D. making a division**

Skill: Repetition of main idea

Standard: Reading 2.2

3. As St. John details his dinner visit the Ntwari family, he gives additional information about telemarketers, family members' relative fluency in English, and Generose's job search, in order to
- A. offer reader a greater sense of the obstacles facing refugees**
 - B. help readers better understand Bienvenue's troubles
 - C. make the point that he, the author, is helping refugees
 - D. report on the progress Generose is making in reuniting with her husband

Skill: Effect of patterns of organization

Standard: Reading 2.2

4. From the details in this chapter, readers understand that refugees' image of America can be described as all of the following *except*
- A. complex**
 - B. incorrect
 - C. naïve
 - D. blind faith

Skill: Repetition of main ideas

Standard: Reading 2.2

Chapter Fifteen: *Trying Again* (149-155)

List of idiomatic expressions & respective page #s:

A slew of (152)

List of vocabulary words & respective page #s:

p. 148 incensed	advocacy* haughtiness* depleted*	seeped
p. 150 affiliation paltry* successive* ferry* cease* the breach* compelled*	incompetence* integrity* shuttling zeal depleting	p. 153 notably reinstate* brooding humility
p. 151 relentless*	p. 152 jettisoning* reciprocating* reprieve* unearthed	p. 154 groaned p. 155 vetted*

Summary:

This chapter details Luma's battles with YMCA officials in the wake of her cancellation of the Under 15's season and Luma's disappointment with the YMCA's repeated failure to follow through on their word in terms of securing a field, goal posts, and other equipment. She volunteers her time in coaching for the YMCA, collecting no salary, and feels taken advantage of and generally exhausted. But because Kanue had single handedly put together a new team, vetted the players, and seen to it that they committed to respecting Luma's rules, she takes on a new and inexperienced Under 15 team for the season.

Analysis and Discussion Questions:

1. What does the title of this chapter refer to? Who is trying again?
2. What do you think motivates Luma to take on this new Under 15 team even though she is exhausted?
3. How do you anticipate the new Under 15 team will perform? Explain why you think this.

4. How does what we learn about Luma’s worldview (151) fit with what you know so far about her beliefs and values?

Chapter Fifteen: Multiple Choice Reading Comprehension Quiz:

1. Luma is in a battle of wills with the YMCA for all of the following reasons *except*
 - A. they are an established organization
 - B. they act like they own her
 - C. they fail to follow through on their word
 - D. they disrespect her team
2. Luma’s world-view includes all *except* a
 - A. belief that one must follow through on one’s word
 - B. strong belief in right and wrong
 - C. need for authority and control
 - D. lack of integrity
3. Which of the following is *not* a reason why Luma hesitates to put accept the new Under 15 team Kanue has put together?
 - A. Fornatee is absent from tryouts
 - B. She is worn down
 - C. The YMCA is incompetent
 - D. She fears setting the kids up for failure
4. When St. John describes Luma as watching the tryouts “intently, making occasional notes on a piece of paper” and then “draw[ing] a soccer field on the back and writ[ing] names in specific positions...until the sheet of paper was a nearly illegible jumble of names and smudges” (154), he signals that Luma
 - A. has made the decision to accept the team
 - B. is nervous and undecided
 - C. is disappointed by the players inexperience
 - D. is drawing up a new contract

ANSWER KEY: Chapter Fifteen Multiple Choice Reading Comprehension Quiz:

1. Luma is in a battle of wills with the YMCA for all of the following reasons *except*
 - A. they are an established organization**
 - B. they act like they own her
 - C. they fail to follow through on their word
 - D. they disrespect her team

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

2. Luma's world-view includes all *except* a
- A. belief that one must follow through on one's word
 - B. strong belief in right and wrong
 - C. need for authority and control
 - D. lack of integrity**

Skill: Philosophical assumption

Standard: Reading 2.5

3. Which of the following is *not* a reason why Luma hesitates to put accept the new Under 15 team Kanue has put together?

- A. Fornatee is absent from tryouts**
- B. She is worn down
- C. The YMCA is incompetent
- D. She fears setting the kids up for failure

Skill: warranted and reasonable assertions

Standard: Reading 2.4

4. When St. John describes Luma as watching the tryouts "intently, making occasional notes on a piece of paper" and then "draw[ing] a soccer field on the back and writ[ing] names in specific positions...until the sheet of paper was a nearly illegible jumble of names and smudges" (154), he signals that Luma

- A. has made the decision to accept the team**
- B. is nervous and undecided
- C. is disappointed by the players inexperience
- D. is drawing up a new contract

Skill: Patterns of organization

Standard: Reading 2.2

Chapter Sixteen: *The Fifteens Fight* (156-162)

List of idiomatic expressions & respective page #s:

- To have a shot at (156)
- To lose one's cool (156)
- To pull something off (157)
- To ride something out (157)
- To get wind of (157)
- Order of business (161)
- To get someone's back up (anger) (161)

List of vocabulary words & respective page #s:

- | | | |
|---------------|-----------|---------|
| p. 156 | disparate | hostile |
| cohesion | adversity | |

p.157
taciturn*
irascible*
posture
slumped
discernible*
indulgence
leverage*

p. 159
mustachioed

p. 160
despairing
inevitable
heartening

p. 161

teeming
granted
a hollow

p. 162
pristine
unilaterally*
disclaimed
constituents*

Summary:

This chapter offers an account of Luma’s testing of the newly re-constituted Under 15 team with new players so eagerly recruited and vetted by Fornatee. Through a mixture of pride and adolescent confused decision-making, however, Fornatee decides he need not try out again since he already made the team the first time. He fails to show for the first two scheduled practices. He appears at a scrimmage Luma has arranged between the much superior Under 17s and the Under 15s, seeking to pick up where he left off, but Luma refuses to let him participate. Even though Luma promises him a chance to explain himself after the game, he hooks up with Prince and other Liberian friends at the playground next to the soccer field and disappears, this time for good, from the team. During their scrimmage, the Under 15s prove to Luma that they have what it takes to compete. Luma, frustrated by the field and practice conditions at the elementary school, meets with Mayor Swaney, who passes responsibility for permitting soccer on Armistead Field off to the Clarkston City Council.

Analysis and Discussion Questions:

1. Discuss Fornatee’s decisions and actions. What do you think happened? Were his actions predictable based on what St. John has told readers so far about his commitment, dedication, and self-discipline?
2. Discuss Mandela’s behavior before and during the scrimmages and his seeming lack of interest in “getting to know the new players” (157). To what extent does his behavior surprise you and to what extent is it understandable?
3. Why do you think the author mentions that, “The YMCA still had not delivered soccer goals...” (159)? What reaction might he want to elicit from readers?
4. Mayor Swaney had formerly declared Armistead Field as a “soccer free” zone to keep the Lost Boys’ and other refugee soccer teams from using it. He now tells Luma the decision will be up to the City Council, which, St. John tells readers, will “likely go along with whatever he recommends,” and thus Mayor Swaney, “would have a fresh chance to let his constituents know what sort of town Clarkston was becoming” (162). Do you think Mayor Swaney will have a change of heart? Why or why not?

Chapter Sixteen: Multiple Choice Reading Comprehension Quiz:

1. In commenting that at halftime, “Luma tried not to let her relief show” (165), the author suggests all of the following *except*
 - A. Luma knew that there would be a meltdown
 - B. Luma wants the Under 15s to succeed
 - C. Luma thinks the under 17s are difficult opponents
 - D. Luma had been worried about how the Under 15s would do

2. By using words such as “chaos” and “menacing” to describe conditions at the Indian Creek Elementary School field and “safer” and “perfect” to describe Armistead Field (161), the author is
 - A. setting up a contrast
 - B. using similes to make comparisons
 - C. exaggerating conditions
 - D. using Mayor Swaney’s words

3. In describing Fornatee’s comments to him before the scrimmage, the author suggests that Fornatee is
 - A. composed
 - B. anxious
 - C. unaffected
 - D. sullen

4. Given the Under 15s performance during their scrimmage with the Under 17s, Luma
 - A. is despairing
 - B. has concerns
 - C. is unhappy
 - D. is disappointed

ANSWER KEY: Chapter Sixteen Multiple Choice Reading Comprehension Quiz:

1. In commenting that at halftime, “Luma tried not to let her relief show” (165), the author suggests all of the following *except*
 - A. Luma knew that there would be a meltdown**
 - B. Luma wants the Under 15s to succeed
 - C. Luma thinks the under 17s are difficult opponents
 - D. Luma had been worried about how the Under 15s would do

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

2. By using words such as “chaos” and “menacing” to describe conditions at the Indian Creek Elementary School field and “safer” and “perfect” to describe Armistead Field (161) the author is

- A. **setting up a contrast**
- B. using similes to make comparisons
- C. exaggerating conditions
- D. using Mayor Swaney’s words

Skill: Impact of word choice

Standard: Reading 2.2

3. In describing Fornatee’s comments to him before the scrimmage, the author suggests that Fornatee is

- A. composed
- B. **anxious**
- C. unaffected
- D. sullen

Skill: Reasonable and warranted assertions

Standard: Reading 2.4

4. Given the Under 15s performance during their scrimmage with the Under 17s, Luma

- A. is despairing
- B. **has concerns**
- C. is unhappy
- D. is disappointed

Skill: Reasonable and warranted assertions

Standard: Reading 2.4

Chapter Seventeen: *Go Fugees* (163-168)

List of idiomatic expressions & respective page #s:

To snap at someone (165)

To bear out/bore out (166)

To come through (162)

List of vocabulary words & respective page #s:

p. 163

suspension

frayed

roiling

humiliated*

fragile*

egos*

p. 164

stagnant

perimeter

retching*

spare*

p. 165

assaults*

unimpeded*

converged*

brimming*

p. 166

eerie

scrum*

Summary:

In this chapter the reader is shown another side of the usually stern and calm Coach Luma as she agonizes over what lies ahead for the hastily and seemingly haphazardly reconstituted Under 15s. On game day, physically ill due to anxiety, Luma watches her smaller and much less experienced team prevail, under Kanue's able leadership, in a well-played, hard-fought match, over the AFC Lightning, a team from the mostly white suburb of Fayetteville, GA. The game and its outcome elicit from Luma, who is typically sparing in her praise, the comment: "...you played a beautiful game" (168).

Analysis and Discussion Questions:

1. Throughout the text so far Luma has come across as rather stern and not given to enthusiastic praise. In light of this, discuss her reactions before, during, and after the Under 15s' first game.
2. What does Luma mean by "enabling their [the Under 15s'] blind optimism" (163)?
3. From the way St. John describes the match between the Fugees and the Lightning, what sense do readers get about his feelings? What specific words or passages can you point to that suggest his feelings?
4. Describe Kanue's influence on the team. What specific actions suggest the type of influence he has?

Chapter Seventeen: Multiple Choice Reading Comprehension Quiz:

1. Within the context of the passage, the sentences, "She looked outside; the skies were clear. There would be no postponement due to weather" (163), suggest Luma was feeling
 - A. relieved
 - B. optimistic
 - C. fragile
 - D. stressed
2. By saying that she feels like she is "enabling their blind optimism" (163), Luma means the Under 15s
 - A. are blindly optimistic that she will be able to keep the season alive
 - B. need her to blindly enable their chances of winning
 - C. are unrealistic about their chances of winning

- D. need her to be less blind to the possibility of failure
3. By using words such as “desperate,” “dangerous,” and “exhausted” (167), to describe the final minutes of the game, St. John creates in readers a mood of
- A. joyous anticipation
 - B. anxious anticipation
 - C. foreboding defeat
 - D. stressful desperation
4. St. John sets readers up to worry about the match’s outcome by noting that the
- A. players on the opposing team were big and looked two years older than the Fugees
 - B. opposing team came from a mostly white suburb
 - C. coach of the opposing barked commands in a booming voice
 - D. opposing team traveled with an entourage of parents, friends, and siblings

ANSWER KEY: Chapter Seventeen Multiple Choice Reading Comprehension Quiz:

1. Within the context of the passage, the sentences, “She looked outside; the skies were clear. There would be no postponement due to weather” (163), suggest Luma was feeling
- A. relieved
 - B. optimistic
 - C. fragile
 - D. stressed**

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

2. By saying that she feels like she is “enabling their blind optimism” (163), Luma means the Under 15s
- A. are blindly optimistic that she will be able to keep the season alive
 - B. need her to blindly enable their chances of winning
 - C. are unrealistic about their chances of winning**
 - D. need her to be less blind to the possibility of failure

Skill: Repetition of main ideas

Standard: Reading 2.2

3. By using words such as “desperate,” “dangerous,” and “exhausted” (167), to describe the final minutes of the game, St. John creates in readers a mood of
- A. joyous anticipation
 - B. anxious anticipation**
 - C. foreboding defeat
 - D. stressful desperation

Skill: Effect of word choice

Standard: Reading 2.2

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- A. **players on the opposing team were big and looked two years older than the Fugees**
 - B. opposing team comes from a mostly white suburb
 - C. coach of the opposing barked commands in a booming voice
 - D. opposing team traveled with an entourage with parents, friends, and siblings

Skill: Warranted and reasonable assertions

Standard: 2.4

Chapter Eighteen: *Gunshots* (169-171)

List of idiomatic expressions & respective page #s:

A free-for-all (171)

List of vocabulary words & respective page #s:

p. 169

murky*

corroborated*

discount*

altering*

acute*

corollary*

sovereign*

embroiled*

nuisance*

p. 170

rival*

bluff*

p. 171

contrived*

rationalize*

compromised

(endangered)*

Summary:

This chapter discusses the importance and urgency of Luma's upcoming petition to the City Council to allow her teams to play on Armistead Field. We also learn that Tito and Osman, both members of the Fugees Under 15s, were involved in a possibly gang-related altercation with an African American youth and two adults. Tito was shot in the face but his injuries are not life-threatening. Fearing even rumors of gang connections to her team as well as possible threats or acts of revenge toward the team, Luma throws Tito and Osman off of the team, cancels all further team practices, and hopes to prevail at the upcoming City Council meeting.

Analysis and Discussion Questions:

1. Discuss Luma's ejection of Osman and Tito from the soccer team. Do you think the ejection was warranted? Why or why not?
2. Discuss St. John's argument that the tensions in the Clarkston apartment complex are caused by competition over limited resources (171) and that race is a secondary factor.

3. Do you anticipate that the events discussed in this chapter will help Luma make her case to the City Council for shifting practices and games to Armistead Field? Why or why not?
4. What do you think is the purpose of this chapter? Explain your reasons.

Chapter Eighteen: Multiple Choice Reading Comprehension Quiz:

1. The addition of the words “on this day” to the sentence, “Tito, on this day, would survive” (170) alludes to
 - A. the continuing danger of gangs
 - B. the nature of his injuries
 - C. his luck
 - D. the arrest of the shooter
2. Luma cuts Osman and Tito from the soccer team because they
 - A. belong to a gang
 - B. endanger the team
 - C. bluffed
 - D. had been arrested
3. The author compares the tensions between poor whites and blacks in the South during the civil rights struggle to that between the poor blacks and refugees in the Clarkston apartment complex in order to emphasize that the tension derives from all *except*
 - A. limited resources
 - B. economic rivalry
 - C. competition
 - D. racial divisions
4. The purpose of this chapter is to
 - A. show that Luma will now have a much easier time convincing the city Council
 - B. emphasize why Luma needs to succeed with the City Council
 - C. foreshadow why the City Council will not approve Luma’s petition
 - D. explain why the City Council is justified in denying use of Armistead Field to refugees

ANSWER KEY: Chapter Eighteen Multiple Choice Reading Comprehension Quiz:

1. The addition of the words “on this day” to the sentence, “Tito, on this day, would survive” (170) alludes to
 - A. the continuing danger of gangs**
 - B. the nature of his injuries
 - C. his luck

D. the arrest of the shooter

Skill: Effect of word choice and syntax

Standard: Reading 2.2

2. Luma cuts Osman and Tito from the soccer team because they

A. belong to a gang

B. endanger the team

C. bluffed

D. had been arrested

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

3. The author compares the tensions between poor whites and blacks in the South during the civil rights struggle to that between the poor blacks and refugees in the Clarkston apartment complex in order to emphasize that the tension derives from all *except*

A. limited resources

B. economic rivalry

C. competition

D. racial divisions

Skill: Repetition of main ideas

Standard: 2.2

4. The purpose of this chapter is to

A. show that Luma will now have a much easier time convincing the city Council

B. emphasize why Luma needs to succeed with her petition to the City Council

C. foreshadow why the City Council will not approve Luma's petition

D. explain why the City Council is justified in denying use of Armistead Field to refugees

Skill: Reasonable and warranted assertions

Standard: Reading 2.4

Chapter Nineteen: *Getting Over It* (172-186)

List of idiomatic expressions & respective page #s:

Going south (failing) (173)

Bottom line (174)

At low [profit] margins (175)

To the tune of (175)

Bona fides (178)

To have one's work cut out for oneself (179)

To get out of hand (180)

To cut someone some slack (181)

To plead no contest (182)
 To take something under advisement (182)
 The Golden Rule (183)
 Zero-sum game (184)

List of vocabulary words & respective page #s:

p. 172 radical coping homogeneous	congregations*	instituted adept*	oblige void prime*
p. 173 precipitously*	p. 177 garb reinvigorated pews	a slur* encapsulating*	p. 184 genuinely rites* exotic* disparate* proximity* complex* organically affiliation
p. 174 suppliers culinary* aisles pallet wizard ferreting mélange*	p. 178 proximity warren* haphazard sprawling stash ambitious ham-fisted empathy* boldness* gauging* eschewed*	p. 180 mistook	p. 181 pawns scheme bolster requisite* brutalized*
p. 175 clientele* thriving flecked	p. 179 provocation* incognito* hunches* mandate*	p. 182 splayed gauntlet* thugs* halting* impassively* retaliate*	p. 185 recast* cosmopolitan metropolis
p. 176 spiritual array*		p. 183 proselytize*	p. 186 xenophobia* fading imposed

Summary:

This chapter profiles Bill Mehlinger, the owner of Thriftown, Clarkston’s grocery store; the past and current pastors of the Clarkston Baptist Church, William Perrin and Phil Kitchen; and Tony J. Scipio, Clarkston’s new police chief. All are seen as actors in a developing possibility of building community in Clarkston. St. John argues that we all have something at stake in the debate over diversity, and shows how community building serves the personal goals and interests of each of these individuals. He introduces the work of a British researcher, Steven Vertovec, who coined the term “super-diversity” and proposed a simple three-step process – decategorization, recategorization, and mutual differentiation – for building connections between members of different cultures within a “super-diverse” society.

Analysis and Discussion Questions:

1. Using the details presented in the chapter as evidence, describe Bill Mehlinger's character traits. What kind of person is he? What about Tony Scipio? Pastors Perrin and Kitchen? What qualities do they all share and how are those qualities connected to the chapter title?
2. Discuss the extent to which Mehlinger's statement, "If you don't change, you're gone" (175) applies broadly to shifts in demographics across the United States and other social situations.
3. Discuss Brenda White's comment "I don't think it's fair that we had to cater to the foreign people rather than them trying to change to our way of doing things" (177). What thoughts and attitudes does it reveal? To what extent can you see her point and to what extent is her view problematic?
4. To what extent does the idea of ignoring diversity because it is the norm (185), contrast with the efforts of many organizations to emphasize and celebrate diversity?

Chapter Nineteen: Multiple Choice Reading Comprehension Quiz:

1. Bill Mehlinger might be described as all of the following *except*
 - A. adaptable
 - B. generous
 - C. observant
 - D. sensitive
2. St. John's descriptions of Bill Mehlinger, the Baptist church, and Tony Scipio all exemplify
 - A. chronological and progressive change
 - B. attitudes as obstacles to change
 - C. the complexities of change
 - D. adaptability and willingness to change
3. When St. John characterizes Chike Chime's hiring a lawyer and suing Clarkston as acting like "any well adjusted American" (181), he is suggesting that
 - A. Americans, unlike refugees, are aware of their rights
 - B. Americans, unlike refugees, love to sue the police
 - C. more people need to become well adjusted
 - D. Chike Chime is an American

4. According to British researcher, Steven Vertovec, super-diversity of the type experienced in Clarkston is best dealt with by all of the following *except*
- A. defining ourselves into categories of “us” and “them”
 - B. making “no big deal” of diversity
 - C. acknowledging interdependence
 - D. focusing on shared characteristics

ANSWER KEY: Chapter Nineteen Multiple Choice Reading Comprehension Quiz:

1. Bill Mehlinger might be described as all of the following *except*
- A. adaptable
 - B. generous**
 - C. observant
 - D. sensitive

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

2. St. John’s descriptions of Bill Mehlinger, the Baptist church, and Tony Scipio all exemplify
- E. chronological and progressive change
 - F. attitudes as obstacles to change
 - G. the complexities of change
 - H. adaptability and willingness to change**

Skill: Clarity of meaning through repetition of main idea

Standard: Reading 2.2

3. When St. John refers to Chike Chime hiring a lawyer and suing Clarkston as acting like “any well adjusted American” (181), he is suggesting that
- A. Americans, unlike refugees, are aware of their rights**
 - B. Americans, unlike refugees, love to sue the police
 - C. more people need to become well adjusted
 - D. Chike Chime is an American

Skill: Analyzing comparisons

Standard: Reading 1.3

4. According to British researcher, Steven Vertovec, super-diversity of the type experienced in Clarkston is best dealt with by all of the following *except*
- A. defining ourselves into categories of “us” and “them”**
 - B. making “no big deal” of diversity
 - C. acknowledging interdependence
 - D. focusing on shared characteristics

Skill: Analyzing relationships and inferences

Standard: Reading 2.3

Chapter Twenty: *The “Soccer People”* (187-194)

List of idiomatic expressions & respective page #s:

The stars and stripes (187)
To change tack (190)
Status quo (190)
Eating at him (191)
To make one’s case (191)
To have a lot riding on something (191)
To grill someone (191)
To take the bait (194)

List of vocabulary words & respective page #s:

p. 187	conceived*	commemorate
drooped	rationalizations*	plaque
nobly		petition
groundbreakings	p. 191	proximity
sober	relish	laconically*
majestically	yearned*	dumbfounded*
ominous	articulated*	conundrum*
	evinced*	mumbling*
p. 188	bothersome*	
dissuade*	rift*	p. 193
misperception	chamber	sheepishly
monolithic	dais	overreach
	claustrophobic	meek*
p. 189	lectern	barrage*
deft		suppliant*
bureaucratic*	p. 192	monotone
obstructionist*	gallery	
belied*	cranks	p. 194
simpleton*	conspiracy	stifled
	theorists	
p. 190	slights	

Summary:

St. John recounts his meeting with Mayor Swaney. The interview details show Swaney as a somewhat folksy old-guard mayor who, through his talents as a bureaucratic obstructionist, had managed so far to appease his constituency of old-time Clarkston residents opposed to resettlement. After showing the mayor entangled in his own lies about the use of Clarkston’s soccer fields, St. John moves on to reporting the details of the City Council meeting where the current petitions before the council show that in the past, “those who governed Clarkston had a tendency to overreach their authority, at least until called to account by the citizens” (193). Following this revelation, Luma presents her petition to use Armistead Field, which, to the surprise of the City Council members,

the mayor supports. Luma's petition is approved and she is granted the use of the lower half of Armistead Field for her teams' practices.

Analysis and Discussion Questions:

1. What is St. John's purpose in quoting Mayor Swaney verbatim as saying "Refugees is like me and you—they're people" (188) and "I don't have no beef with nobody" (189)? What does this do to the reader's image of the mayor?
2. What is the significance of the chapter title *The "Soccer People"*? What undercurrent of sentiments does it reveal?
3. Discuss what St. John refers to as "the common misperception that the refugees were a monolithic group of strangers from faraway lands"? What are the consequences of this misperception?
4. How does St. John's account of the Ethiopian woman petitioning for permission to serve beer in her restaurant on Sundays and the man challenging the legality of the sign in Milgram Park forbidding even the presence of leashed dogs work in the chapter? What do these accounts emphasize? How do they prepare the stage for Luma's petition?

Chapter Twenty: Multiple Choice Reading Comprehension Quiz:

1. In relating his talk with Mayor Swaney, St. John implies all of the following about Swaney *except*
 - A. He lumps all refugees together into one group without differentiation.
 - B. He believes refugees are not interested in getting involved with city government.
 - C. He has changed his mind about the soccer field use.
 - D. He favors local residents because of their voting power.
2. The consequence of perceiving refugees as a single, monolithic group is that it
 - A. fails to account for the children of refugees.
 - B. fails to recognize important differences between groups and individuals.
 - C. promises easy solutions for refugee resettlement.
 - D. allows for closer bonds between refugees from diverse backgrounds.
3. The account of people pointing out that the City Council does not have the authority to rule on whether beer can be served in a restaurant on Sunday and challenging the legality of the sign in Milgram Park that forbids even the presence of leashed dogs
 - A. exemplifies how the City Council makes important decisions.
 - B. contradicts the claim that the city council has been overreaching its authority.
 - C. supports the claim that citizens are stopping the council from overreaching their authority.
 - D. prepares readers for the mayor's argument against soccer people.

4. St. John feels a kind of sympathy for Mayor Swaney because he understands
- A. the clumsiness of the mayor's arguments against soccer on the town's fields.
 - B. the impossibility of satisfying his old-time Clarkston constituents.
 - C. Swaney's pride in his reputation as the mayor who banned soccer.
 - D. Swaney's lack of awareness of the contradictions he has articulated.

ANSWER KEY: Chapter Twenty Multiple Choice Reading Comprehension Quiz:

1. In relating his talk with Mayor Swaney, St. John implies all of the following about Swaney *except*
- A. He lumps all refugees together into one group without differentiation.
 - B. He believes refugees are not interested in getting involved with city government.
 - C. He has changed his mind about the soccer field use.**
 - D. He favors local residents because of their voting power.

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

2. The consequence of perceiving refugees as a single, monolithic group is that it
- A. fails to account for the children of refugees.
 - B. fails to recognize important differences between groups and individuals.**
 - C. promises easy solutions for refugee resettlement.
 - D. allows for closer bonds between refugees from diverse backgrounds.

Skill: Compare and analyze relationships

Standard: Reading 1.3

3. The account of people pointing out that the City Council does not have the authority to rule on whether beer can be served in a restaurant on Sunday and challenging the legality of the sign in Milgram Park that forbids even the presence of leashed dogs
- A. exemplifies how the City Council makes important decisions.
 - B. contradicts the claim that the city council has been overreaching its authority.
 - C. supports the claim that citizens are stopping the council from overreaching their authority.**
 - D. prepares readers for the mayor's argument against soccer people.

Skill: Compare and analyze relationships

Standard: Reading 1.3

4. St. John feels a kind of sympathy for Mayor Swaney because he understands
- A. the clumsiness of the mayor's arguments against soccer on the town's fields.
 - B. the impossibility of satisfying his old-time Clarkston constituents.**
 - C. Swaney's pride in his reputation as the mayor who banned soccer.
 - D. Swaney's lack of awareness of the contradictions he has articulated.

Skill: Reasonable and warranted assertions

Standard: Reading 2.4

Chapter Twenty-one: *Playing on Grass* (195-200)

List of idiomatic expressions & respective page #s:

(none)

List of vocabulary words & respective page #s:

p. 196

grim
treading
random

p. 197

gazes

p. 198

Eden*
splayed out
Kudzu
decrepit
circumference
resolved
bucolic*

p. 199

deadpanned*
raspy*
galled*
grumbled*

p. 200

eerily

Summary:

Luma has a heart-to-heart discussion with her teams about gangs and how to avoid contact. She tells them, “if you keep getting beat up on the same road, take a different road,” (197) several times before announcing that from now on they would be walking to and playing on Armistead Field in Milgram Park. St. John reports Luma’s lecture to the boys about the responsibility they will have for good behavior while walking to and also while on the field and then offers a vivid description of the seemingly Eden-like qualities of the new field. An old man, a Clarkston old-timer, walks up to complain about their use of the field and comment on the changes in Clarkston, but St. John does not portray him unsympathetically.

Analysis and Discussion Questions:

1. What is the purpose of the repetition of “If you keep getting beat up on the same road, take a different road” (197)? Within the context of the chapter, could the sentence have more than one meaning?
2. How does St. John create an image in readers’ minds of the new field at Milgram Park? What words, phrases, and passages help him create this image?
3. Discuss the humor and also the significance of the “We’re not in Africa anymore” comment made by the lanky Sudanese midfielder in response to Hamdu’s suggestion the boys should chase after the herd of deer that appeared at the perimeter of the practice field at Milgram park.
4. How do you think St. John portrays the old man who appears late one afternoon to object to the Fugee’s practicing on the field? What words or passages can you use to support your interpretation? What type of response do you think St. John wants to elicit from readers with his portrayal?

Chapter Twenty-one: Multiple Choice Reading Comprehension Quiz:

1. The repetition of “If you keep getting beat up on the same road, take a different road” (197) does all *except*
 - A. emphasize the idea of choices.
 - B. serve as an allusion to the new practice field.
 - C. show the dangers facing refugees.
 - D. point to the refugees’ limited possibilities.
2. Luma tells her players that they need to set a good example of behavior on their walk to and also on the soccer field so that
 - A. they will be allowed to continue playing there.
 - B. no other soccer teams will play there.

- C. other people will be able to use to field for soccer.
 - D. old-time residents homes won't be disturbed.
3. The gaggle of geese and the herd of deer that startle the boys during practice support the claim that
- A. the new practice field had a bucolic quality.
 - B. Armistead Field was Eden.
 - C. the chain-link fence formed an oval boundary.
 - D. the field was nature's equivalent of an indoor arena.
4. The old man declined to give his name because
- A. He didn't know St. John.
 - B. St. John introduced himself as a journalist.
 - C. he had just gotten out of bed and was confused.
 - D. he didn't want the mayor to know he complained.

ANSWER KEY: Chapter Twenty-one Multiple Choice Reading Comprehension Quiz:

1. The repetition of "If you keep getting beat up on the same road, take a different road" (197) does all *except*
- A. emphasize the idea of choices.
 - B. serve as an allusion to the new practice field.
 - C. show the dangers facing refugees.
 - D. point to the refugees' limited possibilities.**

Skill: Clarity of meaning through repetition of main idea

Standard: Reading 2.2

2. Luma tells her players that they need to set a good example for behavior on their walk to and also on the soccer field so that
- A. they will be allowed to continue playing there.
 - B. no other soccer teams will play there.
 - C. other people will be able to use to field for soccer.**
 - D. old-time residents homes won't be disturbed.

Skill: Reasonable and warranted assertions

Standard: Reading 2.4

3. The gaggle of geese and the herd of deer that startle the boys during practice support the claim that
- A. the new practice field had a bucolic quality.**
 - B. Armistead Field was Eden.
 - C. the chain-link fence formed an oval boundary.
 - D. the field was nature's equivalent of an indoor arena.

Skill: Clarity of meaning as affected by patterns of organization

Standard: Reading 2.2

4. The old man declined to give his name because
- A. He didn't know St. John.
 - B. St. John introduced himself as a journalist.**
 - C. he had just gotten out of bed and was confused.
 - D. he didn't want the mayor to know he complained.

Skill: Reasonable and warranted assertions

Standard: Reading 2.4

PART THREE: *FULL CIRCLE*

Chapter Twenty-two: *Who Are the Kings?* (203-209)

List of idiomatic expressions & respective page #s:

To thumb through something (203)

The final stretch (208)

List of vocabulary words & respective page #s:

p. 203

emulate

tattered

thumbed

impish*

p. 204

avenge

unleashed

revenge

p. 205

scraps

trekked

unsettling*

p. 207

ritual

gel

p. 208

befuddlement*

agile

forays

p. 209

glaring*

stellar*

resolved*

unregimented*

spectrum*

methodical*

beyond*

idly*

Summary:

The chapter opens with background information on the political and ethnic conflict in Kosovo and tells how Quendrim Bushi, a player on the Fugees Under 13s, and his family came to be refugees. We also learn about the bonding of the Fugees' Under 13s, in the form of a call and response procedure they develop for warmups. The team warms up by running laps, they form a chorus line and players from Kosovo, the Congo, Afghanistan, Sudan, Liberia, and Burundi break into a chant of "Who are the kings?" as the call and "The Fugees" as the collective response. At the end of the chapter, St. John offers a bit of information about Luma's relaxed approach to coaching, an approach based on the belief that "Creativity [is] essential in overcoming weaknesses in soccer, and beyond" (209).

Analysis and Discussion Questions:

1. Discuss the effects of a resettlement that distributes family members all over the world as happened with Quendrim's family. What, if anything, might agencies do to improve their procedures and policies?
2. What connections can be made between a the description of a refugee from a small town in southern Kosovo being introduced to Chinese and Mexican food and British researcher Steven Vertovec's "simple three-step process for building connections between members of different culture within a 'super-diverse' society" (184)?
3. Given Luma's rigid enforcement of her own rules of conduct, do you find it surprising that she lets her players figure out the best way to achieve a desired effect in soccer drills and games?
4. Discuss possible meanings of Quendrim's observation that he thought of the other players on his team as more than just teammates and that "It's like they're all from my own country" (207).

Chapter Twenty-two: Multiple Choice Reading Comprehension Quiz:

1. Luma keeps Eldin and Mafody on the team because they set a stellar example of
 - A. taking the ball into the goalie box
 - B. keeper aggressiveness
 - C. loyal and dependable behavior
 - D. innocent and slightly goofy smiles
2. Luma's approach to teaching soccer skills is
 - A. rigid
 - B. flexible
 - C. international
 - D. methodical

3. The chapter title, “Who Are the Kings,” refers to all except
 - A. a call-and-response chant the Under 13s invented during practice
 - B. the bonding and friendship of the Under 13s
 - C. a challenge the Under 13s issue to the Under 17s
 - D. the respect and admiration the Under 13s have for Luma

4. The main idea of this chapter is *best* communicated by which of the following sentences?
 - A. It’s like they’re all from my own country. They’re my brothers.
 - B. Creativity was essential in overcoming weaknesses in soccer, and beyond.
 - C. You can go where you want. You can do what you want. You can open a business—nobody can stop you.
 - D. The Bushi’s were grateful when they learned they had been granted asylum by the United States, but the news was bittersweet.

ANSWER KEY: Chapter Twenty-two Multiple Choice Reading Comprehension Quiz:

1. Luma keeps Eldin and Mafody on the team because they set a stellar example of
 - A. taking the ball into the goalie box
 - B. goal keeper aggressiveness
 - C. loyal and dependable behavior**
 - D. innocent and slightly goofy smiles

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

2. Luma’s approach to teaching soccer skills is
 - A. rigid
 - B. flexible**
 - C. international
 - D. methodical

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

3. The chapter title, “Who Are the Kings,” refers to all except
 - A. a call-and-response chant the Under 13s invented during practice
 - B. the bonding and friendship of the Under 13s
 - C. a challenge the Under 13s issue to the Under 17s**
 - D. the respect and admiration the Under 13s have for Luma

Skill: Analyze relationships and inferences

Standard: 1.3

4. The main idea of this chapter is *best* communicated by which of the following sentences?

- A. **It's like they're all from my own country. They're my brothers.**
- B. Creativity was essential in overcoming weaknesses in soccer, and beyond.
- C. You can go where you want. You can do what you want. You can open business—nobody can stop you.
- D. The Bushi's were grateful when they learned they had been granted asylum by the United States, but the news was bittersweet.

Skill: Patterns of organization

Standard: Reading 2.3

Chapter Twenty-three: *Showdown at Blue Springs* (210-214)

List of idiomatic expressions & respective page #s:

To light into someone (212)

To suck it up (212)

What goes around, comes around (214)

List of vocabulary words & respective page #s:

p. 210
 showdown*
 tendrils*
 array
 marvel
 throttled*

p. 211
 rumpled
 approximation
 threadbare
 groggy*
 weary
 puffy-faced

slumbering
 gnat*
 pinball

p. 212
 boasted*
 flouted*

p. 213
 deploy
 undeterred
 stalling
 stealthily*
 frantic*

p. 214
 elated*
 resolve
 ecstatic

Summary:

This chapter describes the Under 13 Fugees' game against the Blue Springs Liberty Fire, a hard-fought game that the Fugees win, 3-2. Luma and the boys are elated and they even win praise from a fan of the opposing team, who tells them, "I'd have paid money to watch that game" (214).

Analysis and Discussion Questions:

1. What is the significance for Mafoday of the fact that the Blue Springs team is all white? Why does he remark on it to Luma?
2. What character qualities does Quendrim display during the game?
3. How is the opposing team characterized in this chapter? Are readers left with a positive or negative impression?
4. What do you think is the main purpose of the chapter? How the title fit this purpose?

Chapter Twenty-three: Multiple Choice Reading Comprehension Quiz:

1. The sentence, "I'd have paid money to watch that game." (214)
 - A. explains Mafoday's observation that that the team is *all* white
 - B. supports the fact that the Blue Springs Liberty Fire had a 3-2 record
 - C. explains why the Blue Springs parents set up on the sidelines with picnic blankets
 - D. supports the claim that the Blue Springs sideline appreciated the effort the competition had shown
2. About American idioms, Quendrim learns
 - A. their usefulness
 - B. the danger of learning them from popular music
 - C. that there is no comeback
 - D. that a curse is the typical reply
3. The purpose of the chapter is to show all of the following *except*
 - A. the Under 13 playing as a team
 - B. the team's mental toughness and resolve
 - C. the hostility of the opposing team
 - D. the success of Luma's coaching strategy
4. In the sentence, "The Fugees, though, were undeterred," (213), the word "undeterred" can *best* be replaced by
 - A. not discouraged
 - B. pulled under
 - C. newly energized
 - D. not marked

ANSWER KEY: Chapter Twenty-three Multiple Choice Reading Comprehension Quiz:

1. The sentence, “I’d have paid money to watch that game.” (214)
- A. explains Mafoday’s observation that that the team is *all* white
 - B. supports the fact that the Blue Springs Liberty Fire had a 3-2 record
 - C. explains why the Blue Springs parents set up on the sidelines with picnic blankets
 - D. supports the claim that the Blue Springs sideline appreciated the effort the competition had shown**

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

2. About American idioms, Quendrim learns
- A. their usefulness**
 - B. the danger of learning them from popular music
 - C. that there’s no comeback
 - D. that a curse is the typical reply

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

3. The purpose of the chapter is to show all of the following *except*
- A. the Under 13 playing as a team
 - B. the team’s mental toughness and resolve
 - C. the hostility of the opposing team**
 - D. the success of Luma’s coaching strategy

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

4. In the sentence, “The Fugees, though, were undeterred,” (213), the word “undeterred” can *best* be replaced by
- A. not discouraged**
 - B. pulled under
 - C. newly energized
 - D. not marked

Skill: Word analysis

Standard: Reading 1.0

Chapter Twenty-four: *Coming Apart* (215-225)

List of idiomatic expressions & respective page #s:

To lay into someone (216)

Stock in trade (221)

Betwixt and between (221)

Oxford button-downs (224)

The long haul (224)

List of vocabulary words & respective page #s:

p. 215

affluent
satin
azure
meandering
hiatus*
groove*

p. 216

wily
bickering*

p. 217

unrelenting

p. 218

empathize

p. 219

precedent*
banish*

p. 220

conceal*
vulnerability*
Sisyphean*
decent*
accrual*

p. 221

emblematic*
contemplative
jurisdictions*
cubicle
liminality*
ambiguous*
domain*

p. 222

mannerisms*
dynamic*
profound*
betrayed*
federal
magistrate

p. 223

reflexively*
blissfully
nonmaterialistic
consumerist
improbable*
vital*
humble*

p. 224

proselytizing*
characterized*
exceedingly*
striking*
osmosis*
zealous*

Summary:

The chapter opens with an account of the Under 15s loss to the Santos, a strong team that is in contention for the division championships. The Under 15s lost 6-1 in a match that frustrated the players and unraveled the already dispirited and angry Mandela to the point where Luma has to kick him off the team for swearing and defiance. The chapter also introduces Jeremy Cole, a youth services coordinator at Refugee Family Services, through whom St. John sheds additional light on Mandela's troubles in terms of a double identity crisis many of the adolescent refugee boys are facing. That discussion also illuminates Luma's emotions of disappointment and loss at having to kick Mandela off the team. But while disappointment can sometimes be overwhelming for those working with refugees, the ultimate reward is communicated by Cole who says, "You have to remember that you're being given a lot more than you're giving. . . . Because the refugees give you something in return – an understanding of international cultures, of generosity" (220-1).

Analysis and Discussion Questions:

1. Discuss Jeremy Cole's worldview. What does he value? What does he seek to distinguish himself from?
2. The pressures on adolescent refugees seem enormous. What can be done to help them navigate these difficulties?
3. What is the meaning of the chapter title, "Coming Apart"? How do the experiences of Jeremy Cole and his claim that, "You have to remember that you're being given a lot more than you're giving" (220) relate to the chapter title?
4. What does Jeremy Cole think is lacking in American society? What does he yearn for and wish to see more of?

Chapter Twenty-four: Multiple Choice Reading Comprehension Quiz:

1. Which of the following is *not* one of the values emphasized by Jeremy Cole's worldview?
 - A. liminality
 - B. family
 - C. generosity
 - D. selflessness
2. Which of the following is *not* a reason why Luma banished Mandela from the team?
 - A. he is caught between two worlds
 - B. he cussed in front of Coach
 - C. he quit on his team during a game
 - D. he was moody and unpredictable

3. The details about Jeremy Cole's work with refugees help readers understand
 - A. Luma's behavior
 - B. Mandela's behavior
 - C. Natnael's response
 - D. Cole's religious beliefs

4. Luma's reaction to Mandela's behavior shows her
 - A. toughness
 - B. exhaustion
 - C. inflexible nature
 - D. vulnerability

ANSWER KEY: Chapter Twenty-four Multiple Choice Reading Comprehension Quiz:

1. Which of the following is *not* one of the values emphasized by Jeremy Cole's worldview?
 - A. liminality**
 - B. family
 - C. generosity
 - D. selflessness

Skill: Philosophical assumptions

Standard: Reading 2.5

2. Which of the following is *not* a reason why Luma banished Mandela from the team?
 - A. he is caught between two worlds**
 - B. he cussed in front of Coach
 - C. he quit on his team during a game
 - D. he was moody and unpredictable

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

3. The details about Jeremy Cole's work with refugees help readers understand
 - A. Luma's behavior
 - B. Mandela's behavior**
 - C. Natnael's response
 - D. Cole's religious beliefs

Skill: Patterns of organization

Standard: Reading 2.2

4. Luma's reaction to Mandela's behavior shows her
 - A. toughness
 - B. exhaustion
 - C. inflexible nature
 - D. vulnerability**

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

Chapter Twenty-five: *Hanging On at Home* (226-234)

List of idiomatic expressions & respective page #s:

To learn the ropes (228)

List of vocabulary words & respective page #s:

p. 226
unrelenting*

untethered
cede*
succumbed*

p. 227
compliant
restitution*
options*
predominant

p. 233
marveled*

p. 234
conflicted*

p. 228
hierarchy*
relentless*
carcasses*
revulsion*
confounding*

p. 229
inefficient*
quirk*
alien*
improbably*
serene*
demeanor*
pulverized

p. 230
squirmed
coddling
unnerved
toted
warble
weary*

p. 231
brooded*
roam*

p. 232

Summary:

This chapter is composed of a mix of stories, including information about how refugees like Generose end up working the night shift at Crider, a chicken processing plant, while her boys aged fifteen, thirteen, and seven take care of their baby sister, Alyah. The story of Alex forgetting the hot dogs cooking on the stove while he is feeding the baby, and nearly starting a kitchen fire, reminds readers of the difficulties and dangers literally forced upon the refugees. We learn that Beatrice Ziaty is dating a Liberian refugee who attempts to help with raising the boys and bemoans what he considers the excessive freedom of American teenagers and the hunger and poverty that lure refugee boys such as Mandela into troubled relationships with gangs. There are, however, promising signs that Mandela Ziaty misses being on the Fugees, and he asks his brother Jeremiah to tell coach Luma he wants to talk to her.

Analysis and Discussion Questions:

1. What is the meaning of the chapter title?
2. Discuss the childrearing views of David Faryen, Beatrice's boyfriend. Do they differ from what you know about Beatrice's approach?
3. Why does St. John include the details about Alex burning the hot dogs? What does this story illustrate?
4. What seems to be the central focus of the chapter? What point do you think St. John wants to make in relating the details?

Chapter Twenty-five: Multiple Choice Reading Comprehension Quiz:

1. The story about Alex burning the hot dogs
 - A. supports the idea that poverty forces refugees into dangerous situations
 - B. supports David Fayen's idea that the Liberian boys' troubles could be traced to their parents
 - C. demonstrates the danger of boys having too much time on their hands
 - D. exemplifies the idea that boys have too much freedom in America
2. David Fayen believes that refugee children
 - A. need to respect American culture
 - B. will never be part of American culture
 - C. need to respect the culture of their country of origin
 - D. need to respect the bounds of all cultures
3. The main point of this chapter is to show
 - A. the difficulties refugees face
 - B. the difficulties single refugee mothers face
 - C. that refugee children need a father
 - D. that Mandela misses the Fugees

4. Which of the following did we *not* learn about Mandela in this chapter?
- A. He wants to play basketball rather than soccer
 - B. He feels conflicted about his dismissal from the Fugees
 - C. He misses playing on the Fugees team
 - D. He wants to talk to Luma

ANSWER KEY: Chapter Twenty-five Multiple Choice Reading Comprehension Quiz:

1. The story about Alex burning the hot dogs
- A. supports the idea that poverty forces refugees into dangerous situations**
 - B. supports David Fayen's idea that the Liberian boys' troubles could be traced to their parents
 - C. demonstrates the danger of boys having too much time on their hands
 - D. exemplifies the idea that boys have too much freedom in America

Skill: Patterns of organization

Standard: Reading 2.2

2. David Fayen believes that refugee children
- A. need to respect American culture
 - B. will never be part of American culture
 - C. need to respect the culture of their country of origin**
 - D. need to respect the bounds of all cultures

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

3. The main point of this chapter is to show
- A. the difficulties refugees face
 - B. the difficulties single refugee mothers face**
 - C. that refugee children need a father
 - D. that Mandela misses the Fugees

Skill: Patterns of organization

Standard: Reading 2.2

4. Which of the following did we *not* learn about Mandela in this chapter?
- A. He wants to play basketball rather than soccer**
 - B. He feels conflicted about his dismissal from the Fugees
 - C. He misses playing on the Fugees team
 - D. He wants to talk to Luma

Skill: Warranted and reasonable assertions

Reading 2.4

Chapter Twenty-six: *The Dikoris* (235-244)

List of idiomatic expressions & respective page #s:

To come through with something (236)
Put to the test (237)
To put a team away (beat badly) (237)
To put a premium on something (238)
To act out (244)

List of vocabulary words & respective page #s:

p. 235	vital*	unfettered*
quotidian*	barren*	subsidized*
incapacitated	synonymous*	
surmised*	launched*	p. 241
	indigenous*	weary*
p. 236	apostate*	flared
invigorated	bulwark*	hooligans*
fathom	cronies*	teeming
hamstrung*		churning
scrounge	P. 239	
	genocide*	p. 242
p. 237	wanton*	diffidence*
invoked*	craved	poignant*
mercy*	salvage*	treacherous*
wiry*		
prowess*	p. 240	p. 243
unassertive*	henchmen*	prone*
potential	haphazard*	
	respite*	p. 244
p. 238	relentless*	trying [difficult]
fertile	persecution*	demeanor*
abundant	reprieve*	solace*
agricultural	rescinded	

Summary:

This chapter catches readers up how Luma's practices with the Under 13s are going and how Luma fixes the weaknesses she can. Certain skills such as crosses, corner kicks, and long shots remain impossible to practice because the YMCA still had not delivered the soccer goals. The remainder of the chapter focuses on profiling the Dikori family, their flight from Sudan and resettlement in America, and the tragic automobile accident that killed the mother and three daughters. All three surviving boys join Luma's Fugees: the oldest, Shamsoun, twelve-year-old Idwar, and Robin, who, at nine is by far the youngest player on Luma's Under 13 team. Soccer becomes their refuge and the team their family, the place where they find solace and the activity that, according to Shamsoun, keeps them sane.

Analysis and Discussion Questions:

1. Shamsoun is most surprised by Americans' seeming shyness toward refugees and immigrants. Unlike Sudanese reaction to strangers, Americans "seemed to look through him, and no one seemed the least bit curious about how this stranger wound up in their midst" (242). What do you think makes Americans react in this way?
2. Why do you think St. John includes the details of the Dikoris' displacement from Sudan and persecution in Egypt in this chapter?
3. Discuss the role the Fugee's soccer team plays in the lives of the Dikori boys.
4. Shamsoun tells St. John: "Our father doesn't show a lot of affection—that's how it is with African parents" (244). Discuss this statement in light of what you've learned about the relationships in other refugee families whose stories are told in the book.

Chapter Twenty-six: Multiple Choice Reading Comprehension Quiz:

1. The chapter does all *except*
 - A. tell the story of the Dikoris and how they became refugees
 - B. explain Luma's fallout with Mandela
 - C. emphasize the importance of the soccer teams in the lives of refugees
 - D. give an update on how Luma's practices are progressing
2. Which of the following is *not* true about Idwar and Robin Dikori?
 - A. they are too thin and wiry to play on the team
 - B. they are shy and seemingly unassertive
 - C. they have potential
 - D. they did not present the image of athletic prowess
3. In the sentence: "The strangest part of life in the United States, Shamsoun said, was the diffidence of Americans toward refugees and immigrants" (242), the word *diffidence* means
 - A. revulsion
 - B. fear
 - C. respect
 - D. shyness
4. Being part of the Fugees does all of the following for the Dikori boys *except*
 - A. help their father show affection
 - B. provide solace
 - C. provide a sense of family
 - D. broaden their minds

ANSWER KEY: Chapter Twenty-six Multiple Choice Reading Comprehension Quiz:

1. The chapter does all *except*
- A. tell the story of the Dikoris and how they became refugees
 - B. explain Luma's fallout with Mandela**
 - C. emphasize the importance of the soccer teams in the lives of refugees
 - D. give an update on how Luma's practices are progressing

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

2. Which of the following is *not* true about Idwar and Robin Dikori?
- A. they are too thin and wiry to play on the team**
 - B. they are shy and seemingly unassertive
 - C. they have potential
 - D. they did not present the image of athletic prowess

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

3. In the sentence: "The strangest part of life in the United States, Shamsoun said, was the diffidence of Americans toward refugees and immigrants" (242), the word *diffidence* means

- A. revulsion
- B. fear
- C. respect
- D. shyness**

Skill: Word analysis

Standard: Reading 1.0

4. Being part of the Fugees does all EXCEPT which of the following for the Dikori boys?
- A. help their father show affection**
 - B. provide solace
 - C. provide a sense of family
 - D. broadened their minds

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

Chapter Twenty-seven: "What Are You Doing Here?" (245-256)

List of idiomatic expressions & respective page #s:

At a glance (250)

A notch above (250)

List of vocabulary words & respective page #s:

p. 245 chronic nagging derailed	zeal*	
p. 246 barrage* harrowing* exorcise* resonated* diminutive* enthralled* alienating*	p. 248 fitful* hued respite* agitated*	p. 251 conspicuous* contaminated*
p. 247	p. 249 obliged* judicial*	p. 252 waylaid* divvied* amiss* sternum*
	p. 250 posting bail scout*	p. 255 coaxed* notorious*

Summary:

This chapter introduces David Anderson, coach of the Athens Gold Valiants' Under 13s, whose own struggles with self-esteem as a youngster led him to emphasize confidence-building and discipline in his coaching style. Readers are also introduced to his star player, Jonathan Scherzer, a fine young player from Austria whose father was studying at the university. On the way to the game, Luma gets pulled over by the police, who, suspicious of her middle name, Hassan, arrest her in full view of her players and jail her for driving with an expired license, causing her to miss the game. Playing without their coach, the Fugees go down 5-0 to the Valiants but their spirit and determination during the second half of the game earns them the respect of Dave Anderson

Analysis and Discussion Questions:

1. What is the meaning of the chapter title, "What are you doing here?" Why do you think St. John selected it as the chapter title?
2. The Fugees play a much stronger second half against the Valiants. Does St. John give an explanation for this shift?
3. What point might St. John want to make by concluding the chapter as he does? What comparison is offered to readers and for what purpose?
4. What parallels can be drawn between Joni Scherzer's experience of joining his soccer team and that of the refugee boys joining Luma's?

Chapter Twenty-seven: Multiple Choice Reading Comprehension Quiz:

1. For Joni Scherzer, joining the Valiant soccer team did all *except*
 - A. boost his self-esteem
 - B. improve his English
 - C. alienate him
 - D. transform him
2. The arresting officers treated Luma with suspicion because
 - A. of her Arabic middle name
 - B. because her license had expired
 - C. because they thought she would hit them
 - D. she resisted arrest
3. St. John includes a reference to Luma registering with the Immigration and Naturalization service to
 - A. show the difference in fingerprinting methods
 - B. emphasize her legal status in the U.S.
 - C. show there was no cause for her arrest
 - D. explain why Luma was afraid
4. The purpose of the details about Luma's bail costing as much as five hundred ice creams is to
 - A. support Luma's claim that she got out of jail
 - B. add details to Luma's claim that she had a bad day
 - C. explain the American bail process
 - D. compare the judicial process in the Congo and the U.S.

ANSWER KEY: Chapter Twenty-seven Multiple Choice Reading Comprehension Quiz:

1. For Joni Scherzer, joining the Valiant soccer team did all *except*
 - A. boost his self-esteem
 - B. improve his English
 - C. alienate him**
 - D. transform him

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

2. The arresting officers treated Luma with suspicion because
 - 1. of her Arabic middle name**
 2. because her license had expired
 3. because they thought she would hit them
 4. she resisted arrest

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

3. St. John includes a reference to Luma registering with the Immigration and Naturalization service to

- A. show the difference in fingerprinting methods
- B. emphasize her legal status in the U.S.**
- C. show there was no cause for her arrest
- D. explain why Luma was afraid

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

4. The purpose of the details about Luma’s bail costing as much as five hundred ice creams is to

- A. support Luma’s claim that she got out of jail
- B. add details to Luma’s claim that she had a bad day
- C. explain the American bail process
- D. compare the judicial process in the Congo and the U.S.**

Skill: Analyzing specific comparisons

Standard: Reading 1.3

Chapter Twenty-eight: *Halloween* (257-262)

List of idiomatic expressions & respective page #s:

To go all out (259)

Klieg light smile (260)

A get up (261)

List of vocabulary words & respective page #s:

p. 257

murky*

dispatches*

ominously*

mundane*

spare*

fate*

p. 258

affluent*

p. 259

outlandishly

absurd

conspicuous*

punctuated

menacing*

scouting*

p. 260

trepidation*

bounty*

loot*

p. 261

fastidiously

Summary:

This chapter opens with a news item about a riot in a prison in Kinshasa where Beatrice Belagemire’s husband is incarcerated, giving readers another opportunity to compare Luma’s experience with the American judiciary to refugees’ experience in their home countries. The remainder of the chapter recounts the Under 13s’ first American

Halloween experience as Luma takes them trick-or-treating in an affluent suburb of Atlanta that seems to fit the refugees image of America as the land of plenty.

Analysis and Discussion Questions:

1. St. John describes Luma's arrest and bail process in conjunction with what Beatrice Belegamire's husband Joseph is experiencing in the jail in Kinshasa. Discuss this comparison. What does St. John want readers to consider?
2. What sense do you get of the suburb where Luma takes her Under 13s to trick-or-treat? What specific words and phrases does St. John use as a tool to create for readers the image he wants them to see?
3. What is the meaning of the exclamation "Young man!" (261) and why is Mafoday's reply of "Thank you!" humorous?
4. What is the purpose of the last paragraph of the chapter?

Chapter Twenty-eight: Multiple Choice Reading Comprehension Quiz:

1. St. John uses the words *shimmering*, *wonderland*, and *playful* (261) to give readers a sense of
 - A. the problem the refugees would be encountering
 - B. the good nature of the holiday
 - C. the over-the-top affluence of the neighborhood
 - D. the festivity and safety of the neighborhood
2. The girl in the soccer uniform caused a misunderstanding because
 - A. the girls laughed at the Fugees
 - B. the Fugees didn't understand the girl's sassiness
 - C. the Fugees didn't recognize her outfit as a costume
 - D. the girl didn't know what position she played
3. From St. John's description of the trick-or-treating, readers get the sense that
 - A. the Fugees fit into the neighborhood
 - B. the neighborhood welcomed the Fugees
 - C. the Fugees were outsiders
 - D. the Fugees think that America is the land of plenty
4. The purpose of the last paragraph is to
 - A. report on a police action in Clarkston
 - B. contrast Clarkston with the other neighborhood
 - C. explain why Grace is afraid
 - D. add action to the end of the chapter

ANSWER KEY: Chapter Twenty-eight Multiple Choice Reading Comprehension Quiz:

1. St. John uses the words *shimmering*, *wonderland*, and *playful* (261) to give readers a sense of
- A. the problem the refugees would be encountering
 - B. the good nature of the holiday
 - C. the over-the-top affluence of the neighborhood
 - D. the festivity and safety of the neighborhood**

Skill: Word choice

Standard: Reading 2.2

2. The girl in the soccer uniform caused a misunderstanding because
- A. the girls laughed at the Fugees
 - B. the Fugees didn't understand the girl's sassiness
 - C. the Fugees didn't recognize her outfit as a costume**
 - D. the girl didn't know what position she played

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

3. From St. John's description of the trick-or-treating, readers get the sense that
- A. the Fugees fit into the neighborhood
 - B. the neighborhood welcomed the Fugees
 - C. the Fugees were outsiders**
 - D. the Fugees think that America is the land of plenty

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

4. The purpose of the last paragraph is to
- A. report on a police action in Clarkston
 - B. contrast Clarkston with the other neighborhood**
 - C. explain why Grace is afraid
 - D. add action to the end of the chapter

Skill: Analyze specific comparisons and relationships

Standard: Reading 1.3

Chapter Twenty-nine: *The Fifteen's Final Game* (263-267)

List of idiomatic expressions & respective page #s:

In the scheme of things (264)

To have one's moment (264)

List of vocabulary words & respective page #s:

p. 263 sacred	prospect*	enraged*
p. 264 demoted* ploy* stunned*	p. 265 demeanor* lackadaisical* laze* methodical*	p. 266 dejected* salvage* emphatic*

Summary:

This chapter details the Under 15s last game of the season. Because Luma had initially disbanded the team before allowing Kanue and Natnael to reconstitute it with new players, several games had been forfeited and also, because of recent losses, the Fugees were now fighting to win their last game to not to finish dead last in their league. Despite trying hard, particularly in the second half, the Fugees get called for many fouls and make mistakes that result in a frustrating and disappointing loss. Luma tells them that this was an embarrassment, and could have been avoided had they played the game according to her instructions.

Analysis and Discussion Questions:

1. What is St. John's purpose in opening the chapter with Natnael and Joseph's conversation?
2. Why was the team's play unfocused and seemingly dazed?
3. What was the source of Luma's frustration with the Under 15s and what does she blame for the loss of the game?
4. Given the difficulties the Under 15s had encountered, does Luma's criticism seem harsh? Why or why not?

Chapter Twenty-nine: Multiple Choice Reading Comprehension Quiz:

1. Natnael and Joseph's conversation that opens the chapter
 - A. supports the claim that trips on the bus were a kind of sacred time for talk about life outside of soccer
 - B. supports the claim that Joseph was coming along to give the younger team support
 - C. explains why Natnael's curiosity was piqued
 - D. explains why other kids rode to games alone with their parents but the Fugees rode on the bus

2. All of the following support the claim that “Despite all their off-field troubles, they had had their moments” (64) *except*
- A. the big win after their hiatus
 - B. making the State cup tournament
 - C. nearly beating the number one team in their division
 - D. a 1-1 tie against the best team in their division
3. The Fugee’s uninspired play can be attributed to the fact that
- A. they thought they didn’t stand a chance against the opposing team
 - B. they had already beaten that team soundly once before
 - C. had already had their big moments
 - D. they were only fighting not to come in last in their division
4. Luma believed the team lost because they
- A. didn’t know how to play
 - B. only knew how to play street ball
 - C. didn’t play according to her coaching instructions
 - D. were wasting time on the field

ANSWER KEY: Chapter Twenty-nine Multiple Choice Reading Comprehension Quiz:

1. Natnael and Joseph’s conversation that opens the chapter
- A. supports the claim that trips on the bus were a kind of sacred time for talk about life outside of soccer**
 - B. supports the claim that Joseph was coming along to give the younger team support
 - C. explains why Natnael’s curiosity was piqued
 - D. explains why other kids rode to games alone with their parents but the Fugees rode on the bus

Skill: Patterns of organization

Standard: Reading 2.2

2. All of the following support the claim that “Despite all their off-field troubles, they had had their moments” (64) *except*
- A. the big win after their hiatus
 - B. making the State cup tournament**
 - C. nearly beating the number one team in their division
 - D. a 1-1 tie against the best team in their division

Skill: Repetition of main ideas

Standard: Reading 2.2

3. The Fugee’s uninspired play can be attributed to the fact that
- A. they thought they didn’t stand a chance against the opposing team
 - B. they had already beaten that team soundly once before

C. had already had their big moments

D. they were only fighting not to come in last in their division

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

4. Luma believes the team lost because they

A. didn't know how to play

B. only knew how to play street ball

C. didn't play according to her coaching instructions

D. were wasting time on the field

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

Standard: Reading 2.2

2. The expression "bottle rockets in cleats" (268) refers to the

A. Dikori brothers' explosive speed

B. threat Quendrim faced from Afghan players

C. attack on Josiah on the left wing

D. attacking forwards

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

3. The strong performance of the Under 13s are attributable to all *except*

A. faithful adherence to Luma's "my rules, my drills, my way"

B. learning their own strengths

C. improved defense

D. a miracle of sorts

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

4. Luma says, "You play like this next weekend, you're going home in last place" (272) because she

A. didn't want the team to feel better than the Under 15s

B. didn't want the team's win to go to the boys' heads

C. was worried about next weekend's game

D. didn't think they played well

Skill: Relationships and inferences

Standard: Reading 1.3

Chapter Thirty: *My Rules, My Way* (268-272)

List of idiomatic expressions & respective page #s:

To have a lot riding on something (269)

To be a shoo-in (269)

To keep one's cool (270)

To leave in the dust (270)

List of vocabulary words & respective page #s:

p. 269

diminutive

flinching

clinch*

portable*

cluster*

vying*

p. 270

mandatory

goad*

retaliating*

negate*

manhandled*

splayed

mangling*

tongue-tied

quandary*

accommodate

p. 271

to feature

Summary:

The chapter describes the Under 13s improvement and their final regular-season game. Unlike the Under 15s, the Under 13 team has conscientiously abided by Luma's system of "my rules, my drills, my way" and has bonded in friendship. They win their final game 2-1 and Luma, not wanting the win to go to the boys' heads, sends them home with spare praise, saying "you played an okay game" (272).

Analysis and Discussion Questions:

1. Discuss the meaning of the chapter title.
2. Discuss what you see as the significance of the boys' solution to shared prayer. How does St. John's word choice influence readers?
3. What relationship between success and self-confidence is suggested by the reference to Mafoday stopping the penalty kick in an earlier game (269)?
4. Why do you think the Under 13s bonded in a way so that they looked out for each other and the Under 15s didn't bond in that way?

Chapter Thirty: Multiple Choice Reading Comprehension Quiz:

1. The opening sentence of Chapter 30, “Things were much different for the Under 13 Fugees”
 - A. explains the title of the chapter
 - B. refers to information presented in the previous chapter
 - C. refers to the Dikori brothers’ passing skills
 - D. explains Luma’s rules of “my rules, my drills, my way”
2. The expression “bottle rockets in cleats’ (268) refers to the
 - A. Dikori brothers’ explosive speed
 - B. threat Quendrim faced from Afghan players
 - C. attack on Josiah on the left wing
 - D. attacking forwards
3. The strong performance of the Under 13s are attributable to all *except*
 - A. faithful adherence to Luma’s “my rules, my drills, my way”
 - B. learning their own strengths
 - C. improved defense
 - D. a miracle of sorts
4. Luma says, “You play like this next weekend, you’re going home in last place” (272) because she
 - A. didn’t want the team to feel better than the Under 15s
 - B. didn’t want the team’s win to go to the boys’ heads
 - C. was worried about next weekend’s game
 - D. didn’t think they played well

ANSWER KEY: Chapter Thirty Multiple Choice Reading Comprehension Quiz:

1. The opening sentence of Chapter 30, “Things were much different for the Under 13 Fugees”
 - A. explains the title of the chapter
 - B. refers to information presented in the previous chapter**
 - C. refers to the Dikori brothers’ passing skills
 - D. explains Luma’s rules of “my rules, my drills, my way.”

Skill: Patterns of organization

Standard: Reading 2.2

2. The expression “bottle rockets in cleats’ (268) refers to the
 - E. Dikori brothers’ explosive speed**
 - F. threat Quendrim faced from Afghan players
 - G. attack on Josiah on the left wing
 - H. attacking forwards

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

3. The strong performance of the Under 13s are attributable to all *except*

E. faithful adherence to Luma’s “my rules, my drills, my way”

F. learning their own strengths

G. improved defense

H. a miracle of sorts

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

4. Luma says, “You play like this next weekend, you’re going home in last place” (272) because she

E. didn’t want the team to feel better than the Under 15s

F. didn’t want the team’s win to go to the boys’ heads

G. was worried about next weekend’s game

H. didn’t think they played well

Skill: Relationships and inferences

Standard: Reading 1.3

Chapter Thirty-one: *Tornado Cup* (273-290)

List of idiomatic expressions & respective page #s:

On the line (274)

To tower over (278)

Wasn’t lost on her (281)

To pitch in (282)

To tick through –list (285)

To hold fast to something (288)

List of vocabulary words & respective page #s:

274	bivouacked	gig	lethargically
tepid	unison*		
canopy	livid*	p. 283	p. 288
	pathetic*	waived*	milled about*
p. 276		ringer*	relished*
precarious	p. 280	intimidating*	
trekking	manhandled	dole out	p. 290
sloshes		ubiquitous*	abutting
hapless souls	p. 281		quarry
beleaguered	antithesis*	p. 285	encroaches*
pretense	prestigious*	stakes*	verdant*
configuration*	upscale*	fusillade*	deceptively*
cockiness*	chipper*	coalition	serene*
			corona*
p. 277	p. 282	p. 287	

Summary:

In preparation for the Under 13s participation in the Tornado Cup, Luma has them scrimmage with the Under 15s, a game that energizes both teams. In the tournament, the Under 13s win their first game but lose their second. Due to the outcomes of various other games, they get a chance to playoff against another team for a spot in the finals. They need a win to advance but, in a hard-fought game, the Fugees are only able to tie and the other team advances. Luma tells them, “You had ’em at two to one, and you wouldn’t finish it. You deserve to lose. “You didn’t play your best” (287). Luma promises to enter the Under 13s in a big tournament in Savannah if they can raise the \$1,000.00 necessary for travel and lodging. The boys come up \$130.00 short but Jeremiah and Prince devise a team project of raking leaves and raise the needed \$130.00 in one day. The book concludes with an account of a deceitful action by the city of Clarkston, who send a fax to Luma to inform her that the permission to practice on Armistead Field has been revoked three months short of the six months use she had been granted unanimously at the last city Council meeting. It turns out Mayor Swaney had circumvented the City Council, retracting the permission on his own. So, once again, Luma finds herself with a tournament to prepare for but without a practice field.

Analysis and Discussion Questions:

1. When St. John makes the analogy between soccer tournaments and Woodstock, how does he safeguard against possible confusion among his younger readers who might not know about Woodstock?
2. Discuss Luma’s comments to her Under 13 team after they tied their last game in the Tornado Cup tournament.
3. What does the word *[sic]* in the fax from the town of Clarkston indicate? What reaction from readers might the word elicit?
4. Comment on the book’s ending. To what extent have your expectations been met or not met by this ending?

Chapter Thirty-one: Multiple Choice Reading Comprehension Quiz:

1. For the Fugees, Luma’s “It was an okay scrimmage” (275) was high praise because she
 - A. never praises
 - B. thought practice was okay
 - C. seldom praises
 - D. saw something she hadn’t seen all season

2. St. John's mention of the car soccer parents drive: *minivans, station wagons, and SUVs* (276), is an allusion to
- A. wealth
 - B. car-types
 - C. driving pleasure
 - D. poverty
3. The word *[sic]* in the fax from the town of Clarkston
- A. means "inappropriate"
 - B. is a typical symbol used in faxes
 - C. points to a grammatical error
 - D. substitutes for an apostrophe
4. St. John's use of the phrase *tucked in a verdant corner* to describe Clarkston's location suggests a disconnect between
- A. Clarkston's green space and Luma's inability to secure a practice field
 - B. Clarkston's location and the lack of soccer fields
 - C. Clarkston's inaccessibility and the availability of soccer fields
 - D. Clarkston's hidden green corners and lack of soccer fields

ANSWER KEY: Chapter Thirty-one Multiple Choice Reading Comprehension Quiz:

1. For the Fugees, Luma's "It was an okay scrimmage" (275) was high praise because
- A. Luma never praises
 - B. Luma thought practice was okay
 - C. Luma seldom praises**
 - D. Luma saw something she hadn't seen all season

Skill: Relationships and inferences

Standard: Reading 1.3

2. St. John's mention of the car soccer parents drive: *minivans, station wagons, and SUVs* (276), is an allusion to
- A. wealth**
 - B. car-types
 - C. driving pleasure
 - D. poverty

Skill: Relationships and inferences

Standard: Reading 1.3

3. The word *[sic]* in the fax from the town of Clarkston
- A. means "inappropriate"
 - B. is a typical symbol used in faxes
 - C. points to a grammatical error**
 - D. substitutes for an apostrophe

Skill: Word analysis

Standard: Reading 1.0

4. St. Johnn's use of the phrase *tucked in a verdant corner* to describe Clarkston's location suggests an disconnect between

- A. **Clarkston's green space and Luma's inability to secure a practice field**
- B. Clarkston's location and the lack of soccer fields
- C. Clarkston's inaccessibility and the availability of soccer fields
- D. Clarkston's hidden green corners and lack of soccer fields

Skill: Meaning of analogies

Standard: Reading 1.3

Epilogue (291-300)

List of idiomatic expressions & respective page #s:

List of vocabulary words & respective page #s:

p. 291

stifle*

p. 300

docile*

p. 292

rapprochement*

deduced*

grudges*

p. 293

goad*

p. 294

naiveté

p. 295

relieved*

escalated*

p. 296

perceived

vented

at stake

p. 297

deluged

p. 298

curmudgeon

maxims

Summary:

The *Epilogue*, constructed much like the *Introduction* provides a summation and overview of what has happened to the Fugees and Luma since the season-ending Tornado Cup tournament. We learn that many of the refugees who had lived in Clarkston later moved to various other locations to join family or friends or to seek a better life. This tugs at Luma because of the friendships she has formed with the families, but she also understands. The appearance of three of St. John's articles about the Fugees in the *New York Times* had a number of consequences. For one, Mayor Swaney was inundated with angry letters and phone calls for banning the Fugees from Armistead Field. His lies were exposed and the Clarkston City Council reaffirmed Luma's right to use the field. The book and the articles have focused attention on Luma and the Fugees. They received a number of donations that allowed Luma to sever her ties with the YMCA and start realizing her plans for a tutoring center and soccer facility. An important point about Luma and about the meaning of the book is communicated when Tracy Ediger tells St. John that, "Luma is really a normal person doing what she can for the people around her," and that the point is that, "no one person can do everything, but we can all do something" (299).

Analysis and Discussion Questions:

1. Compare the *Epilogue* to the *Introduction* in terms of structure and content.
2. What *function* does the *Epilogue* serve? Do other genres, movies for example, make use of epilogues?
3. How does the *Epilogue* provide a more satisfying conclusion to the book than the final chapter?
4. What values are revealed in St. John's account of Luma refusing to let her father buy clothes and instead asking him to buy school supplies for the refugees?
5. Discuss the Jordanian saying, "Everything in the world starts small and then becomes bigger—except bad things. They start big, and then get smaller" (292). To what extent has this been true for Luma up to now?
6. Discuss reasons for Luma's anger over one of her young players receiving an A in English (293). Why do you think this happens? Why does Luma say that "local public schools continue to fail the refugee population and American students as well." What changes could be made to avoid this kind of failure?
7. Discuss Luma's insight that for refugees, moving by choice – as opposed to simply fleeing – could be an act of self-determination. In light of what you've

learned about the situation of refugees, how do you see Generose's move to Indiana?

8. What was your reaction on learning that reader response to an article St. John wrote about the Fugee's and Mayor Swaney's soccer ban helped the Fugees get permission to use the field reinstated?

Epilogue: Multiple Choice Reading Comprehension Quiz:

1. Which of the following is *not* a reason why refugees move from primary relocation centers to other places?
 - A. to escape bad weather
 - B. to be closer to family members
 - C. to seek a better environment
 - D. to join other countrymen
2. St. John's article exposing the lies of Mayor Swaney did all of the following *except*
 - A. cause the mayor to protest his treatment
 - B. prompt the City Council to reaffirm the Fugee's right to use the field
 - C. allow the Lost Boys soccer team to play on the field
 - D. cause angry phone calls and e-mails from readers
3. One of the main points St. John wants to make is that Luma
 - A. is an unusual person with special talents
 - B. doesn't believe in a single method for dealing with struggling kids
 - C. deserves to be put on a pedestal for her incredible contributions
 - D. is an ordinary person who serves as an example for what others can do
4. Which of the following does the Epilogue *not* do?
 - A. explain Mayor Swaney's retraction of Luma's permission to use the field
 - B. report on what has happened to Luma and the team in the last two years
 - C. support the claim that "Everything in the world starts small and then becomes bigger—except bad things. They start big and then get smaller" (292)
 - D. provide a satisfying ending for the book

ANSWER KEY: Epilogue Multiple Choice Reading Comprehension Quiz:

1. Which of the following is *not* a reason why refugees move from primary relocation centers to other places?
 - A. to escape bad weather**
 - B. to be closer to family members
 - C. to seek a better environment
 - D. to join other countrymen

Skill: Warranted and reasonable assertions

Standard: Reading 2.4

2. St. John's article exposing the lies of Mayor Swaney did all of the following *except*

- A. cause the mayor to protest his treatment
- B. prompt the City Council to reaffirm the Fugee's right to use the field
- C. allow the Lost Boys soccer team to play on the field**
- D. cause angry phone calls and e-mails from readers

Skill: Warranted and reasonable assertions

Standard: Reading 2.

One of the main points St. John wants to make is that Luma

- A. is an unusual person with special talents
- B. doesn't believe in a single method for dealing with struggling kids
- C. deserves to be put on a pedestal for her incredible contributions
- D. is an ordinary person who serves as an example for what others can do**

Skill: Repetition of main ideas

Standard: Reading 2.2

4. Which of the following does the Epilogue *not* do?

- A. explain Mayor Swaney's retraction of Luma's permission to use the field**
- B. report on what has happened to Luma and the team in the last two years
- C. support the claim that "Everything in the world starts small and then becomes bigger—except bad things. They start big and then get smaller" (292)
- D. provide a satisfying ending for the book

Skill: Warranted and reasonable assertions

Standard: Reading 2.4