

## GPA Summer Reading for Incoming 9<sup>th</sup> Grade

Welcome to Great Path Academy! In preparation for the 2018-2019 school year, we require that incoming ninth grade students read a selection of texts. This purpose of this assignment is to provide students with engaging texts that explore the themes of integrity, perseverance, and identity as they relate to issues in the 21<sup>st</sup> century. Once school begins, students will further develop their understanding of the texts in an extended project of their choosing. Students are required to read all three texts; however, **they must only complete the accompanying questions and responses for two out of the three texts.**

Text Options:

John Donne “No Man is an Island”

Elie Wiesel *Nobel Peace Prize Acceptance Speech*

Malala Yousafzai: *A Normal yet Powerful Girl*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

# No Man Is An Island

By John Donne  
1624

*John Donne (1572-1631) was an English poet whose time spent as a cleric in the Church of England often influenced the subjects of his poetry. In 1623, Donne suffered a nearly fatal illness, which inspired him to write a book of meditations on pain, health, and sickness called Devotions upon Emergent Occasions. "No Man is an Island" is a famous section of "Meditation XVII" from this book. As you read, take notes on how the author uses figurative language to describe humanity.*

## Modern Version

- [1] No man is an island entire of itself; every man is a piece of the continent, a part of the main; if a clod<sup>1</sup> be washed away by the sea, Europe is the less, as well as if a promontory<sup>2</sup> were, as
- [5] well as any manner of thy friends or of thine own were; any man's death diminishes me, because I am involved in mankind. And therefore never send to know for whom the bell tolls;<sup>3</sup> it tolls for thee.



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## Early Modern English Version

No man is an lland, intire of itselfe; every man is a peece of the Continent, a part of the maine; if a Clod bee washed away by the Sea, Europe is the lesse, as well as if a Promontorie were, as well as if a Manor of thy friends or of thine owne were; any mans death diminishes me, because I am involved in Mankinde; And therefore never send to know for whom the bell tolls; It tolls for thee.

*"No Man Is An Island" by John Donne (1624) is in the public domain.*

1. a clump of soil
2. a point of high land that juts out into a large body of water, like a peninsula
3. ringing a bell to mark or announce something (such as the time or a person's passing)

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. Which of the following best describes a theme of the poem?
  - A. People tend to care only about themselves and cannot easily connect with others.
  - B. Peace among different people and countries is possible through shared grief.
  - C. Everyone and everything in the world is connected as part of a larger whole.
  - D. Loneliness is one of the worst fates one can suffer and no one should have to bear it.
  
2. How does the figurative language in lines 1-4 develop the poem's theme?
  - A. It compares people to land masses, and when one clod is washed away it lessens the continent; this develops the theme of connection between individuals as parts of a whole.
  - B. It compares people to islands, and when one island loses land it only impacts the one island; this develops the theme of people who exist within their own worlds.
  - C. It compares the world to the continent of Europe; this develops the theme of European expansion across the world, uniting different parts of it under colonial rule.
  - D. It compares different peoples to land masses, and when one clod is washed away it lessens the continent; this develops the theme of peace and unity among different countries.
  
3. PART A: What does the word "diminish" most likely mean as used in line 6?
  - A. to end
  - B. to belittle
  - C. to lessen
  - D. to sadden
  
4. PART B: Which of the following quotes best supports the answer to Part A?
  - A. "No man is an island entire of itself" (Line 1)
  - B. "if a clod be washed away by the sea, Europe / is the less" (Lines 3-4)
  - C. "as any manner of thy friends or of thine / own were" (Lines 5-6)
  - D. "I am involved in mankind." (Line 7)

5. How do lines 8-9 contribute to the overall meaning of the poem?

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## Discussion Questions

**Directions:** *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. How does our modern society value connection between people? Is this similar to how Donne conceived of it?
2. In the context of this poem, how do people face death? How are people affected or not affected by grief today? Cite evidence from the text, your personal experience, or other sources of history and literature.
3. How does the poet likely define friendship? What does it mean to be a friend?
4. In the context of this poem, what is the importance of community? What does it mean to be a part of a community? Cite evidence from the text, your personal experience, or other sources of history and literature.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Elie Wiesel's Nobel Acceptance Speech

By Elie Wiesel  
1986

*Elie Wiesel (1928-2016) was an American Jewish writer, professor, political activist, and Holocaust survivor. During World War II, Wiesel and his family were transported to a German concentration and extermination camp, where his parents and one of his sisters died. Wiesel was awarded the Nobel Peace Prize in 1986 for his work promoting human rights, and was called a "messenger to mankind" by the Nobel Committee. As you read, take notes on the imagery Wiesel uses in his speech.*

[1] It is with a profound sense of humility that I accept the honor you have chosen to bestow upon me. I know: your choice transcends<sup>1</sup> me. This both frightens and pleases me.

It frightens me because I wonder: do I have the right to represent the multitudes who have perished? Do I have the right to accept this great honor on their behalf?... I do not. That would be presumptuous.<sup>2</sup> No one may speak for the dead, no one may interpret their mutilated dreams and visions.

It pleases me because I may say that this honor belongs to all the survivors and their children, and through us, to the Jewish people with whose destiny I have always identified.

I remember: it happened yesterday or eternities ago. A young Jewish boy discovered the kingdom of night. I remember his bewilderment, I remember his anguish.<sup>3</sup> It all happened so fast. The ghetto.<sup>4</sup> The deportation. The sealed cattle car. The fiery altar upon which the history of our people and the future of mankind were meant to be sacrificed.



*"Elie Wiesel 2010" by David Shankbone is licensed under CC BY 2.0*

[5] I remember: he asked his father: "Can this be true?" This is the 20th century, not the Middle Ages. Who would allow such crimes to be committed? How could the world remain silent?

And now the boy is turning to me: "Tell me," he asks. "What have you done with my future? What have you done with your life?"

1. **Transcend (verb):** to rise above or go beyond
2. **Presumptuous (adjective):** too confident, especially in a way that is rude
3. **Anguish (noun):** severe mental or physical pain and suffering
4. a section of a city in which Jews were forced to live

And I tell him that I have tried. That I have tried to keep memory alive, that I have tried to fight those who would forget. Because if we forget, we are guilty, we are accomplices.

And then I explained to him how naive we were, that the world did know and remain silent. And that is why I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented. Sometimes we must interfere. When human lives are endangered, when human dignity is in jeopardy, national borders and sensitivities become irrelevant. Wherever men or women are persecuted because of their race, religion, or political views, that place must — at that moment — become the center of the universe.

Of course, since I am a Jew profoundly rooted in my peoples' memory and tradition, my first response is to Jewish fears, Jewish needs, Jewish crises. For I belong to a traumatized generation, one that experienced the abandonment and solitude of our people. It would be unnatural for me not to make Jewish priorities my own: Israel, Soviet Jewry, Jews in Arab lands... But there are others as important to me. Apartheid<sup>5</sup> is, in my view, as abhorrent<sup>6</sup> as anti-Semitism.<sup>7</sup> To me, Andrei Sakharov's<sup>8</sup> isolation is as much of a disgrace as Josef Biegun's<sup>9</sup> imprisonment. As is the denial of Solidarity and its leader Lech Walesa's<sup>10</sup> right to dissent. And Nelson Mandela's<sup>11</sup> interminable<sup>12</sup> imprisonment.

[10] There is so much injustice and suffering crying out for our attention: victims of hunger, of racism, and political persecution, writers and poets, prisoners in so many lands governed by the Left and by the Right. Human rights are being violated on every continent. More people are oppressed than free. And then, too, there are the Palestinians to whose plight<sup>13</sup> I am sensitive but whose methods I deplore.<sup>14</sup> Violence and terrorism are not the answer. Something must be done about their suffering, and soon. I trust Israel, for I have faith in the Jewish people. Let Israel be given a chance, let hatred and danger be removed from her horizons, and there will be peace in and around the Holy Land.

Yes, I have faith. Faith in God and even in His creation. Without it no action would be possible. And action is the only remedy to indifference: the most insidious<sup>15</sup> danger of all. Isn't this the meaning of Alfred Nobel's<sup>16</sup> legacy? Wasn't his fear of war a shield against war?

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5. the policy of racial segregation and discrimination in South African between 1948 and 1991
  6. **Abhorrent (adjective):** inspiring disgust and hatred
  7. hostility, prejudice, or discrimination against Jews
  8. Andrei Sakharov was a Russian nuclear physicist and activist for peace and human rights. He was sent to internal exile from 1980 to 1986. He received the Nobel Peace Prize in 1975.
  9. Josef Biegun was a political prisoner in Soviet-era Russia who was jailed because his advocacy for Russian Jews was deemed "anti-Soviet."
  10. Lech Wasela led the first independent trade union in the Soviet bloc and won the Nobel Peace Prize in 1983. He was arrested for labor organizing several times.
  11. Nelson Mandela was a South African anti-apartheid revolutionary, politician, and philanthropist who served 27 years in prison.
  12. **Interminable (adjective):** endless or apparently endless
  13. **Plight (noun):** a dangerous or difficult situation
  14. **Deplore (verb):** to feel or express strong disapproval of something
  15. **Insidious (adjective):** appealing but waiting to trap; producing a harmful effect that develops gradually
  16. the founder of the Nobel Prize

There is much to be done, there is much that can be done. One person — a Raoul Wallenberg,<sup>17</sup> an Albert Schweitzer,<sup>18</sup> one person of integrity, can make a difference, a difference of life and death. As long as one dissident<sup>19</sup> is in prison, our freedom will not be true. As long as one child is hungry, our lives will be filled with anguish and shame. What all these victims need above all is to know that they are not alone; that we are not forgetting them, that when their voices are stifled we shall lend them ours, that while their freedom depends on ours, the quality of our freedom depends on theirs.

This is what I say to the young Jewish boy wondering what I have done with his years. It is in his name that I speak to you and that I express to you my deepest gratitude. No one is as capable of gratitude as one who has emerged from the kingdom of night. We know that every moment is a moment of grace, every hour an offering; not to share them would mean to betray them. Our lives no longer belong to us alone; they belong to all those who need us desperately.

Thank you, Chairman Aarvik. Thank you, members of the Nobel Committee. Thank you, people of Norway, for declaring on this singular occasion that our survival has meaning for mankind.

*Copyright © The Nobel Foundation (1986)*

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17. Raoul Wallenberg saved tens of thousands of Jews in Nazi-occupied Hungary by issuing protective passports and offering shelter. He was nominated for the Nobel Peace Prize, but never won.
  18. Albert Schweitzer was a French-German musician, philosopher, and physician who was awarded the 1952 Nobel Peace Prize for his work in philosophy.
  19. **Dissident (noun):** a person who opposes official policy, especially that of an authoritarian state



## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies the central idea of the speech?
  - A. Memory of past injustices motivate the work of most leaders.
  - B. The victims of unjust treatment must be honored and respected.
  - C. Never remain silent in the face of injustice.
  - D. Over time, the world has become more just.
  
2. PART B: Which section from the text best supports the answer to Part A?
  - A. "I remember: he asked his father: 'Can this be true? This is the 20th century, not the Middle Ages. Who would allow such crimes to be committed?'" (Paragraph 5)
  - B. "That I have tried to keep memory alive, that I have tried to fight those who would forget." (Paragraph 7)
  - C. "To me, Andrei Sakharov's isolation is as much of a disgrace as Josef Biegun's imprisonment. As is the denial of Solidarity and its leader Lech Walesa's right to dissent. And Nelson Mandela's interminable imprisonment." (Paragraph 9)
  - D. "And action is the only remedy to indifference: the most insidious danger of all." (Paragraph 11)
  
3. Which statement best describes how Wiesel addresses the impact of his Jewish identity on his perspective?
  - A. Wiesel shares that his Jewish identity causes him focus only on injustices occurring in Jewish communities.
  - B. Wiesel acknowledges that he has been unable to engage with the memory of his past because the Holocaust was too painful.
  - C. Wiesel asserts that he will always concentrate on Jewish suffering as a result of his identity, but other suffering is just as worthy of attention.
  - D. Wiesel criticizes the use of violence by Palestinians because he does not believe that they are suffering, rather, they are looking for an excuse to harm Israel.
  
4. Which statement best describes how paragraph 4 develops the tone of the speech?
  - A. By describing the Holocaust, Wiesel introduces a somber and introspective tone.
  - B. By describing a young boy, Wiesel injects a hopeful and optimistic tone.
  - C. Wiesel explains the horrors of the Holocaust, which develops a grim tone in the speech.
  - D. Wiesel's impassioned descriptions create an urgent tone as he builds to a call to action.

5. How does paragraph 12 develop Wiesel's message?

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## Malala Yousafzai: A Normal Yet Powerful Girl

By NPR Staff  
2013

*Malala Yousafzai (born 1997) is a Pakistani activist for female education and the youngest ever winner of the Nobel Peace Prize. Malala is from the Swat Valley in northwest Pakistan, where the local Taliban has banned girls from attending school. Malala, whose family ran a chain of local schools, publicly stood against the Taliban's actions and launched an international movement. On October 9th, 2012, a gunman from the Taliban boarded a school bus and shot her in the head. Malala remained in critical condition in the days following the attack, but survived. Since then, she has continued to advocate internationally for women's education. As you read, consider what drove Malala to overcome tremendous adversity.*

- [1] "I think Malala is an average girl," Ziauddin Yousafzai says about the 16-year-old Pakistani girl who captured the world's attention after being shot by the Taliban,<sup>1</sup> "but there's something extraordinary about her."

A teacher himself, Yousafzai inspired his daughter's fight to be educated. At a special event with Malala in Washington, D.C., he tells NPR's Michel Martin that he is often asked what training he gave to his daughter. "I usually tell people, 'You should not ask me what I have done. Rather you ask me, what I did not do,'" he says. "I did not clip her wings to fly. I did not stop her from flying."



*"Education Advocate Malala Attends MDG Event" by United Nations Photo is licensed under CC BY-NC-ND 2.0.*

Yousafzai has this advice for parents of girls around the world: "Trust your daughters, they are faithful. Honor your daughters, they are honorable. And educate your daughters, they are amazing."

A year after being shot, Malala is clear about her goal. "I speak for education of every child, in every corner of the world," Malala says. "There has been a discrimination<sup>2</sup> in our society," which she believes must be defeated. "We women are going to bring change. We are speaking up for girls' rights, but we must not behave like men, like they have done in the past."

- [5] Perhaps she has learned from her father's experience. When asked what gave him a passion for girls' education, Yousafzai points out that he was "born in a society where girls are ignored." Living with five sisters, he was sensitive to discrimination from an early age. "In the morning, I was used to milk and cream, and my sisters were given only tea," he says.

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1. The Taliban is an Islamic militant group based in Afghanistan and western Pakistan. They are known around the world for their cruel punishment of citizens, their harsh treatment of women, and for their involvement in acts of terrorism.

2. **Discrimination** (*noun*): the unjust or unfair treatment of people based upon race, gender, religion, age, etc.

Yousafzai felt the injustice<sup>3</sup> even more when Malala was born. He later opened a school that Malala attended in the Swat Valley. At the time, the Taliban's influence was gaining power and both Yousafzais were firmly on their radar.<sup>4</sup> "But we thought that even terrorists might have some ethics," Yousafzai says. "Because they destroyed some 1,500 schools but they never injured a child. And she was a child."

Malala says that the shooting has taken away her fear. "I have already seen death and I know that death is supporting me in my cause of education. Death does not want to kill me," she says. "Before this attack, I might have been a little bit afraid how death would be. Now I'm not, because I have experienced it."

When asked if she is having any fun now with all her campaigning,<sup>5</sup> Malala laughs, "It's a very nice question. I miss those days." But she also says that there is another side to her than what is shown in the media. "Outside of my home, I look like a very obedient, very serious, very good kind of girl, but nobody knows what happens inside the house." There, she says, she's not naughty, but she has to stand up to her brothers. "It's good to fight with your brothers and it's good to tease them to give them advice."

She says her little brother doesn't really understand why his sister has so much attention. "He said, 'Malala ... I can't understand why people are giving you prizes, and everywhere you go people say, 'This is Malala' and they give you awards, what have you done?'" she says.

- [10] Malala knows the Taliban would still like to kill her, but she says she hopes to return to Pakistan one day. "First, I need to empower myself with knowledge, with education. I need to work hard," she says. "And when I [am] powerful, then I will go back to Pakistan, inshallah [God willing]."

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3. **Injustice (noun):** a lack of fairness or equality in a situation  
4. To be "on the radar" is a common expression meaning to be noticed or aware of  
5. **Campaign (verb):** to carry out a planned set of activities over a period of time in order to achieve a specific goal

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. According to Malala, how did the shooting affect her? Cite evidence in your answer.

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2. Summarize Malala's character using specific evidence from this article.

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3. PART A: What does the word "ethics" most closely mean as it is used in paragraph 6?

- A. an understanding between right and wrong
- B. ability to commit violent acts
- C. dishonesty
- D. a sense of cruelty or hatred

4. PART B: Which phrase from the text provides the best clue to the meaning of the word "ethics" as it is used in paragraph 6?

- A. "even terrorists"
- B. "destroyed some 1,500 schools"
- C. "they never injured a child"
- D. "she was a child"

5. What is the effect of Malala's father's account in this news article?
- A. It allows readers to see that Malala achieved so much due to her strict upbringing and disciplined education.
  - B. It implies that Malala should not be treated as a hero because she is just an ordinary girl with the same problems and concerns as other young women.
  - C. It suggests that Malala's father does not deserve much credit for raising her.
  - D. It provides the perspective of someone who knows her well, and emphasizes the importance of encouraging educational equality.

## Discussion Questions

**Directions:** *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. Why do you think Malala captured international attention?
2. Do you think that Malala may have turned out differently had her father practiced different kind of parenting techniques? Explain your answer.
3. Do you agree that Malala is a “normal, yet powerful” girl? Why or why not?
4. In the context of this article, what does it mean to be brave? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
5. How do people overcome adversity? Use evidence from this text, your own experience, and other literature or art in your answer.
6. In her acceptance speech for the Nobel Peace Prize, Malala said, “A girl has the power to go forward in her life. And she’s not only a mother, and she’s not only a sister, she’s not only a wife. But a girl has the—she should have an identity. She should be recognized, and she has equal rights as a boy.” Discuss this quote.
7. Malala was nearly killed for trying to pursue an education, and she continues to advocate for girls to receive educations in spite of threats of violence. What does Malala's story teach us about promoting peace? How can education be used as a tool of peace?