



St. Albans School

2021 SUMMER READING – FORM II

We are excited that you are joining Form II this year as an incoming eighth grade student. You are required to read a **minimum of six (6) books and one (1) short story** over the course of the summer. You are also required to **complete two assignments**, one for English class, and one for history class. Last but not least, you are expected to keep a **summer reading log** that details the reading that you do in addition to the required reading. Summer reading is important because it develops vocabulary acquisition, critical reading, reading comprehension, and reading pace skills, and helps to stop the “summer slide,” where your skills regress during the summer months. In addition, the required reading this summer will establish some core texts for us to reflect on and use in our study in the coming year.

The required titles for Summer Reading 2021 are the following:

English

- ***Fahrenheit 451* by Ray Bradbury**
 - **HARD COPY ONLY** [e.g. you may not use an e-reader] Read this toward the end of the summer if at all possible, and be sure to **annotate** as you read!
- **“Harrison Bergeron” by Kurt Vonnegut, Jr.**
 - **HARD COPY ONLY** [e.g. you may not use an e-reader]. Read this toward the end of the summer if at all possible, and be sure to **annotate** as you read! You can find and print this short story here: <http://www.tnellen.com/cybereng/harrison.html>
- **A book of your choice for the Form II Summer Family Read**
 - **SEE ATTACHED DOCUMENTS**
 - **HARD COPY ONLY** [e.g. you may not use an e-reader]. Be sure to annotate as you read!

History

- ***All Quiet on the Western Front* by Erich Maria Remarque**
 - **HARD COPY ONLY** [e.g. you may not use an e-reader]
- ***Symphony for the City of the Dead: Dmitri Shostakovich and the Siege of Leningrad* by M.T. Anderson**
 - **HARD COPY ONLY** [e.g. you may not use an e-reader]
- ***The Moon is Down* by John Steinbeck**
 - **HARD COPY ONLY** [e.g. you may not use an e-reader]

Community Read

- ***Conflict Resolution for Holy Beings* by Joy Harjo**

Happy Reading!

Dr. Monica Lewis, Form II English teacher & Dr. Noel Schiller, Form II History teacher

English Assignment

(Three Parts)

Submit this assignment to your English teacher on the first day of school.

Form II English, Dr. Lewis

PART I: THE FORM II SUMMER FAMILY READ

Your assignment this summer as a rising Form II student will be to choose a book to read and discuss with one or more of the adults in your household. You are required to discuss the book twice, once at the mid-point (approximately), and once at the end, and you will be asked to complete a worksheet (attached) that details your progress. **This worksheet will be due on the first day of the school year, along with a short response.** Please follow the steps below carefully and thoroughly—and have fun!

Step 1: Select the book that you will read and discuss. You can consult with the other member(s) of your family reading group, or you can choose the book and tell them what they're going to read—it's up to you! You may choose fiction or non-fiction, but it must be a work of prose (not poetry, a play, or a graphic novel). In addition, *you must choose a text that is at least 200 pages in length.* See the Resources at the end of the worksheet page if you are having difficulty figuring out/deciding what to read.

Step 2: Start to fill out the accompanying worksheet by providing a bibliographical entry of the book you have chosen and a short (3-5 sentences) explanation of how and why you chose it. Then read over the form in its entirety so that you know what to expect as your summer read progresses.

Step 3: Meet at least one time *in the course of reading your book* (it doesn't have to be exactly in the middle) to discuss! See the attached discussion points/ideas if you need help getting started. Your meeting should last at least half an hour. Be sure to complete the corresponding section on the worksheet.

You are encouraged, of course, to meet more than once while you are reading, but you are not required to do so. Remember, too, that you do not have to meet in your living room! Go to a park or to a coffee shop or out for lunch! Have fun! Discuss the book whenever you have the chance!

Step 4: Keep reading. As you read, generate at least one discussion question that you would like to address when you meet with your family member(s) to discuss the book in its entirety. Be sure to complete the corresponding section on the worksheet.

Step 5: Final Discussion! Get together and discuss your book with your family member(s) one last time. Be sure to incorporate the question that you generated earlier into the discussion. See also the discussion points/ideas at the end of the worksheet if you need help getting started. Your meeting should last at least half an hour. Be sure to complete the corresponding section on the worksheet.

Step 6: Reflection. Craft a short reflection (3-4 paragraphs) on your summer reading experience. Follow the prompt on the worksheet and be sure to print out and staple your reflection to the form. *Your summer reading assignment will not be accepted electronically.*

Step 7: Sign and date the worksheet. Have your summer reading adult(s) sign the form *and* email Dr. Lewis (mclewis@stalbansschool.org) to confirm that you have completed the Form II Summer Family Read! Be prepared to share your reflection with your classmates in the first days of school.

Your Form II Summer Family Read assignment will be worth 30 points in total. Thoughtful and thorough responses will earn full credit. Make it happen.

PART II: STUDENT SUMMER READING LOG

You are also required to keep **a running list of the books you read this summer**. Please ask a parent or guardian *TO INITIAL EACH BOX* on your reading log as you finish reading each book. Use the attached reading log and **bring it with you on the first day of school. You will receive credit for completing this assignment correctly**. If you do not complete it correctly, you will not receive credit. You may choose books from the lists below, but you do not have to. Choose books that you will read. Then make good reading happen!

PART III: FINAL ENGLISH SUMMER READING THOUGHTS

Please **DO NOT read *Animal Farm* or *Lord of the Flies* or *Macbeth* over the summer. We will read them together** later in the year. The learning experience is more enjoyable, more exciting, and more meaningful when we are able to discover books together as a reading community.

On the first day of school, you will need to bring:

- Your copies of *Fahrenheit 451*, "Harrison Bergeron," and the Family Read book you have chosen
- Your student summer reading log
- Your completed Form II Summer Family Read worksheet
- Your Form II Summer Family Read reflection

Summer-Before-Form II Family Read Worksheet

Resources

When it comes to choosing a book to read:

- The Form II Summer Reading Suggested Reading List
- The YALSA (Young Adult Library Services Association) Website:
<http://www.ala.org/yalsa/booklistsawards/booklistsbook>
- Clemson Libraries' Children's & Young Adult Literature: Book Lists & Book Awards:
<https://clemson.libguides.com/c.php?q=230595&p=1529812>

When it comes to developing discussion questions:

- i love libraries (this one is excellent—includes tips for facilitating discussion as well as discussion questions)
<http://www.ilovelibraries.org/booklovers/bookclub/facilitate-discussion>
- Reading Group Guides (questions for fiction)
<https://www.readinggroupguides.com/fiction-discussion-questions>
- Knopf Doubleday Discussion Resources (questions for several genres)
<http://knopfdoubleday.com/discussion-resources/>

Summer-Before-Form II Family Read Worksheet

Submit this form to your English teacher on the first day of school.

Form II Student Reader: _____

Other Family Member(s) Also Reading: _____

1. Provide the BIBLIOGRAPHIC INFORMATION for your book in the space below, adding the number of pages at the end.
[Example: Lewis, Doctor. *Being the Best English Student You Can Be*. St. Albans School Press: Washington, D.C., 2019. 200p.]

2. HOW AND WHY you chose this book? Answer this question in 3-5 sentences in the space below.

3. FIRST MEETING LOG: Answer the following in complete sentences.
 - a. With whom did you meet? On what date and time did you meet? Where did you meet? For how long?

 - b. How many pages of the book had you read by this point?

 - c. What part of the discussion did you find most interesting and engaging? Why? (Note: this should be about your discussion of the book specifically, not about the squirrel that ran by carrying half a pizza while you were sitting in the park, or anything of that nature.) Answer in 5-7 sentences.

4. DISCUSSION QUESTION: Compose a thoughtful discussion question below. A discussion question is a question that someone must pause to think about before answering, and it generates an answer well beyond "yes" or "no." This question is for asking during your discussion after your group has finished the book.

5. FINAL MEETING LOG: Answer the following in complete sentences.
 - a. On what date and time did you meet? Where did you meet? For how long?

 - b. What part of the discussion did you find most interesting and engaging? Why? (Note: this should be about your discussion of the book specifically, not about the dog that paused to pee on your foot while you were sitting in the park, or anything of that nature.) Answer in 5-7 sentences.

6. REFLECTION: In 250-500 words (one to one-and-a-half double-spaced, typed pages), reflect on your Summer-Before-Form-II Family Read Experience. Be thoughtful. Be thorough. Provide examples. *Proofread.* And then ask a family member to proofread it as well. Print out this page and be prepared to turn it in with your other materials on the first day of class. Questions to consider in this reflection might include: *How did I feel about reading and discussing something with another member (or multiple members) of my family at the beginning of the summer? How do I feel about it at the end? What did I learn about myself as a reader? About my family member/s as a reader/as readers? What was my favorite part of this experience? My least favorite part? What suggestions do I have for Dr. Lewis as she prepares this assignment again for next summer's almost-eighth-graders?*

7. SIGNATURES and EMAIL to Dr. Lewis:

Almost-Form-II-Student's Full Name (please print legibly): _____

Almost-Form-II-Student's Signature: _____ **Date:** _____

Family Member #1 Full Name (please print legibly): _____

Family Member Signature #1 _____ **Date:** _____

Family Member #2 Full Name (please print legibly): _____

Family Member Signature #2 _____ **Date:** _____

Last but not least:

Have your summer reading adult(s) email Dr. Lewis (mclewis@stalbansschool.org) to confirm that you have completed the Summer-Before-Form II Family Read! (Adults are welcome to share brief reflections on their experience with Dr. Lewis as well.) And be prepared to share your reflection with your classmates in the first days of school.

2021 Summer Reading Log

Submit this form to your English teacher on the first day of school.

St. Albans School
 Incoming Form II (8th Grade)
 Student name _____

Book #	Title and Author	Date Completed	Parent Initials
1. Required	<i>Fahrenheit 451</i> by Ray Bradbury HARD COPY (Ballantine Books, ISBN: 978-0345342966)		
2. Required	“Harrison Bergeron” by Kurt Vonnegut, Jr. HARD COPY http://www.tnellen.com/cybereng/harrison.html		
3. Free choice	FAMILY READ HARD COPY		
4. Free Choice	<i>All Quiet On the Western Front</i> by Erich Maria Remarque HARD COPY (Random House Publishing Group edition, ISBN: 978-0-449911495)		
5. Required	<i>Symphony for the City of the Dead: Dmitri Shostakovich and the Siege of Leningrad</i> by M.T. Anderson HARD COPY (Candlewick Press, ISBN 978-0763691004)		
6. Required	<i>The Moon is Down</i> by John Steinbeck HARD COPY (Penguin Classics, ISBN: 978-0140187465)		
7. Required	Conflict Resolution for Holy Beings (Joy Harjo) (W. W. Norton & Company, ISBN: 978-0393353631)		
8. Free Choice			
9. Free Choice			
10. Free Choice			

Note: You may attach additional pages to add other titles.

History Assignment

(Three Parts)

Submit this assignment to your History teacher on the first day of school.

Form II History, Dr. Schiller

Welcome to Form II History! Our course addresses the historical developments of the twentieth century, focusing on how the U.S. participated in global developments of the period.

This summer you will be asked to read three books:

1. Erich Maria Remarque, *All Quiet on the Western Front*, A.W. Ween, trans., Ballantine Books: New York, 1982.
2. M.T. Anderson, *Symphony for the City of the Dead. Dmitri Shostakovich and the Siege of Leningrad*, Candlewick Press: Somerville, MA. 2015.
3. John Steinbeck, *The Moon is Down*, Penguin Classics: New York, 1995.

Part I

Our year begins with investigating the long-term causes of the First World War. To help you be ready to learn on the first day of class, this summer you will be asked to read a classic historical novel about a soldier's experience on the Western Front:

Erich Maria Remarque, *All Quiet on the Western Front*, A.W. Ween, trans., Ballantine Books: New York, 1982.

Next you will answer the Guided Reading Questions below on a Google Doc in complete sentences:

All Quiet on the Western Front Guided Reading Questions

Each response should be approximately five sentences. You are welcome to write more, but points may be deducted for writing less.

1. What in the eyes of the main character, Paul Bäumer, is the purpose of war? Why was Germany fighting WWI, according to Bäumer?
2. Describe the hardships faced by the soldiers fighting in World War I. What do you think made World War I different from previous conflicts?
3. Define and describe trench warfare. How do Paul and his friends spend their time at the front? How did they spend their time away from the front lines? Please refer to specific scenes and use page numbers from your textbook.

Due date: Please be sure to share the document with me at nschiller@stalbansschool.org by the first day of class and give me editing permissions.

Part II

During the second quarter, we will explore the Russian Revolution of 1917 and communism as a political and economic system. We will compare the Soviet Union under the leadership of Joseph Stalin to the fascist regimes of Benito Mussolini and Adolf Hitler. To prepare you for this task, you will read a work of non-fiction and biography:

M.T. Anderson, *Symphony for the City of the Dead. Dmitri Shostakovich and the Siege of Leningrad*, Candlewick Press: Somerville, MA, 2015.

Next you will answer the Guided Reading Questions below in complete sentences on the same Google Doc that you created above.

Each response should be approximately five sentences. You are welcome to write more, but points may be deducted for writing less.

1. The Soviet Union in the 1930s under Joseph Stalin was a totalitarian state. Please define and describe what a totalitarian state is. You will want to discuss some of the characteristics mentioned in your reading such as: cult of personality, dictator, terror, secret police, spying on citizens, propaganda and censorship.
2. How did Stalin use censorship and propaganda to support his rule? Please give examples to support your response.
3. Why did Stalin sign the Nazi-Soviet Pact in 1939? Did Stalin suspect that the Germans would violate this agreement? What evidence does the author employ to advance an answer to these questions?

Due date: Please answer the Part II questions on the same Google Doc as the Part I questions. Again, be sure to share the document with me at nschiller@stalbansschool.org by the first day of class and give me editing permissions.

Part III

During the third quarter, we will be learning about how the Nazis rose to power in Germany, the Second World War, and the Holocaust. We will hone our visual analysis skills and explore propaganda posters, films, and music used by governments to shape public opinions about the war. Our exploration of how tyrants exploited people's perceived differences to seize power will be just as important as how individuals and groups resisted exploitation and oppression. Our final summer reading text is a novel set during the invasion of Norway in 1940, a masterful work of veiled anti-Nazi propaganda:

John Steinbeck, *The Moon is Down*, Penguin Classics: New York, 1995.

You will answer the Guided Reading Questions below in complete sentences on the same Google Doc that you created above.

1. What was the central message of this book? How do you know? Please use 2-3 quotations from the text (with page numbers) to answer these questions.
2. When Doctor Winter says, "[I]n a time of need leaders pop up among us like mushrooms," what does he mean?
3. What is significant about the discussion several characters have regarding the words of Socrates in the *Apology*? Does this say anything about democracy?

Quick Reference

(Categories with titles and authors)

Required

Fahrenheit 451 in hard copy (Bradbury)

“Harrison Bergeron” in hard copy (Vonnegut)

All Quiet On the Western Front in hard copy (Remarque)

Symphony for the City of the Dead: Dmitri Shostakovich and the Siege of Leningrad in hard copy (Anderson)

The Moon is Down in hard copy (Steinbeck)

Conflict Resolution for Holy Beings (Harjo)

ALA Winners

The Black Flamingo (Atta)

Children of Blood and Bone (Adeyemi)

#Not Your Princess: Voices of Native American Women (Charleyboy)

The Silence Between Us (Gervais)

Green (Graham-Felsen)

Darius the Great is Not Ok (Khorram)

Cursed (Silverstein)

What the Night Sings (Stamper)

Free Choice Fiction

The Hitchhiker’s Guide to the Galaxy (Adams)

All the Light We Cannot See (Doerr)

The Black Kids (Reed)

Redwood and Ponytail (Holt)

Ready to Fall (Pixley)

All American Boys (Reynolds)

The Berlin Boxing Club (Sharenow)

American Born Chinese (Yang)

Non-Fiction

Women Heroes of World War II: 26 Stories of Espionage, Sabotage, Resistance, and Rescue (Atwood)

The Unwanted: Stories of the Syrian Refugees (Brown)

Getting Away with Murder: The True Story of the Emmett Till Case (Crowe)

Someday We Will Fly (DeWoskin)

Ordinary Hazards (Grimes)

The Faithful Spy : Dietrich Bonhoeffer and the Plot to Kill Hitler (Hendrix)

The Games of Deception: The True Story of the First US Olympic Basketball Team at the 1936 Olympics in Hitler’s Germany (Maraniss)

After Gandhi: One Hundred Years of Nonviolent Resistance (O’Brien)

Book Descriptions

Required

Bradbury, Ray. **Fahrenheit 451**

Guy Montag is a fireman. In his world, where television rules and literature is on the brink of extinction, firemen start fires rather than put them out. His job is to destroy the most illegal of commodities, the printed book, along with the houses in which they are hidden.

Vonnegut, Kurt. "Harrison Bergeron"

It is the year 2081. Because of Amendments 211, 212, and 213 to the Constitution, every American is fully equal, meaning that no one is stupider, uglier, weaker, or slower than anyone else. The Handicapper General and a team of agents ensure that the laws of equality are enforced.

Anderson, M.T. **Symphony for the City of the Dead: Dmitri Shostakovich and the Siege of Leningrad**

Powerful, descriptively grim, but remarkable story of the life of this Russian composer from the Bolshevik Revolution through Hitler's siege, to the rise of Stalin and its effects upon the lives of him and others. *2016 YALSA Award for Excellence in Nonfiction for Young Adults Finalist*

Remarque, Erich Maria. **All Quiet On the Western Front**

Paul Baumer enlisted with his classmates in the German army of World War I. Youthful, enthusiastic, they become soldiers. But despite what they have learned, they break into pieces under the first bombardment in the trenches. And as horrible war plods on year after year, Paul holds fast to a single vow: to fight against the principles of hate that meaninglessly pits young men of the same generation but different uniforms against each other--if only he can come out of the war alive.

Steinbeck, John. **The Moon is Down.**

In this masterful tale set in Norway during World War II, Steinbeck explores the effects of invasion on both the conquered and the conquerors.

Harjo, Joy. **Conflict Resolution for Holy Beings**

In these poems, the joys and struggles of the everyday are played against the grinding politics of being human. Beginning in a hotel room in the dark of a distant city, we travel through history and follow the memory of the Trail of Tears from the bend in the Tallapoosa River to a place near the Arkansas River. Stomp dance songs, blues, and jazz ballads echo throughout. Lost ancestors are recalled. Resilient songs are born, even as they grieve the loss of their country.

ALA Winners

Atta, Dean. **The Black Flamingo.**

Michael is a mixed-race gay teen growing up in London. All his life, he's navigated what it means to be Greek-Cypriot and Jamaican—but never quite feeling Greek or Black enough. As he gets older, Michael's coming out is only the start of learning who he is and where he fits in. When he discovers the Drag Society, he finally finds where he belongs—and the Black Flamingo is born. *Stonewall Book Award 2020.*

Adeyemi, Tomi. **Children of Blood and Bone**

In Orisha, diviners and maji were revered for their abilities, until tyrannical King Saran forced magic from the kingdom. When his daughter, Amari, flees the palace with an ancient relic, she meets 17-year-old diviner Zélie. Together, they undertake a quest to restore the kingdom's magic, but Amari's brother is determined to keep his father's legacy intact. *Morris Award 2019*

Charleyboy, Lisa and Mary Beth Leatherdale. **#Not Your Princess: Voices of Native American Women**
Whether looking back to a troubled past or welcoming a hopeful future, the powerful voices of Indigenous women across North America resound in this book. *#NotYourPrincess* presents an eclectic collection of poems, essays, interviews, and art that combine to express the experience of being a Native woman. *YALSA Nonfiction Award 2018*

Gervais, Alison. **The Silence Between Us.**

A coming of age story about a deaf teen who must forge her identity for the first time in a hearing school. *Schneider Family Honor Book 2020.*

Graham-Felsen, Sam **Green**

In 1992 Boston, David Greenfield hates being one of the few white kids in his middle school where even his former best friend bullies him. He connects with a boy from the projects, but competition cause a rift in their blossoming friendship. A timely historical fiction, "Green" explores race, class, minority status, and the daily injustices of middle school life. *Alex Award 2019*

Khorram, Adib, **Darius the Great is Not Ok**

Marked by depression and high-school unpleasantness, Darius' lackluster existence takes an unexpected turn when he travels to Iran to meet his grandparents for the first time. There, a meaningful friendship opens up new possibilities to Darius, whose sensitive soul-searching will resonate with many teens. *Morris Award 2019*

Silverstein, Karol Ruth. **Cursed.**

A debut novel for fans of *The Fault in Our Stars* that thoughtfully and humorously depicts teen Ricky Bloom's struggles with a recent chronic illness diagnosis. *Schneider Family Award 2020.*

Stamper, Vesper. **What the Night Sings**

Liberated from Bergen-Belsen Concentration Camp in 1945, sixteen-year-old Gerta tries to make a new life for herself, aided by Lev, a fellow survivor, and Michah, who helps Jews reach Palestine. *Morris Award 2018*

Free Choice Fiction

(All versions should be unabridged.)

Adams, Douglas. **The Hitchhiker's Guide to the Galaxy** (or a sequel)

In this hilarious science fiction spoof, Arthur Dent and his friend, Ford Prefect, escape from earth seconds before it is demolished and travel to a variety of galactic civilizations while gathering information from a hitchhiker's guide.

Doerr, Anthony. **All the Light We Cannot See**

Set in WWII, a German boy and French girl, imbued with extreme sensitivities to sound and touch, create a most uncommon approach to the effects of war. Doerr splices time frames through alternating chapters - breaking the linear frames of references- and exacerbates the fragmentation and disorientation of those who suffer through continual losses in war. *2014 National Book Award Finalist.*

Hammonds Reed, Christina. **The Black Kids**

Los Angeles, 1992 Ashley Bennett and her friends are living the charmed life. It's the end of senior year and they're spending more time at the beach than in the classroom. They can already feel the sunny days and endless possibilities of summer. Everything changes one afternoon in April, when four LAPD officers are acquitted after beating a black man named Rodney King half to death. Suddenly, Ashley's not just one of the girls. She's one of the black kids.

Holt, K.A. **Redwood and Ponytail**

A novel in verse about two girls discovering their feelings for each other in a sincere and relatable way that helps the reader connect to the storyline. *Odyssey Honor Book 2020.*

Pixley, Marcia. **Ready to Fall**

When Max Friedman's mother dies of cancer, instead of facing his loss, Max imagines that her tumor has taken up residence in his head. It's a terrible tenant--isolating him from family, distracting him in school, and taunting him mercilessly about his manhood. With the tumor in charge, Max implodes, slipping farther and farther away from reality.

Reynolds, Jason. **All American Boys**

When sixteen-year-old Rashad is mistakenly accused of stealing, classmate Quinn witnesses his brutal beating at the hands of a police officer who happens to be the older brother of his best friend. Told through Rashad and Quinn's alternating viewpoints. *2016 Coretta Scott King Author Honor Book, Walter Dean Myers Award for Outstanding Children's Literature 2016.*

Sharenow, Robert. **The Berlin Boxing Club**

Nazism and anti-Semitism are beginning to gain ground in Germany witnessed by a young teen, Karl Stern, a secular Jew. As the bullying quickly escalates into violence, he is forced to face his own identity and that of his boxing mentor, Max Schmeling. *2012 Sydney Taylor Book Award winner*

Yang, Gene Luen. **American Born Chinese.**

Told in graphic novel format, *American Born Chinese* tells the story of three characters: Jin Wang, who moves to a new neighborhood with his family only to discover that he's the only Chinese-American student at his new school; the powerful Monkey King, subject of one of the oldest and greatest Chinese fables; and Chin-Kee, a personification of the ultimate negative Chinese stereotype, who is ruining his cousin Danny's life with his yearly visits.

Non-Fiction

([biography](#), [graphic novel](#), [history](#), [poetry](#), [science](#), [short story](#))

Atwood, Kathryn J. **Women Heroes of World War II: 26 Stories of Espionage, Sabotage, Resistance, and Rescue**

Short accounts of mostly unknown women who, with their cunning and brilliance, risked and lost their lives in order to help other escape the brutality and persecution in Germany during the war.

Brown, Dan. **The Unwanted: Stories of Syrian Refugees**

Starting in 2011, refugees flood out of war-torn Syria in Exodus-like proportions. The surprising flood of victims overwhelms neighboring countries, and chaos follows. Resentment in host nations heightens as disruption and the cost of aid grows. By 2017, many want to turn their backs on the victims. The refugees are the unwanted.

Crowe, Chris. **Getting Away with Murder: The True Story of the Emmett Till Case**

The author describes the long-ignored murder and trial that helped forge the Civil Rights Movement and influenced Harper Lee's decision to write *To Kill a Mockingbird*.

DeWoskin, Rachel. **Someday We Will Fly.**

From the author of *Blind*, a heart-wrenching coming-of-age story set during World War II in Shanghai, one of the only places Jews without visas could find refuge. *Sydney Taylor Award 2020.*

Grimes, Nikki. **Ordinary Hazards.**

In her own voice, acclaimed author and poet Nikki Grimes explores the truth of a harrowing childhood in a compelling and moving memoir in verse. *Michael L. Printz Honor Book.*

Hendrix, John. **The Faithful Spy: Dietrich Bonhoeffer and the Plot to Kill Hitler**

Text and illustrations tell the story of Dietrich Bonhoeffer, a German pastor who spoke out against the Nazi regime.

Maraniss, Andrew. **The Games of Deception: The True Story of the First US Olympic Basketball Team at the 1936 Olympics in Hitler's Germany**

From the *New York Times* bestselling author of *Strong Inside* comes the remarkable true story of the birth of Olympic basketball at the 1936 Summer Games in Hitler's Germany. Perfect for fans of *The Boys in the Boat* and *Unbroken*.

O'Brien, Anne Sibley. **After Gandhi: One Hundred Years of Nonviolent Resistance.**

In 1908 Mohandas Gandhi spoke to a crowd of 3,000. Together they protested against an unjust law without guns or rioting. Peacefully they made a difference. Gandhi's words and deeds influenced countless others to work toward the goals of freedom and justice through peaceful methods. This work highlights some of the people and events that Gandhi's actions inspired. From Rosa Parks to the students at Tiananmen Square to Wangari Maathai, these people have made the world sit up and take notice.