

## Olentangy Local School District Literature Selection Review

Teacher: Alessandra Zahran (CP 9 Team)      School: Liberty High School  
Book Title: *Pride*      Genre: Realistic Fiction, YA  
Author: Ibi Zoboi      Pages: 289  
Publisher: Simon & Schuster      Copyright: 2018

*In a brief rationale, please provide the following information relative to the book you would like added to the school's book collection for classroom use. You may attach additional pages as needed.*

**Book Summary and Summary Citation:** (suggested resources include book flap summaries, review summaries from publisher, book vendors, etc.)

“Zuri Benitez has pride. Brooklyn pride, family pride, and pride in her Afro-Latino roots. But pride might not be enough to save her rapidly gentrifying neighborhood from becoming unrecognizable. When the wealthy Darcy family moves in across the street, Zuri wants nothing to do with their two teenage sons, even as her older sister, Janae, starts to fall for the charming Ainsley. She especially can't stand the judgemental and arrogant Darius. Yet as Zuri and Darius are forced to find common ground, their initial dislike shifts in to unexpected understanding. But with her four wild sisters pulling her in different directions, cute boy Warren vying for her attention, and college applications hovering on the horizon – Zuri fights to find her place in Bushwick's changing landscape or lose it all.

“In this timely update of Jane Austen's *Pride and Prejudice*, critically acclaimed author Ibi Zoboi skillfully balances cultural identity, class, and gentrification against the heady magic of first love in her vibrant reimagining of this beloved classic.”

**Provide an instructional rationale for the use of this title, including specific reference to the OLSD curriculum blueprints and/or State standards.**

*Pride* will serve as a supplemental text for instruction and assessment pertaining to Reading Literature and Writing (specifically, close reading). It will be included among a list of choice novels, and students will make selections based on prior research and conferring with their instructor. Priority standards for this unit are listed below:

Unit Title: Close Reading + Literary Analysis

1. How does my environment affect me?
2. What dictates the way I interact with my environment?
3. What parts of my identity are determined for me by members of society/my environment?

Priority Standards:

[CCSS.ELA-LITERACY.RL.9-10.4](#)

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g.,

how the language evokes a sense of time and place; how it sets a formal or informal tone).

[CCSS.ELA-LITERACY.RL.9-10.3](#)

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

[CCSS.ELA-LITERACY.W.9-10.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

[CCSS.ELA-LITERACY.L.9-10.3](#)

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Include two professional review of this title:** (a suggested list of resources for identifying professional reviews is shown below. Reviews may be “cut and pasted” (with citation) into the form or printed reviews may be attached to the form). Reviews should suggest an appropriate grade-level or grade-band.

Review #1

Seventeen-year-old Zuri Benitez deals with gentrification in her Brooklyn neighborhood and her own bias in this *Pride and Prejudice* remix.

Zuri, or ZZ from the Block, loves her big, loud Haitian-Dominican family. She loves her Bushwick neighborhood. She doesn't love the gentrification changing her hood, “like my face and body when I was in middle school—familiar but changing right before my eyes.” So when the rich Darcy family moves into the expensive renovated house across the street, she's skeptical even though they're also black. The Darcy brothers are handsome, but Zuri thinks Darius Darcy's a snob. She opts instead for Warren, the brothers' classmate and a boy who feels familiar. Austen fans will guess his true colors. When poet Zuri unexpectedly runs into Darius at an open mic, she begins to rethink her assessment of him, and the two, as expected, fall for each other. While Darius' attraction to Zuri makes sense, Zuri's doesn't seem to move beyond his physical attractiveness—odd for a character who's otherwise thoughtful and complex. The ending, both realistic and bittersweet, is a culmination of the book's examination of the costs of gentrification. The plot moves too fast for substantial character growth on Zuri's part, and some elements feel contrived, but these flaws don't spoil a book which is not only a retelling, but an examination of timely issues, including class, blackness, and intraracial prejudice.

Legit. (*Fiction. 14-adult*) (Kirkus Review)

Review #2

“It's a truth universally acknowledged that when rich people move into the hood... the first thing they want to do is clean it up,” begins this *Pride and Prejudice* retelling that stands solidly on its own while cleverly paralleling Austen's classic about five economically challenged sisters. In the role of sharp-tongued Lizzie Bennett is Zuri Benitez, who loves her family, her Haitian-Dominican heritage, and her ethnically diverse neighborhood: Brooklyn's Bushwick. She's less excited about the prospect of the neighborhood gentrifying, but the arrival of the handsome, wealthy black Darcy brothers, who move into a newly renovated mini-mansion on her block, catalyzes a plot studded with detailed nuances of culture clash. An ambitious poet with dreams of Howard University, Zuri (the family's “hard candy shell, the protector”) fights her attraction to the younger Darius as her older sister, Janae, is swept up in Ainsley's attentions. Zobi (*American Street*) skillfully depicts the vicissitudes of teenage relationships, and Zuri's outsize pride and poetic sensibility make her a sympathetic teenager in a contemporary story about race, gentrification, and young love. Ages 13–up. *Agent: Alloy Entertainment and Ammi-Joan Paquette, Erin Murphy Literary. (Sept.)* (Publishers Weekly)

**What alternate text(s) could also fulfill the instructional requirements?**Title: *A Million Junes*

Author: Emily Henry

Title: *A Very Large Expanse of Sea*

Author: Tahereh Mafi

Title: *This Train is Being Held*

Author: Ismee Williams

**Document any potentially controversial content:**

“Parents need to know that [Ibi Zoboi's \*Pride\*](#) is a 21st century remix of the [Jane Austen](#) classic *Pride and Prejudice*. The Bennett sisters from rural England are now the Haitian Dominican Benitez sisters from a gentrifying section of Brooklyn. Zuri Benitez is 17 and not at all thrilled that the house across the street has been turned into a mini-mansion by the African American Darcy family. She likes the neighborhood as it is and is certain families like the Darcys will change everything. No way is she going to be friends with either of their handsome sons, Darius or Ainsley. But as in Austen's novel, Zuri, who comes from a proud working-class family, will find herself falling in love with the rich boy who's new to the neighborhood. Readers, both those who already love Austen's novel and those unfamiliar with it, should be captivated and delighted by this modern retelling that mixes romance with serious storylines about class and racial prejudice. Fans of Zoboi's *American Street* (a National Book Award finalist) should be forewarned that *Pride* is a very different read, with none of the violence, gritty storylines, and strong language present in her first novel.”

**Keeping in mind the age, academic level, and maturity of the intended reader, what is the suggested classroom use: (check all that apply)** Gifted/Accelerated Regular At Risk**GRADE LEVEL(S):** 6  7  8  9  10  11  12 **Reading Level of this Title (if applicable):****Suggested Professional Literacy Review Sources:**

School Library Journal

Horn Book

Bulletin of the Center for Children's Books

VOYA (Voice of Youth Advocates)

Library Journal

Book Links

Publisher's Weekly

Booklist

Kirkus Review

Wilson Library Catalog

English Journal (and other resources of the National Council of Teachers of English)

The Reading Teacher (International Reading Association)

Literature for Today's Young Adults

**Signatures:****Teacher: Alessandra Zahran, Sarah McCarty, Chris Talbert, Victoria Lewis Date: 11/9/2020**

**Department Head:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Building Administrator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Curriculum Supervisor:** \_\_\_\_\_

**Date:** \_\_\_\_\_