

GIA 2020 SOCIAL JUSTICE SUMMER READING

Rising Third-Fifth Grade Assignments

1. **Read** - Read three of the ten books on the summer reading list. **At least one of the books must be from the “Social Justice Reading List”** (both lists included below). Write a summary of each book using the attached Book Summary Template (attached).
2. **Family Interview:** Ask a family member to share a story about a time they have experienced racism, discrimination, or prejudice either during an encounter with law enforcement or during any other time in their lives. The interview should have two questions:
 - a. First, ask *“Can you tell me about the time when...?”* Then let your storyteller tell their story.
 - b. Second, after the storyteller finishes telling their story, ask *“What do you think I should learn from your story?”*Pretend you are making a documentary “short film” that will be shared with your school community. The documentary should be no more than 5-10 minutes long.
3. **Pledge of Affirmation:** After reading the book of your choice from the “Social Justice” book list, create a pledge of affirmation. Your pledge should include 5-8 “I am” or “I can” statements that affirm who you are as an individual. For each statement you must give an answer to two questions:
 - a. Why do you believe the statement about yourself?
 - b. Why do you think the statement is important to believe?
4. **Pledge of Change:** After reading the book of your choice from the Social Justice book list, determine what actions you will take at home and at school to be a better citizen. Be specific and create a personal pledge that includes at least 5-8 ways you plan to be an example of great citizenship at home, school, and in your community. Use “I will” statements. For each statement answer the following:

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- a. Why is it important to accomplish what you wrote in the statement?
- b. What challenges will you face that might make it difficult for you to accomplish your goal statement?
- c. How will you overcome the challenge and accomplish the goal in the statement?

5. **Assignment Format & Submission:** Assignments may be completed/submitted in the following ways:

- a. **Video recording:** Family interviews can be recorded on video (*preferred method for the interview*).
- b. **Audio recordings:** If family members are uncomfortable discussing their experiences on video, scholars may conduct an audio recording instead.
- c. **Written response:** If scholars are unable to record a video or audio interview, they may have their storyteller write their response on a document. The scholar can also write the story themselves.

All assignments are due by Friday, August 14, 2020.

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BOOK LISTS: Grades 3-5

Social Justice Reading List - Third-Fifth Grade

1. *Aunt Harriet's Underground Railroad In The Sky*, by Ringgold, Faith (2-5)
2. *Sit-In: How Four Friends Stood Up by Sitting Down*, by Jane Adams (3-5)
3. *Little Leaders: Bold Women in Black History*, by Harrison, Vashti (3-7)
4. *Little Legends: Exceptional Men in Black History*, by Harrison, Vashti (3-7)
5. *Brown Girl Dreaming*, by Woodson, Jacqueline (5-6)
6. *March: Book One*, a *graphic novel* by John Lewis and Andrew Aydin (5-8)

Original Reading List: Grades 3-5

1. Creech, Sharon. (2018). Saving Winslow. New York, NY: HarperCollins.
2. DiCamillo, Kate. (2018). Louisiana's Way Here. Somerville, Massachusetts: Candlewick Press.
3. Kelly, Lynne. (2019). Song for a Whale. New York, NY: Delacorte Press.
4. Korman, Gordon. (2019). The Unteachables. New York, NY: Balzer + Bray.
5. Magoon, Kekla. (2018). Season of Styx Malone. New York, NY: Wendy Lamb Books.
6. McDunn, Gillian. (2019). Caterpillar Summer. New York, NY: Bloomsbury.
7. Raúf, Onjali Q. (2019). The Boy at the Back of the Class. New York, NY: Delacorte Press.
8. Savage, Melissa. (2017). Lemons. New York, NY: Crown Books for Young Readers.
9. Swender, Jennifer. (2019). Solving for M. New York, NY: Crown Books for Young Readers.
10. Watson, Renée. (2019). Some Places More than Others. New York, NY: Bloomsbury.

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Fictional Text Summary

Name: _____

Date: _____

Title:		Publisher:	
Author:		Year Written:	
<i>SOMEBODY</i> Who is the main character or person? Values, beliefs, physical traits, personality, status?			
<i>WANTED</i> What did the character or person want? (A character can want more than one thing)			
<i>BUT</i> What was the problem? (Characters can have more than one problem)			
<i>SO</i> How did the character or person try to solve the problem or conflict?			
<i>THEN</i> What was the resolution or outcome? How did the conflict or story end?			

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Ethical Analysis	
<i>What Do You Think Was Right and Wrong?</i>	
<p>WANT: Did the character want the right thing(s)? Explain why you think so.</p>	
<p>SO: Did the character do the right thing(s)? Explain why you think so.</p>	
<p>THEN: Was the outcome good or bad? Explain why you think so.</p>	

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General Analysis	
<i>Use Quotes to Support Your Answer</i>	
<p>SETTING: What is the setting and how does it affect the way the characters think, feel, and act?</p>	
<p>MOOD: How did what you read make you feel? Describe using quotes.</p>	
<p>THEME/MORAL: What do you think is the <u>most important</u> lesson in the chapter/story? Why is that your answer?</p>	
<p>APPLY: Describe an example in your life that relates to the lesson above? How can you apply the lesson in your life going forward?</p>	