

GIA 2020 SOCIAL JUSTICE SUMMER READING

Rising Sixth-Eighth Grade Assignments

Middle school scholars are asked to **read three books**: two may come from the original list (Helen Ruffin Reading Bowl list) or the additional “Social Justice” list. All middle school scholars must read ***Just Mercy (Adapted for Young Adults): A True Story of the Fight for Justice***, by Bryan Stevenson as their third book. The assignment focuses on that book and the context of social justice that is now at the forefront of American life and debate.

Assignment Part One: Reading Assignment

1. Read at least two of the books on one of the summer reading lists.
2. Read ***Just Mercy***, by Bryan Stevenson as your required third book (you can watch the movie AFTER you read the book).
3. Write a summary of each of the three books (two of your choice and *Just Mercy*) using the attached Fictional Text Summary template (attached). Make sure that you use quotes throughout the summary to support your answers and opinions.

Assignment Part Two: A Documentary

1. Ask a family member (or friend of the family) to tell you their personal story related to a challenging/difficult encounter with police (or, if there is no example related to police, have them describe a situation in which they experienced racism, discrimination, or prejudice).
2. Ask the storyteller to let you record their story on video (on audio if they are uncomfortable with video). You should ask the storyteller to answer three (3) questions:
 - a. First, ask “Can you tell me about the time when...?” Then let your storyteller tell their story.
 - b. Second, “How did that moment affect or change you?”
 - c. Third, “What do you think I should learn from your story?”
3. Remember you are making a short documentary. You have to decide what you want to include, how you want to edit, whether you want to use music or graphics, or add commentary (but try to limit comments to facts, not your opinion). The recording should be no more than 10-

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15 minutes. Note: if you are not able to edit your footage, you can submit the video/audio footage as is.

4. Write a label and a summary of the recording that will help people understand the basic message of the recording before they listen to/view it (i.e. "A Day to Remember - A 36-year-old, African American male tells the story of what happened when he").

Assignment Part Three: Current Event Research

1. Read at least one news article about one of these four African Americans: George Floyd, Breonna Taylor, Ahmaud Arbery, Rayshard Brooks.
 - a. Middle school scholars may find an age-appropriate article on News-ELA at their reading level.
2. Summarize the article using the Non-Fiction Summary Template (attached).

Assignment Part Four: Write an Op-Ed

1. What is an Op-Ed? - An Op-Ed is basically an argumentative essay that is written for publication in a newspaper. The writer gives his/her opinion on a subject that is newsworthy.
2. After reading the book **Just Mercy** and articles about people who have lost their lives due to police intervention, and listening to the recording of your "storyteller" it is expected that you have an opinion about the criminal justice system.
3. Determine your audience. Are you writing to 1) your peers, 2) younger students, 3) adults (from the perspective of a young person), or 4) adults (as if you are holding an adult conversation with them)
4. Possible topics/questions that you could express your opinion on:
 - a. What do you think about the Death Penalty? Should we have it or not?
 - b. What do you think about how the court system works for the citizens of this country? What should be changed?
 - c. What do you think about policing in this country? Should it change and why or why not?

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- d. What do you think about racism and how to address past racism, current racism, and/or prevent future racism?
 - e. What role does education or poverty play in creating the issues we are dealing with and what should be done in response?
5. Submission Options - You can submit your Op-Ed in the following ways:
- a. Written - You should expect to submit this to an actual newspaper. Newspaper Op-Ed articles are 500 - 750 words.
 - b. Video/Commercial - Unlike the documentary, you can present a video/visual representation of your argument. You must, however, submit your script. It should not exceed 15 minutes.
 - c. Audio/Pod-Cast - You can present your argument in audio format. Assume it will be posted as a podcast. You must submit your script. It should not exceed 15 minutes.
6. Upload the assignment to your Genesis Google Drive account. For scholars new to Genesis, save the recording until you receive your Genesis Google account.

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

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BOOK LISTS: Grades 6-8

Social Justice Reading List – Sixth-Eighth Grade

1. *Little Leaders: Bold Women in Black History*, by Harrison, Vashti (3-7)
2. *Little Legends: Exceptional Men in Black History*, by Harrison, Vashti (3-7)
3. *Brown Girl Dreaming*, by Woodson, Jacqueline (5-6)
4. *March: Book One*, a *graphic novel* by John Lewis and Andrew Aydin (5-8)
5. *Ghost Boys*, by Jewell Parker Rhodes (5-8)
6. *Becoming Kareem*, by Kareem Abdul-Jabbar and Raymond Obstfeld (5-8)
7. *The Tequila Worm* Viola Canales (6-9)
8. *Born a Crime*, by Trevor Noah (6-9)
9. ***Just Mercy (Adapted for Young Adults): A True Story of the Fight for Justice*, by Bryan Stevenson (6-8)**

Grades 6-8 Reading List

1. *Each Tiny Spark* by Pablo Cartaya
2. *Blended* by Sharon M. Draper
3. *The Remarkable Journey of Coyote Sunrise* by Dan Gemeinhart
4. *All the Impossible Things* by Lindsay Lackey
5. *Planet Earth is Blue* by Nicole Panteleakos
6. *Nikki on the Line* by Barbara Carroll Roberts
7. *To Night Owl From Dogfish* by Holly Goldberg Sloan.
8. *They Called Us Enemy* by George Takei, Justin Eisinger, and Steven Scott
9. *The Bridge Home* by Padma Venkatraman
10. *Genesis Begins Again* by Alicia D. Williams

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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:</p> <p>Did the character want the right thing(s)? Explain why you think so.</p>	
<p>SO:</p> <p>Did the character do the right thing(s)? Explain why you think so.</p>	
<p>THEN:</p> <p>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>	

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Non-Fiction Summary Template: Lost Lives

Title:	Source:
Author:	Date Written:
<i>MAIN IDEA</i> <i>What is the <u>main point</u> or <u>big idea</u> of what you read? Include important supporting details from text. List other important ideas or points?</i>	
<i>KEY POINTS:</i> <i>What <u>facts</u> did you learn about the person that lost their life, how and why they lost their life?</i>	
<i>AUTHOR'S VIEW</i> <i>What does the author believe or think about the topic? Or does the author express different points of view? If so, what are they? Use quotes.</i>	
<i>PURPOSE:</i> <i>Why did the author write the text? Persuade, Inform, etc.? Does the writer do a good job? Explain.</i>	
<i>YOUR VIEW</i> <i>What is your opinion about what happened and why, and what should be done next?</i>	