

2018 Hoboken School District Summer Reading Project

Embracing the Diversity that Lives within each of us

Hoboken Public School District 2018 Summer Reading Initiative

Books can take us places we have never been and teach us how other people think, live, dream, and thrive. They give us the opportunity to view the world from a different perspective, which empowers readers to begin to plant seeds of empathy and fairness in their very own communities. Once we see the world from someone else's viewpoint, we learn to include them in the decisions we make, especially decisions that affect everyone.

For the 2018 Summer Reading Initiative, Hoboken Public Schools has carefully selected texts that highlight diversity, fairness, and empathy. Additionally, this project will share the common theme that each life is valuable and precious, regardless of origin, skin color, religion, gender, or orientation. Most importantly, your child will see themselves and people from diverse backgrounds and experiences saving the day, working hard, loving fiercely, and overcoming obstacles.

The Hoboken Public School District has purchased multiple copies of each required summer reading title for each school building for the purpose of an internal lending library for students. In addition, the Hoboken Public Library has also received a list of all required summer reading books in order to provide a secondary option for the borrowing of required summer reading titles at no cost. If any student or family chooses to purchase any of the required summer reading books, the district has secured a 10% discount with Little City Books for these required titles for all enrolled students.

All writing prompts are narrative. Students will engage with narrative writing upon return in September 2018 using the prompts from Summer 2018. **Students are responsible for writing the narrative task during the summer and bringing it with them on September 6, 2018 completed.** In using the Summer 2018 writing prompts as the first assignments, teachers will engage students in Writers' Workshop in the lower grades and Socratic Seminar in the middle to high school grade levels.

For our Rising Seniors, they will focus on the preparation of the college essay process. We want to ensure that upon return to school in September 2018, we can begin working with them to engage in the college application process.

Rising First Grade through Third Grade Students

Diversity Project: My Family's Influence on Me

Choose Books for Summer Reading:

Rising Grade One Students (Choose Two Books From this List)

Gaston by Kelly DiPucchio Illustrated by Christian Robinson 2014,

What does it take for a bulldog to fit in with his proper poodle family? It turns out to be something simple: love.

The Grasshopper & the Ants by Jerry Pinkney 2015,

The third in his retellings of Aesop's Fables, Pinkney shows the grasshopper why the ants have worked so hard, and the ants learn the value of sharing.

I Got the Rhythm by Connie Schofield Morrison Illustrated by Frank Morrison 2014,

A neighborhood walk becomes so much more as a little girl explores the music and sound of everyday urban life.

The Night Gardener by Terry Fan and Eric Fan

William and an elderly gardener help transform their town by creating anonymous topiary artwork.

Rising Grade Two Students

Freedom in Congo Square by Carole Boston Weatherford Illustrated by R. Gregory Christie 2016,

Because of the unjust system of nineteenth-century Louisiana, the slaves are forced to work all week long, so they look forward to Sunday, when they can gather in New Orleans' Congo Square to dance, sing, and enjoy an afternoon of freedom.

Rising Grade Three Students

Baseball Saved Us by Ken Moshizuki

"One day my dad looked out at the endless desert and decided then and there to build a baseball field." "Shorty" and his family, along with thousands of other Japanese Americans, have been

forced to relocate from their homes to a "camp" after the attack on Pearl Harbor, Hawaii. Fighting the heat, dust, and freezing cold nights of the desert, Shorty and the others at the camp need something to look forward to, even if only for nine innings. So they build a playing field, and in this unlikely place, a baseball league is formed. Surrounded by barbed-wire fences and guards in towers, Shorty soon finds that he is playing not only to win, but to gain dignity and self-respect as well. Inspired by actual events, this moving story of hope and courage in a Japanese American internment camp during World War II reveals a long-hidden part of the American past.

A tradition is a belief or behavior passed down within a group or society with symbolic meaning or special significance with origins in the past. Common examples include holidays or impractical but socially meaningful clothes (like lawyers' wigs or military officers' spurs), but the idea has also been applied to social norms such as greetings. Traditions and culture forms the identification of a particular society. Traditional activities always reconnect us with the past, whereas the culture defines the attributes of a particular society at a particular time and place. Both traditions and culture are in danger due to rate of modernization. The traditions are getting extinct and the culture is not getting preserved much in terms of arts. Thus, important measures are required to keep the traditions alive and enrich the culture.

Task: Students will create an alternate ending to the one of the required books that they read (Rising First Grade Students) The Rising Second Grade Students will create an alternative ending for the novel Freedom in Congo Square. The Rising Third Grade Students will create an alternative ending for the novel Baseball Saved Us. What does an alternate ending mean? Students will create one final entry of the story. In doing so, students will consider the following:

- 1) How did the main character evolve as a result of a lesson learned?**
- 2) How will this ending add closure to the story if any?**
- 3) Will you create an alternate ending leaving the reader on the edge of their seat?**

Task: This task is due September 6, 2018.

Note to Rising 1st through 3rd Grade Parents: Throughout the school year, students have engaged with writing tasks allowing them to script alternative endings to stories. As we are

gauging where students are pedagogically, we ask that you allow your children to just write. In September, students will work alongside their teacher in a conferencing format to tailor their writing holistically. We are aware that the draft will be in rough form, but that will allow our teaching staff to walk your child through the entire writing process.

Project: Students will reflect on their family's traditions and culture through a family pilgrimage through creation of a family timeline or family tree. When the students return to school in September, as a form getting to know one another, students will share with their peers the timeline or family tree of their respective families. Students will utilize the following questions to share their summer projects: As a result, what did the students learn about their family's culture and traditions? How did this project allow you to learn about more about your family? How will you sustain your family's culture and tradition? The project is due September 6, 2018.

Special Note: We have attached a sample of a timeline and family tree for student usage. We will also post the two items online via the website www.hoboken.k12.nj.us under Curriculum to Summer Assignments in Word format.

Rising 4th Grade Students

How can I remain true to my culture and traditions?

Book: *One Crazy Summer* by Rita Williams-Garcia

In this Newbery Honor novel, *New York Times* bestselling author Rita Williams-Garcia tells the story of three sisters who travel to Oakland, California, in 1968 to meet the mother who abandoned them. "This vibrant and moving award-winning novel has heart to spare." Eleven-year-old Delphine is like a mother to her two younger sisters, Vonetta and Fern. She's had to be, ever since their mother, Cecile, left them seven years ago for a radical new life in California. But when the sisters arrive from Brooklyn to spend the summer with their mother, Cecile is nothing like they imagined. While the girls hope to go to Disneyland and meet Tinker Bell, their mother sends them to a day camp run by the Black Panthers. Unexpectedly, Delphine, Vonetta, and Fern learn much about their family, their country, and themselves during one truly crazy summer.

Task: Students will continue the story through the eyes of Delphine. How will you as the author change the outcomes for all three girls? Use the author's description of the feelings and actions of Delphine to script a final chapter of *One Crazy Summer*. The task is due September 6, 2018.

Project: Students will create a five day journal/diary of Delphine, capturing her thoughts and feelings throughout the summer experience. Students will present their journal entries/diary selections in the beginning of September 2018. Students will work through their understanding of Author's Purpose through this project. The task is due September 6, 2018.

Rising 5th and 6th Grade Students

How can I be true to myself?

Book: Rosa: My Story By: Rosa Parks with Jim Haskins

Even those familiar with her name will realize on reading this engrossing account how little they really know of Parks's life and the events that surrounded the dawning Civil Rights movement. Setting her historic refusal to give up her seat on a bus in the context of a life that began in 1913 in rural Alabama dramatizes the fact that her action came at a time and place that gave it the force to challenge the rigors of a lopsided system of justice. Few will be unmoved by the tactics employed by whites to disrupt the subsequent boycott; at the center, always, is Parks's dignified, calm recounting of outrages against her and other women and men, giving her words weight and impact as no raw fury could. Like sitting at the knee of an elder with much to tell, reading her story leads to ever more questions ('What was it really like then?') and shock that such injustices not only existed in the recent past but still linger.

Task: Students will use their imagination and insert themselves as one of the bus occupants on December 1, 1955, the day she was arrested for refusing to give up her seat on a bus after a long day of work. Each writer will write from their perspective regarding their thoughts on the Alabama Law requiring African-American passengers to relinquish seats to Caucasian passengers when the buses were full. Additionally, they will discuss the heroism of Rosa Parks and how her decision to not give up her seat impacted the hearts and minds of the United States. The task is due September 6, 2018.

Project: Students will create a Vision Board predicated on Who They Are as a Student, Brother, Sister, Child, Student-Athlete, Performer, Artist. Students will use this vision board to discuss how Rosa Parks' story influenced their thoughts on remaining true to their own personal convictions. The project is due September 6, 2018.

Rising 7th Grade Students

How do I fit into a global picture?

Book: The Boy who Harnessed the Wind By: William Kamkwamba

William Kamkwamba was born in Malawi, a country where magic ruled and modern science was mystery. It was also a land withered by drought and hunger. But William had read about windmills, and he dreamed of building one that would bring to his small village a set of luxuries that only 2 percent of Malawians could enjoy: electricity and running water. His neighbors called him *misala*—crazy—but William refused to let go of his dreams. With a small pile of once-forgotten science textbooks; some scrap metal, tractor parts, and bicycle halves; and an armory of curiosity and determination, he embarked on a daring plan to forge an unlikely contraption and small miracle that would change the lives around him.

The Boy Who Harnessed the Wind is a remarkable true story about human inventiveness and its power to overcome crippling adversity. It will inspire anyone who doubts the power of one individual's ability to change his community and better the lives of those around him.

Task: Perseverance and dedication are two of the themes that we see in the novel, and are important characteristics for anyone. Write a story about a time that you persevered in the face of a challenge. What drove you to keep trying? Remember to write in the first person, this is your story. The task is due September 6, 2018.

Project: Students will identify a community problem, and propose a solution to this problem. The presentation of the solution can be a proposal to the school/community officials. Students can create a trifold presentation, PowerPoint, Google Slides to present their findings. The project is due September 6, 2018.

Rising 8th Grade Students

How do I define my path?

I Am Malala

By: Malala Yousafzai and Christine Lamb

Malala Yousafzai was only ten years old when the Taliban took control of her region. They said music was a crime. They said women weren't allowed to go to the market. They said girls couldn't go to school. Raised in a once-peaceful area of Pakistan transformed by terrorism, Malala was taught to stand up for what she believes. So she fought for her right to be educated. And on October 9, 2012, she nearly lost her life for the cause: She was shot point-blank while riding the bus on her way home from school. No one expected her to survive.

Now Malala is an international symbol of peaceful protest and the youngest ever Nobel Peace Prize winner. In this Young Readers Edition of her bestselling memoir, which has been

reimagined specifically for a younger audience and includes exclusive photos and material, we hear firsthand the remarkable story of a girl who knew from a young age that she wanted to change the world -- and did.

Malala's powerful story will open your eyes to another world and will make you believe in hope, truth, miracles and the possibility that one person -- one young person -- can inspire change in her community and beyond.

Task: Malala's powerful story reminds us that one person can inspire change; that through adversity a person's resiliency can triumph. In a well-crafted essay, write about a time when you doubted yourself and overcame that doubt to accomplish something. What did you learn from that experience? How do you take that lesson and that feeling with you through life? Relate your experience to that of Malala's, she was resilient and showed firmness of character. How do you take her example and make it a part of your goals in life? The task is due September 6, 2018.

Project: Students will create a vision board of where they see themselves in 10, 20, and 30 years. Students will present their vision boards during the first week of school in September 2018. The project is due September 6, 2018.

Rising 9th Grade Students

How do I identify with myself?

A Mighty Long Way

By: Carlotta Walls Lanier

When fourteen-year-old Carlotta Walls walked up the stairs of Little Rock Central High School on September 25, 1957, she and eight other black students only wanted to make it to class. But the journey of the "Little Rock Nine," as they came to be known, would lead the nation on an even longer and much more turbulent path, one that would challenge prevailing attitudes, break down barriers, and forever change the landscape of America.

For Carlotta and the eight other children, simply getting through the door of this admired academic institution involved angry mobs, racist elected officials, and intervention by President Dwight D. Eisenhower, who was forced to send in the 101st Airborne to escort the Nine into the building. But entry was simply the first of many trials. Breaking her silence at last and sharing her story for the first time, Carlotta Walls has written an engrossing memoir that is a testament not only to the power of a single person to make a difference but also to the sacrifices made by families and communities that found themselves a part of history.

Task: Although Lanier's book is a memoir, she is also able to tell stories of others through her own reflections. Write about an important experience in your own life as if it were an excerpt from your memoir. Then, you will be expected to write about the same experience from someone else's vantage point. Discuss the effect that the two different vantage points have on readers. What advantages does each of these narrative styles have? The task is due September 6, 2018.

Rising 10th and 11th Grade Students

How important is resilience in my life?

The Other Wes Moore: One Name, Two Fates

By: Wesley Moore

Two kids named Wes Moore were born blocks apart within a year of each other. Both grew up fatherless in similar Baltimore neighborhoods and had difficult childhoods; both hung out on street corners with their crews; both ran into trouble with the police. How, then, did one grow up to be a Rhodes Scholar, decorated veteran, White House Fellow, and business leader, while the other ended up a convicted murderer serving a life sentence? Wes Moore, the author of this fascinating book, sets out to answer this profound question. In alternating narratives that take readers from heart-wrenching losses to moments of surprising redemption, *The Other Wes Moore* tells the story of a generation of boys trying to find their way in a hostile world.

"The chilling truth is that his story could have been mine. The tragedy is that my story could have been his."

Task: Moore's accounts of the hardships of living in a challenging environment as well as experiencing life without his father can inspire self-reflection and resilience. In a well-crafted essay, write about a time when you had to overcome a difficult decision. How did that experience change the trajectory of your life? What lessons did you learn? What is a piece of advice that you can offer to another as a result of that experience? You are expected to look at the trials and tribulations as documented in the novel and relate those to your experiences. How will you strengthen your ideals as a result of what you read from the novel *The Other Wes Moore: One Name, Two Fates* and your own experiences? This essay is due on September 6, 2018.

Rising Seniors:

College Essay Prompts: **Choose 1 from each category (College essay is due September 6, 2018):**

Category I: Common Core Application:

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from *obstacles we encounter* can be fundamental to later success. Recount a time when you faced a *challenge, setback, or failure*. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you *questioned* or challenged a belief or idea. What prompted your *thinking*? What *was the outcome*?
4. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, and an ethical dilemma - anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own designs.

Category II: Supplemental

1. Describe an example of your leadership experience in which you have positively influenced others, helped resolve disputes, or contributed to group efforts over time.
2. Every person has a creative side, and it can be expressed in many ways: problem solving, original and innovative thinking, and artistically, to name a few. Describe how you express your creative side.
3. What would you say is your greatest talent or skill? How have you developed and demonstrated that talent over time?
4. Describe how you have taken advantage of a significant educational opportunity or worked to overcome an educational barrier you have faced.
5. Describe the most significant challenge you have faced and the steps you have taken to overcome this challenge. How has this challenge affected your academic achievement?
6. Describe your favorite academic subject and explain how it has influenced you.
7. What have you done to make your school or your community a better place?

Category III: Vocational

1. Tell a story from your life, describing an experience that either demonstrates your character or helped to shape it.
2. Describe a time when you made a meaningful contribution to others in which the greater good was your focus. Discuss the challenges and rewards of making your contribution.
3. Has there been a time when you've had a long cherished or accepted belief challenged? How did you respond? How did the challenge affect your beliefs?
4. What is the hardest part of being a teenager now? What is the best part? What advice would you give a younger sibling or friend (assuming they would listen to you)?
5. Describe how you have taken advantage of a significant educational opportunity or worked to overcome an educational barrier you have faced.

6. Describe the most significant challenge you have faced and the steps you have taken to overcome this challenge. How has this challenge affected your academic achievement?

Supplemental Reading Initiative Summer 2018

Summer is an important time for families. Vacations, fun in the sun, and reading. Reading is a great way to bond with your child. The Hoboken Public School District has provided a list of supplemental books for you and your child to choose from to strengthen & enhance their reading skills over the summer break. Though the supplemental reading books are not required, it allows students to continue to engage with interesting literature separate and apart from the required novels that have been selected. We ask you to encourage your child to choose books about what they enjoy, make reading a part of their daily routine, or you can make it a “family event”. For example, start a mini-book club with your child. We thank you for working alongside the school district as partners in the education.

Rising First Grade Students

Are You My Mother?, P.D. Eastman Lexile: 80

Put Me in the Zoo, Robert Lopshire Lexile: 150

Hi! Fly Guy (Theodor Seuss Geisel Honor Book Awards), Tedd Arnold Lexile: 280

Rising Second Grade Students

Poppleton in Winter, Cynthia Rylant Lexile: 360

Cowgirl Kate and Cocoa, Erica Silverman Lexile: 390

Frog and Toad Together (I Can Read Picture Book), Arnold Lobel, Lexile: 330

Owl at Home (I Can Read Book 2), Arnold Lobel Lexile: 370

Rising Third Grade Students

Tales of a Fourth Grade Nothing, Judy Blume Lexile: 470

A Whole New Ballgame, Phil Bildner Lexile 540

The Adventures of Stuart Little, EB White Lexile 500

Henry and Mudge: The First Book of Their Adventures, Cythia Rylant Lexile: 420
Sarah, Plain and Tall, Patricia MacLachlan Lexile: 560
The Raft, Jim LaMarche Lexile: 540

Rising Fourth Grade Students

The Stories Julian Tells, Ann Cameron Lexile: 520
Alice's Adventures in Wonderland, Lewis Carroll Lexile: 590 (Young Readers Version)
The BFG, by Roald Dahl Lexile: 500
M.C. Higgins, the Great, Virginia Hamilton Lexile: 620
Where the Mountain Meets the Moon, Grace Lin Lexile: 820

Rising Fifth Grade Students

The Little Prince, Antoine de Saint-Exupéry Lexile: 710
Tuck Everlasting, Natalie Babbitt Lexile: 770
Bud, Not Buddy, Christopher Paul Curtis Lexile: 950
Harry Potter and the Sorcerer's Stone, JK Rowling Lexile: 880

Rising Sixth Grade Students

The One and Only Ivan, Katherine Applegate and Patricia Castaleo Lexile: 570
Artemis Fowl, Eoin Colfer (any book in the series) Lexile: 600
Chomp, Carl Hiassen Lexile: 800
The Red Pyramid, Rick Riordan Lexile: 650
Wonder, RJ Palacio Lexile: 790

Rising Seventh Grade Students

Tangerine, Edward Bloor Lexile: 980
Adventures of Tom Sawyer, Mark Twain Lexile: 640
Treasure Island, Robert Louis Stevenson Lexile: 670
The Secret Life of Bees by Sue Monk Kidd Lexile: 840
The Call of the Wild, Jack London Lexile: 1050
The Hunger Games, Suzanne Collins Lexile: 810

Rising Grade Eight Students

A Wrinkle in Time, Madeleine L'Engle Lexile: 740
The Absolutely True Diary of a Part-Time Indian, Sherman Alexie Lexile: 600

The Giver, Lois Lowry Lexile: 990
Alice in Wonderland by Lewis Carroll Lexile: 880
The Pearl, John Steinbeck Lexile: 1000

Rising Ninth Grade Students

Fat Kid Rules the World, K.L. Going
Homeless Bird, Gloria Whelan
Life as We Knew it, Susan Beth Pfeffer
Marcello in the Real World, Francis X. Stork
Persepolis: The Story of a Childhood, Maryjane Satrapi

Rising Tenth Grade Students

Code Talker, Joseph Bruchac
One Hundred Years of Solitude, Gabriel Garcia Marquez
The Book Thief, Markus Zusak
The Sun Also Rises, Ernest Hemingway

A Long Way Gone: Memoirs of a Boy Soldier, Ishmael Beah
Decoded, Jay-Z
A History of the World in 6 Glasses, Tom Standage
The Immortal Life of Henrietta Lacks, Rebecca Skloot

Rising Eleventh and Twelfth Grade Students

Little Brother, Cory Doctorow
On the Road, Jack Kerouac
The Invention of Wings, Sue Monk Kidd
The Jungle, Upton Sinclair
A Brilliant Solution, Inventing the American Constitution, Carol Berkin
Can't Stop Won't Stop, A History of the Hip Hop Generation, Jeff Chang
Life on the Color Line, Gregory Howard Williams
Nickel and Dime: On (Not) Getting By in America, Barbara Ehrenreich
Outliers, Malcolm Gladwell

