

## 4<sup>th</sup> Grade English Language Arts Summer Book Report-Project

I am excited about teaching our scholars during the 2023-2024 school year! English Language Arts will be a very exciting class as we navigate through the art of language and written text! With that in mind, I would like for our scholars to dive deeper with *The 1619 Project: Born on the Water* by Nikole Hannah-Jones. The text is about a young student who receives an assignment in school to create a flag about her ancestry. Although her peers know exactly what to create, she struggles and feels embarrassed because she doesn't know more about her previous generations. Talking with her grandmother, she learns all about her ancestor's past. Her grandmother shares that in 1619, their ancestors were stolen and brought to America on the White Lion, only to be enslaved for white people. Her grandmother goes back even further too, sharing that before this, her ancestors had a land, a language, and a home. She continues by sharing about how those born on the water survived! I encourage you to watch the film as a part of your family time during the summer! In addition, students are asked to read the informational text to ask and answer question after looking at interesting key details about wind energy.

- Students will read *The 1619 Project: Born on the Water* by Nikole Hannah-Jones
- Students will read and respond by writing a three-paragraph summary from their *point of view*.
- Students will answer questions provided below on *The 1619 Project: Born on the Water*

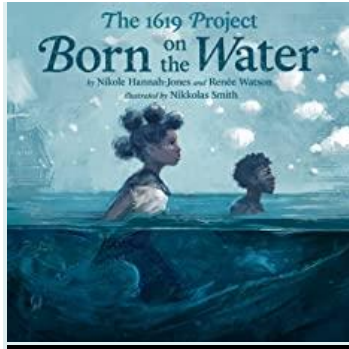
### Grading Rubric:

Written from the student's Point of View	Provided Text Evidence	3 Complete Paragraphs (5 sentences in each paragraph with 7 words or more in each sentence)	Overall Written Report Prepared for the first week of school
Satisfies the requirements	Satisfies the requirements	Satisfies the requirements	Satisfies the requirements
25 points	25 points	25 points	25 points

### Book Information:

(Literary Text)

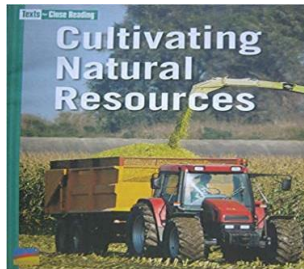
*The 1619 Project: Born on the Water* by Nikole Hannah-Jones



Lexile® Measure: 860L  
Guided Reading Level: S-T  
DRA Level: 44  
Accelerated Reader Level (ARC): 5.5-5.8

### **(Informational Text)**

I have attached the link to the informational text that your scholars should have completely read before the first day of school. This text will encompass various text features that students will be required to know during the first 9 weeks of school.



[Cultivating Natural Resources \[Texts for Close Reading Grade 5 Unit 3\]:  
Benchmark Education: 9781490092072: Amazon.com: Books](#)

**Amazon link to purchase the book (a copy of the book has been provided by the school):**

[The 1619 Project: Born on the Water: Hannah-Jones, Nikole, Watson, Renée, Smith, Nikkolus: 9780593307359: Amazon.com: Books](#)

**YouTube link for the audio of the book:**

[Born on the Water | The 1619 Project | Black History Month Read Aloud | Classroom Read Aloud - YouTube](#)

**YouTube link for the author's Interview:**

<https://www.youtube.com/watch?v=YaegpMi-pJE>

**Link for series available on [HULU \(Must have adult supervision\):](#)**

**[Watch The 1619 Project Streaming Online | Hulu \(Free Trial\)](#)**

**Questions to consider for discussion (Please answer all questions):**

1. What feelings did you have while reading this story?
2. Describe the overall experience of the people born on the water from 1619 to present day.
3. Are there any parts of the story that you can relate to your own life or another story you've read?
4. What surprised you from the book? Describe it and explain why.
5. What do you think all of the people had in common? How do you know? Provide key details from the text.
6. How did the people survive? How do you know?
7. In what ways did they experience hardship? Provide textual evidence in your response.
8. Why do you think the author wrote this book?

**Written Summary (5 Sentences in EACH paragraph):**

1. Topic Sentence
2. Detail #1
3. Detail #2
4. Detail #3
5. Conclusion Sentence

**Written Response:**

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