

6th Grade Summer Assignment 2018

PLEASE NOTE: In addition to the assignments below, we suggest that your child practice their multiplication and division facts (0-12) as they will be tested on them during the first week of school and their grade will be included in the first marking period math average.

Part I: READING

You are expected to read three books this summer. You must choose one book from each of three categories below. When you complete each book, fill in the Sixth Grade Summer Reading Log. Come in ready to discuss and write about your book.

Category A: Our Sixth Grade Students' Top Picks

Every Soul a Star by Wendy Mass

The Absolutely True Diary of a Part Time Indian by Sherman Alexie

Warrior Heir by Cinda Williams Chima

Out of my Mind by Sharon M. Draper

Gone by Michael Grant

Hope Was Here by Joan Bauer

Schooled by Gordon Korman

Smile by Raina Telgemeier

Drama by Raina Telgemeier

Counting by 7's by Holly Goldberg Sloan

Word Nerd by Susin Nielsen

Chomp by Carl Hiaasen

Where the Mountain Meets the Moon by Grace Lin

Travel Team by Mike Lupica

Category B: Classics Your Teachers Read When They Were in Middle School

Walk Two Moons by Sharon Creech

Souder by William H. Armstrong

A Day No Pigs Would Die by Robert Newton Peck

Summer of My German Soldier by Bette Green

The Witch of Blackbird Pond by Elizabeth George Speare

Roll of Thunder, Hear My Cry by Mildred D. Taylor

Where the Red Fern Grows by Wilson Rawls

Tuck Everlasting by Natalie Babbitt

The Hobbit by J.R.R. Tolkien

The Swiss Family Robinson by Johann David Wyss

Chronicles of Narnia (C.S. Lewis):

The Lion, the Witch and the Wardrobe

Prince Caspian

The Horse and His Boy

The Magician's Nephew

A Wrinkle in a Time by Madeleine L'Engle

The Light in the Forest by Conrad Richter

Category C: Books That Feature Topics/ Themes in the Sixth Grade Curriculum:

Citizen Scientists: Be a Part of Scientific Discovery from Your Own Backyard by Loree Griffin

Burns and Ellen Harasimowicz (non-fiction)

Wolf Brother by Michelle Paver

The Skull in the Rock by Lee R. Berger (Non-Fiction)

The Shakespeare Stealer by Gary L. Blackwood

Hatchet by Gary Paulsen

Battling Boy by Paul Pope

The Breadwinner by Deborah Ellis

In From the Cold by Deborah Ellis

Mud City by Deborah Ellis

Parvana's Journey by Deborah Ellis

The Sacred Leaf by Deborah Ellis

The Cod's Tale by Mark Kurlansky and S.D. Schindle (Non-Fiction)

Ask Me No Questions by Marina Budhos

Iqbal by Francesco D'Adamo

Lucy Long Ago by Catherine Thimmesh

A Long Walk to Water by Linda Sue Park

Tracking Trash: Flotsam, Jetsam, and the Science of Ocean Motion (Non-Fiction)

by Loree Griffin Burns

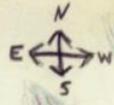
PART II: About Me

This assignment is designed for you to introduce yourself to your classmates by sharing your interests and hobbies. You will design a visual web depicting who you are based on the traits that make you unique. Consider this assignment as an identity web.

Use an 8 x 11 sheet of colored construction paper. Start with a recent photo of yourself (and only yourself) and your name in large letters somewhere on the page. Then, think of words or phrases that describe how you see yourself. These words and phrases can include your age, gender, physical characteristics, family details, and neighborhood. Consider what information you want to share with your new friends and classmates. Each phrase should be accompanied by an illustration. You may design the web in any way you wish. Remember to use color and write clearly and legibly. The information on your web should be readable from 3 feet away. Examine the model web. Remember that this is meant to help you begin your web. Share what makes YOU you.



ISABEL LYONS



I love to travel all over!

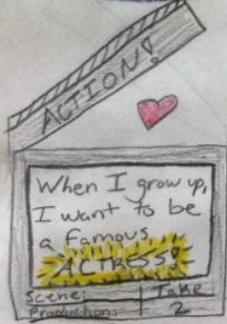
My FAVORITE COLOR IS PINK



I have a little BROTHER



Woof! Meow! Tweet!
Moo! Quack! Roar!



When I grow up, I want to be a Famous ACTRESS!

Scene: _____ Take
Productions: _____ 2



I love to make silly videos!



In my free time, I like to draw and write.

PART III: BOOKER T. WASHINGTON

Read a biography of Booker T. Washington or an article about him (one is included at the end of this document.)

Please complete:

Write four facts about his early years.

How did he get the name Booker T. Washington?

What obstacles did Booker T. Washington have to overcome in his pursuit of an education?

What were two of Washington's achievements?

Why do you think our school was named for him?

To think about.... These questions will be discussed in school

Why did his critics oppose his view on how to improve race relations?

What was his lasting impact on education and racial relations?

"Success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome. If you want to lift yourself up, lift up someone else."

~Booker T. Washington

Booker T. Washington

Source: Black History Now
<http://blackhistorynow.com/>



1856-1915 Booker Taliaferro Washington was one of the leading African American figures of his era. Born a slave and initially denied an education, he was ultimately responsible for founding one of the preeminent black educational institutions in the U.S., and was known for his philosophy of hard work, vocational training, and self-reliance as the path to full political and civil participation for African Americans.

Up from Slavery

Washington was born in 1856 to an enslaved mother, and a white father who may have been her master, near Hales Ford, Virginia. Washington and his two brothers grew up in typically harsh conditions, sleeping on the bare floor of a shanty and working from a very early age. His mother married a slave named Washington Ferguson, who escaped with the outbreak of the Civil War in 1861. Schooling for slaves was illegal, and the closest young Washington got to a schoolhouse was to carry books for the master's daughter. He adopted his stepfather's first name as his own last name, and in 1865, liberated by the Emancipation Proclamation, he and his mother rejoined his stepfather in Walden, West Virginia.

Washington labored in salt plants and coal mines. In order to attend a local school for Blacks, he began work at 4:00 am and returned to the mine in the evening after school. While working for the mine owner's wife as a houseboy, he received her encouragement to continue his education. In 1872 at age 16, Washington set out on foot for a 500-mile journey across Virginia to a school devoted to training black teachers, the Hampton Normal and Agricultural Institute (now Hampton University). He worked odd jobs along the way, and arrived at the school in such a disheveled condition that he was initially denied admission.

After proving his worth by cleaning a room, he was admitted and given a job as janitor to help defray his tuition.

The school's principal, Samuel Armstrong, took an interest in Washington and became his mentor. Armstrong's views on practical education provided the basis for much of Washington's subsequent philosophy. After graduating he taught briefly back in West Virginia, and then attended Wayland Seminary in Washington, D.C. from 1878 to 1879. Shortly thereafter, Armstrong was asked to recommend a white teacher to found a black school in Alabama. He recommended Washington instead.

Tuskegee Normal and Industrial Institute

In 1881, Washington arrived in Tuskegee, Alabama to find that his total budget was \$2,000, barely enough to pay a small staff. He established what would become the Tuskegee Institute in a shed owned by the local church, teaching an initial class of some 30 students, acting as the school's president and first principal. Here his ideas about industrial education and economic self-reliance came to full fruition. Washington believed that political and civil engagement for African Americans, recently freed from slavery and lacking education, voting rights, and knowledge of the political process, would only come from developing vocational skills, hard work and self-reliance.

During this period, Washington spent a great deal of time traveling in pursuit of funds for the school. As a result, he became known as a spokesman and advocate, and was eventually able to purchase an abandoned plantation on Tuskegee's outskirts. Construction of a building followed, and by 1888 the school was teaching some 400 students on a 540-acre campus. In 1882, he married Fannie Smith, his childhood sweetheart. They had a daughter the next year, but Fannie died soon after. He was remarried to a former Hampton student and Tuskegee assistant principal Olivia Davidson in 1885; they had two sons prior to her death in 1889. He then married Margaret James Murray in 1893.

In 1895, Washington was honored with an invitation to address the Southern States International Cotton Exhibition in Atlanta, Georgia. His speech, widely reported in the press and dubbed the "Atlanta Compromise," articulated his theory that militant struggles against the prevailing post-Reconstruction order were futile. This view invited opposition, notably from W.E.B. Du Bois, Frederick Douglass, and other black thinkers involved with the Niagara Movement and the creation of the N.A.A.C.P.

But Washington had mastered a political balance that enabled his finest achievements: southern Whites were sufficiently comforted by his positions to allow his institute to prosper; northern Whites, including philanthropic titans John D. Rockefeller and Andrew Carnegie, were sufficiently reassured to donate large sums of money; and Blacks were sufficiently motivated to attend Tuskegee in pursuit of practical training and economic rewards. In private, Washington personally financed various anti-segregationist, civil rights, and general education causes; but his public persona was labeled by Du Bois "The Great Accommodator," and relations between the two leaders deteriorated. Washington also secured funding for dozens of smaller schools throughout the South, and for the establishment of a Tuskegee agricultural school in 1896. He engaged the preeminent African

American agricultural chemist, George Washington Carver, as its leader. He founded the National Negro Business League in 1900 to support “commercial, agricultural, educational, and industrial advancement.”

By this time, Washington was widely perceived as the leading spokesman and key national advisor for the African American community. He was the first of its members to be invited to the White House by a President, Theodore Roosevelt, in 1901. He was routinely consulted on all federal political appointments of Blacks by both Roosevelt and President William H. Taft. Also in 1901, he published his autobiography, *Up From Slavery*, a best-seller which further enhanced Washington’s reputation; the proceeds helped underwrite Tuskegee’s financial security. His standing was soon international: he toured Europe, where he was received by Britain’s Queen Victoria. During the final years of his life, Washington lectured extensively nationwide, making the most of his role as senior spokesman, and speaking out more actively against racism.

But he succumbed to exhaustion due to overwork in 1915 at age 59. By that time the Tuskegee Institute had an endowment of \$1,945,000, a staff of almost 200, and a student population of 1,500. Today, Tuskegee University has 3,000 students on a 5,000-acre campus with over 70 buildings. Notable additions include the Tuskegee Veteran’s Administration Hospital, the Tuskegee Airmen flight training program, the National Center for Bioethics in Research and Health Care, doctoral programs in integrative biosciences and materials science and engineering, a College of Business and Information Sciences, and an Aerospace Engineering department at the College of Engineering, Architecture and Physical Sciences.

In recognition of Washington’s remarkable contributions, he was awarded honorary degrees from Harvard University and Dartmouth College. His birthplace was made a National Monument in 1956, and he was the first African American to be featured on a U.S. coin, the Booker T. Washington Memorial Half Dollar, and on a United States Postal Service stamp.

For more information on the life and works of Booker T. Washington, check out books from the public library or explore some of the online resources in this packet. Use the information you gain to answer the questions provided.

Read More About Booker T. Washington

Search for more than 20 biographies and reference resources in the BTW Library. Visit your local public library as well.

Web Articles that give additional information about his life, work and importance.

BlackPast.org “Washington, Booker T. (1856-1915) The Black Past: Remembered and Reclaimed”
([http://www.blackpast.org/aad/washington-booker-t-\(1856-1915\)](http://www.blackpast.org/aad/washington-booker-t-(1856-1915)))

Booker T. Washington. Online Resources from Library of Congress.
<https://www.loc.gov/rr/program/bib/btwashington/>

Constitutional Rights Foundation. “Three visions for African Americans” In the early years of the 20th century, Booker T. Washington, W.E.B. Du Bois, and Marcus Garvey developed competing visions for the future of

African Americans. (<http://www.crf-usa-org/brown-v-board-50th-anniversary/three-visions-for-african-americans.html>)

Encyclopedia Britannica. <https://www.britannica.com/biography/Booker-T-Washington>

History Cooperative: A Short History of Nearly Everything. "Fire for Learning: Booker T. Washington's Drive for Education" brief biography and information on his achievements. (<http://historycooperative.org/btw/>)

Library of Congress Web Guide to Resources on Booker T. Washington.
<https://www.loc.gov/rr/program/bib/btwashington/>

PBS. "The Rise and Fall of Jim Crow. Jim Crow Stories. Booker T. Washington/PBS." (<https://www.thirteen.org/wnet/jimcrow/stories-people-booker.html>)

Reeser, D. Martin, "Washington, Book. T. "One of the most influential (and controversial) African Americans in history..." (<https://www.learningtogive.org/resources/washington-booker-t>)

Schaub, Diana. "Booker T. Washington and the Promise of Racial Reconciliation" The Heritage Foundation. In a climate of extreme racism, Washington stressed the need for incremental progress through education and economic advancement of African Americans.
(<https://www.heritage.org/political-process/report/booker-t-washington-and-the-promise-racial-reconciliation>)

Sanneh, Kelefa, "The Wizard: Before there was a black American President, black America had a President." New Yorker Magazine , Feb. 2, 2009. <https://www.newyorker.com/magazine/2009/02/02/the-wizard>

Selfa, Lance . SocialistWorker.org. "Booker T. Washington and the Black Capitalism," With is conservative 'self-help' philosophy, Booker T. Washington became the main spokesperson for Blacks at the end of the 19th century. (<https://socialistworker.org/2012/05/11/booker-washington-and-black-capitalism>)

