

OLETANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): OOMS

Classes/Grade Level(s): 6/7

ABOUT THE BOOK

Selection Title/Author: Harbor Me by Jacqueline Woodson

Genre: Realistic Fiction

Lexile Reading Level: 630

Total number of pages: 192

Book Summary (abbreviated, bulleted list or link to a book summary)
Harbor Me, by Jacqueline Woodson, the 2018-19 National Ambassador for Young People's Literature, is her first middle-grade novel since winning National Book Award for *Brown Girl Dreaming*. It celebrates the importance of allowing young people -- fifth-graders in this case -- a safe space in which to share their stories. The book deals with immigration and class issues, police brutality, driving under the influence, parent death, trust, and breaking down walls between people of different backgrounds to find common understanding and experience. Parents should be prepared to discuss the government's enforcement of immigration laws, anti-immigration sentiment, police brutality, and "the talk" often given to black boys about the police, parental loss, isolation, and peer counseling.

Potentially Objectionable Content (list all categories and at least one example, referenced with a page or chapter number)

Violence

Example - Without graphic details, a story shared about a woman who was killed in a car crash. A national news story mentioned about a kid playing with a toy gun in the park when police shot him.

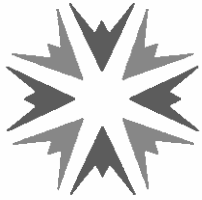
Alcohol

Example - Mention of a man drove drunk and crashed his car, killing a woman.

Book Reviews (1-2 link(s)) Note: teacher is not responsible for broken links

<https://www.common sense media.org/book-reviews/harbor-me>

<https://www.kirkusreviews.com/book-reviews/jacqueline-woodson/harbor-me/>



ABOUT THE CLASS

Rationale for the Literature Selection (in addition to standards): (To be completed by the teacher or team)

We will use this book to teach literary elements through a collection of stories where kids actually talk rather than tweet, text, and Snapchat their feelings. Young readers can see what commonalities and differences they have with the characters, and experience diverse perspectives.

The Ohio Department of Education ELA Standards (list priority standards *only and* abbreviations of the main ideas of the priority standards) [Link to Ohio's ELA Standards](#)

1. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, meaning and tone.
2. Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.

ALTERNATIVE TEXTS

What alternative texts would allow students to meet the same objectives? (Title/author)

1. Brown Girl Dreaming by Jacqueline Woodson
2. Before the Ever After by Jacqueline Woodson

SIGNATURES (embedded jpegs of authentic signatures are fine OR download/print form and obtain traditional signatures)

Teacher:

Date: 3/3/22

Department Chair:

Date: 3/3/22

Building Principal:

Date: 3/3/22

District Curriculum Administrator:

Date: 3/14/22