OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): OBKMS

Classes/Grade Level(s): 7 ELA

ABOUT THE BOOK

Selection Title/Author: Freewater by Amina Luqman-Dawson

Genre: historical fiction

Lexile Reading Level: 690

Total number of pages: 416

Book Summary (abbreviated, bulleted list or link to a book summary)	**Potentially Objectionable Content** (list all categories and at least one example, referenced with a page or chapter number)
Under the cover of night, twelve-year-old Homer flees Southerland Plantation with his little sister Ada, unwillingly leaving their beloved mother behind. Much as he adores her and fears for her life, Homer knows there's no turning back, not with the overseer on their trail. Through tangled vines, secret doorways, and over a sky bridge, the two find a secret community called Freewater, deep in the swamp.	Drinking/smoking: - Cigars (350) - Whiskey (115) Sex: - Romantic feelings of one character towards another, but not acted upon Language: - Racial Slurs: darkie(s) (24, 76, 143, 386) - hell (79) Violence: - Enslavement - Mentions of branding (189), whipping (48-49), and physical violence - Guns and shooting (370) - Use of sling shots (202) arrows (87), and knives (358) - Descriptions of hunting (wild boars, 200-202) Other trauma inducing content: - This book contains descriptions of enslavement and self-liberation to a free swamp community in the American South called Freewater. - There are many mentions of violence toward the enslaved. These mentions are not detailed in length, but their emphasis can be traumatizing.

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

Kirkus Review

ABOUT THE CLASS

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

This book is used for its high student engagement and the ability to make connections between the past and present in ways that facts and dates sometimes obscure. The author has completed years of credible and reliable research to narrate the historical event in a respectful and honest manner. It presents historical facts mixed with a fictional story with protagonists in which middle schoolers can engage.

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

RL7.9: Compare and contrast a fictional portrayal of a time, place, or character and historical account of the same period as a means of understanding how authors of fiction use or alter history.
RL7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
W7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ALTERNATIVE TEXTS

What alternative texts would allow students to meet the same objectives? (1-2 texts, title/author; Note: these texts must also have lit. reviews forms associated with their selection)

1. My Brother Sam is Dead by James Collier
2. Yankee Girl by Mary Ann Rodman

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

Teacher: _____ Date: 1/20/26

Department Chair: Katelyn Baker Date: 1/20/26

Building Principal: Morgan Nagel Date: 2/2/26

District Curriculum Administrator: _____ Date: 2/26/26

FORD