

Unit Plan: *One Crazy Summer* by Rita Williams-Garcia

Grade: 5

Duration: 5 weeks

Edition (ISBN):

Unit Overview: In the summer of 1968, eleven-year-old Delphine Gaither travels with her sisters from their home in Brooklyn, NY to Oakland, CA to see Cecile, the mother who abandoned them when they were babies. Mature, responsible, and reliable, Delphine acts as a mother towards her sisters and is initially skeptical of both Cecile and Oakland. The girls attend a summer program run by the Black Panthers, and Delphine's awareness of the revolutionary struggles of the time begins to grow. Cecile, a poet who changed her name to Nzila, is prickly and standoffish with her daughters, even refusing to allow them into her kitchen, but eventually shares pieces of her traumatic history with Delphine.

Key Understandings: This unit is designed with repeated exposure to the following conceptual understandings:

- Rather than being static or stable, the roles of parent and child can be fluid as individuals adapt and grow; family can be created through community as well as birth and roles within a family can also change.
- Choosing a new name (for oneself or for another person) can be a revolutionary act, a way to claim or celebrate a new self and identity.
- For an individual forced to grow up too quickly, coming of age may require reclaiming childhood and embracing youth; young people coming of age in a turbulent era may have to reconcile conflicting influences to develop more mature perspectives.
- Poetry can be a way to empower formerly oppressed people or groups; by close reading lots of different poetry, readers are able to access multiple levels of meaning and perspective.

Key Background Knowledge: Below is a list of some of the core knowledge emphasized over the course of the unit. Students will repeatedly interact with these concepts, in addition to other ancillary topics that will strengthen their understanding and analysis of the novel.

Contextual Knowledge

- Social and political changes of the 1960s
- The founding and goals of the Black Panther Party
- Poetry of the Black Arts movement
- The role of representation in media
- The use of comfort objects

Literary Knowledge

- The vocabulary of poetry (e.g., stanza, line, speaker)
- Poetic devices (e.g., alliteration, enjambment, rhyme)
- First-person narration (e.g., tone, irony, reliability)
- Symbolism

Knowledge Organizer: The Knowledge Organizer is a student-facing tool that prioritizes and organizes key knowledge associated with the novel, crucial for students to retain long-term. Students should bring this to class every day, in addition to studying it at home; Retrieval Practice questions will often come from the Knowledge Organizer.

One Crazy Summer Knowledge Organizer

Political and Social Change of the 1960s	
1960	In the 1950s and 1960s, resistance to segregation gathers momentum; the struggle for social justice for African Americans is known as the Civil Rights Movement .
1963	President John F. Kennedy is assassinated in November of 1963; Vice President Lyndon B. Johnson becomes President.
1964	The Civil Rights Act outlaws segregation in public facilities and prohibits employment discrimination.
1965	The Vietnam War escalates as Johnson sends combat troops to South Vietnam; many protest the war and the draft , the selection process used by the military to choose men to serve in the war.
1966	Huey Newton and Bobby Seale co-founded the Black Panther Party in Oakland, CA.
1967	As many as 100,000 young people, many of them hippies , converge in San Francisco, an event known as the “Summer of Love.”
1968	Civil Rights leader Martin Luther King, Jr. is assassinated in Memphis; race riots erupt across America. In Oakland, Bobby Hutton , the youngest member of the Black Panther Party, is killed in a confrontation with police.

Key Literary Terms		
Term	Definition	Example
Allusion	A reference to a significant literary or historical figure or idea	<i>Those Cassius Clay-fighting clouds</i> (p. 1)
Flashback	A scene that interrupts the chronological sequence by recalling a previous event	<i>Still, flashes of memory popped before me.</i> (p. 25)
Irony	The opposite of what’s expected. Verbal irony occurs when a character says one thing but means another.	“You’d think Gwen Brooks was some kind of genius.” (p. 141)
Narration	In a story with a first-person narrator , the narrator is a character in the story. Reliability refers to the accuracy or credibility of the narration.	<i>Not that I wanted or needed any mothering.</i> (p. 40)
Symbolism	When an object, person, or idea in a text has an additional meaning beyond its literal one.	<i>I glanced at my trusty Timex.</i> (p. 49)
Tone	The attitude of the author or narrator toward story events or characters.	<i>There’s nothing cute about dropping things carelessly.</i> (p. 15)

Key Figures and Terms	
Black Arts Movement	An artistic and literary movement affirming Black identity; the poetry of this movement drew on musical forms, vernacular speech, African folklore, and experimentation with sound, spelling, and grammar.
Black Panther Party	A revolutionary political organization founded to protect African American neighborhoods from police brutality; The organization launched many community programs including the Free Breakfast for Children program aimed at provided social services to underserved areas.
Malcolm X	Born as “Malcolm Little,” the activist changed his name to Malcolm X after joining the Nation of Islam. To him, the “X” symbolized the true African name he would never know.
Muhammed Ali	After converting to Islam, heavyweight champion Cassius Clay changed his name to Muhammed Ali and was arrested for refusing to fight in the Vietnam War.
Status quo	The existing situation or the way things currently are, particularly in regard to social or political issues
Representation	The way in which media , such as television, film and books, portray certain types of people or communities, especially women and minorities.

Poetry Terms	
Alliteration	Multiple words close together that begin with the same consonant sound (e.g., “dark and deep”)
Enjambment	The running-over of a sentence or phrase from one poetic line to the next, without end punctuation
End-stopped	A poetic line ending with punctuation to show the completion of a phrase or sentence
Line	A group of words arranged into a row in a poem; the line-break is the end of the line
Metaphor	Figure of speech in which two things are compared without using the words “like” or “as” for symbolic effect; an extended metaphor continues over several lines of a poem
Rhyme	The repetition of similar sounds in the final syllable of two or more words; rhyme scheme is the pattern of rhyme at the end of each line in poetry, labeled with uppercase letters (e.g., ABAB)
Repetition	Repeating words, phrases, lines or stanzas; used to emphasize an idea, create rhythm, or develop a sense of urgency
Speaker	The voice or persona of a poet; the speaker is not the same as the poet (the author of the poem).
Stanza	A series of lines arranged together (often in a recurring pattern) creating divisions in a poem

At a Glance: Daily Objectives and Content

Lesson	Novel Pages	Learning Objective: "Students will be able to..."	Embedding and Embellishments	Explicit Vocabulary, Literary Terms, or Retrieval Practice	CCSS Alignment
1	"Cassius Clay Clouds" pp. 1-7	Analyze how the narrator reveals her role and potential conflict.	<ul style="list-style-type: none"> • "A Champ Like No Other" • John F. Kennedy • Dr. Martin Luther King, Jr. • Vietnam War 	<p><u>Explicit Vocab</u></p> <ul style="list-style-type: none"> • spectacle • turbulent <p><u>Literary Terms</u></p> <ul style="list-style-type: none"> • allusion • characterization • alliteration • foreshadowing 	<p><u>CCSS.ELA-LITERACY.RL.5.3</u> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Questions: 4, 6, 7, 8</p> <p><u>CCSS.ELA-LITERACY.RL.5.6</u> Describe how a narrator's or speaker's point of view influences how events are described. Questions: 2, 3, 9</p>
2	"Golden Gate Bridge" pp. 8-12	Contrast what Delphine feels with what she shows others.	<ul style="list-style-type: none"> • "Winds of Change: 1960-1969" • "California Dreamin'" 	<p><u>Explicit Vocab</u></p> <ul style="list-style-type: none"> • responsible • plain • disgrace <p><u>Literary Terms</u></p> <ul style="list-style-type: none"> • symbolism • first-person narration • characterization 	<p><u>CCSS.ELA-LITERACY.RI.5.2</u> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. Questions: Do Now 1-2, Student Packet 3, 4</p> <p><u>CCSS.ELA-LITERACY.RL.5.6</u> Describe how a narrator's or speaker's point of view influences how events are described. Questions: 5, 6, 9</p>

3	<p>“Secret Agent Mother” pp. 13-22</p>	<p>Analyze how Delphine’s narration reveals her perspective on Cecile.</p>	<ul style="list-style-type: none"> • Mammals • Mata Hari 	<p><u>Explicit Vocab</u></p> <ul style="list-style-type: none"> • ashamed • appalled <p><u>Literary Terms</u></p> <ul style="list-style-type: none"> • first-person narration • tone • repetition • flashback • interrupting phrase 	<p><u>CCSS.ELA-LITERACY.RL.5.6</u> Describe how a narrator's or speaker's point of view influences how events are described. Questions: 2, 3, 5</p> <p><u>CCSS.ELA-LITERACY.RL.5.3</u> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Questions: 4, 6, 7, 9</p>
4	<p>“Green Stucco House” and “Mean Lady Ming” pp. 23-37</p>	<p>Analyze the judgments Delphine makes in her narration.</p>	<ul style="list-style-type: none"> • “For Tommy” by Nikki Giovanni • Stucco 	<p>Retrieval Practice</p> <p><u>Literary Terms</u></p> <ul style="list-style-type: none"> • characterization • first-person narration • imagery • flashback • repetition 	<p><u>CCSS.ELA-LITERACY.RL.5.6</u> Describe how a narrator's or speaker's point of view influences how events are described. Questions: 1, 3, 4, 5, 7</p> <p><u>CCSS.ELA-LITERACY.RL.5.3</u> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Questions: 2, 4</p>
5*	<p>“Collect Call” and “For the People” pp. 38-48</p> <p>Do Now Quiz on Vocabulary</p>	<p>Analyze potential limitations of Delphine’s first-person narration.</p>	<ul style="list-style-type: none"> • Telephone booth • “The Black Panthers: Vanguard of the Revolution” • “What we don’t learn about the Black Panther 	<p><u>Literary Terms</u></p> <ul style="list-style-type: none"> • first-person narration • reliability • repetition • sentence fragment 	<p><u>CCSS.ELA-LITERACY.RL.5.6</u> Describe how a narrator's or speaker's point of view influences how events are described. Questions: 2, 3, 5, 6</p> <p><u>CCSS.ELA-LITERACY.RI.5.3</u> Explain the relationships or interactions between two or more</p>

			Party – but should” (HW)		individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Questions: 7, 8, 9
6	“Glass of Water” pp. 49-55 Summative Writing	Explore literary references and analyze parallels between texts.	<ul style="list-style-type: none"> Excerpt from <i>Peter Pan</i> Excerpt from <i>Island of the Blue Dolphins</i> 	<u>Explicit Vocab</u> <ul style="list-style-type: none"> reliable indignant <u>Literary Terms</u> <ul style="list-style-type: none"> symbolism allusion irony 	<u>CCSS.ELA-LITERACY.RL.5.9</u> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. Questions: 5, 6, 7, 8 <u>CCSS.ELA-LITERACY.RL.5.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Questions: 1, 10, Summative Writing
7	“Inseparable” pp. 56-61	Analyze the role of Fern’s doll and its potential symbolism.	<ul style="list-style-type: none"> Black Panther Breakfast Program “A Firm Grasp on Comfort: Transitional Objects and Attachment in Children” 	<u>Explicit Vocab</u> <ul style="list-style-type: none"> stigma inseparable <u>Literary Terms</u> <ul style="list-style-type: none"> symbolism 	<u>CCSS.ELA-LITERACY.RI.5.2</u> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. Questions: Do Now 1-2, Student Packet 5, 6, 7 <u>CCSS.ELA-LITERACY.RL.5.3</u> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Questions: 2, 3, 9, 10

8	<p>“Breakfast Program”</p> <p>pp. 62-67</p>	<p>Analyze Delphine’s perspective on the Black Panthers and racial identity.</p>	<ul style="list-style-type: none"> • Black Panther Ten-Point Program • Go-go boots • “How James Brown Made Black Pride a Hit” 	<p>Retrieval Practice</p> <p><u>Literary Terms</u></p> <ul style="list-style-type: none"> • irony • allusion 	<p><u>CCSS.ELA-LITERACY.RL.5.6</u></p> <p>Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>Questions: 1, 3, 6, 9</p> <p><u>CCSS.ELA-LITERACY.RI.5.3</u></p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Questions: 2, 5, 6, 7</p>
9	<p>“Even the Earth is Revolutionary” and “Crazy Mother Mountain”</p> <p>pp. 68-79</p>	<p>Analyze the significance of Cecile’s name change.</p>	<ul style="list-style-type: none"> • Huey Newton • Malcolm X • Fannie Lou Hamer • Che Guevara • COINTELPRO • Red China • ‘Shoot them for what?’ How Muhammad Ali won his greatest fight 	<p><u>Explicit Vocabulary</u></p> <ul style="list-style-type: none"> • revolution • envious <p><u>Literary Terms</u></p> <ul style="list-style-type: none"> • allusion • symbolism 	<p><u>CCSS.ELA-LITERACY.RL.5.2</u></p> <p>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>Questions: 5, 7, 9</p> <p><u>CCSS.ELA-LITERACY.RL.5.3</u></p> <p>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>Questions: 2, 3, 8, 9</p>
10	<p>“Still I Rise”</p> <p>Do Now Quiz on Knowledge</p>	<p>Analyze Maya Angelou’s “Still I Rise” and consider</p>	<ul style="list-style-type: none"> • Maya Angelou • “Still I Rise” 	<p><u>Literary Terms</u></p> <ul style="list-style-type: none"> • speaker • stanza • line 	<p><u>CCSS.ELA-LITERACY.L.5.5</u></p> <p>Demonstrate understanding of figurative language, word</p>

		connections to <i>One Crazy Summer</i> .		<ul style="list-style-type: none"> • rhyme • repetition • simile • alliteration • metaphor 	relationships, and nuances in word meanings. Questions: 4, 7, 8, 9 <u>CCSS.ELA-LITERACY.RL.5.5</u> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. Questions: 5, 6, 10
11	“Everyone Knows the King of the Sea” pp. 80-85 Summative Writing	Analyze Delphine’s perspective on names and identity.	<ul style="list-style-type: none"> • Sarah Vaughn • Flipper • Merriam-Webster • Delphi • “My First Memory (Of Librarians)” – Nikki Giovanni (homework) 	Retrieval Practice <u>Literary Terms</u> <ul style="list-style-type: none"> • tone • allusion • irony 	<u>CCSS.ELA-LITERACY.RL.5.6</u> Describe how a narrator's or speaker's point of view influences how events are described. Questions: 1, 6, 8 CCSS.ELA-LITERACY.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. Questions: 2, 4, 7
12	“Coloring and La-La” and “Counting and Skimming” pp. 86-101	Examine complications in Delphine’s relationships and changes in her perspective.	<ul style="list-style-type: none"> • Bobby Hutton • Brenda and the Tabulations 	<u>Explicit Vocabulary</u> <ul style="list-style-type: none"> • indulgence • begrudgingly • defiant <u>Literary Terms</u> <ul style="list-style-type: none"> • symbolism • idiom 	<u>CCSS.ELA-LITERACY.RL.5.3</u> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Questions: 1, 3, 6, 7 <u>CCSS.ELA-LITERACY.L.5.5</u>

					Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Questions: 2, 3, 4, 5, 9
13	“Big Red S” pp. 102-110	Analyze Nikki Giovanni’s “Legacies” and consider parallels to the novel.	<ul style="list-style-type: none"> • Black Arts Movement • “Legacies” – Nikki Giovanni • “The 1960s: A Decade of Change for Women” (HW) 	<u>Explicit Vocabulary</u> <ul style="list-style-type: none"> • legacy • dependent <u>Literary Terms</u> <ul style="list-style-type: none"> • speaker • symbolism • allusion • vernacular 	<u>CCSS.ELA-LITERACY.RL.5.2</u> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. Questions: 2, 5, 7, 10 <u>CCSS.ELA-LITERACY.RL.5.3</u> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Questions: 1, 4, 5, 6, 7, 9
14	“China Who” “Expert Colored Counting” pp. 111-120	Consider the impact of representation on characters in the novel.	<ul style="list-style-type: none"> • Television in the 1960s • Pan-African flag • “Representation and Media” • Excerpt: Interview with Rita Williams-Garcia • “Girl's drive to find 1,000 'black girl books' hits target with outpouring of donations” (HW) 	Retrieval Practice <u>Literary Terms</u> <ul style="list-style-type: none"> • allusion • tone 	<u>CCSS.ELA-LITERACY.RI.5.2</u> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. Questions: Do Now 1, Student Packet 1, 5, 6, 9 <u>CCSS.ELA-LITERACY.RL.5.6</u> Describe how a narrator's or speaker's point of view influences how events are described. Questions: 3, 7

N/A	<i>Suggested Placement of Mid-Unit Exam</i>		•		
15	<p>“Civic Pride” and “Rally for Bobby”</p> <p>pp. 121-133</p> <p>Do Now Quiz on Vocabulary</p>	<p>Examine Delphine’s evolving perspective on the political climate in Oakland.</p>	<ul style="list-style-type: none"> • “My First Memory (of Librarians)” – Nikki Giovanni • Civics • Travel in the South • The Supremes • Tina Turner • The Ikettes 	<p><u>Literary Terms</u></p> <ul style="list-style-type: none"> • passive voice • flashback • allusion • irony • tone 	<p><u>CCSS.ELA-LITERACY.RI.5.6</u></p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Questions: 1, 3, 5</p> <p><u>CCSS.ELA-LITERACY.RL.5.6</u></p> <p>Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>Questions: 1, 4, 8, 9, 10</p>
16	<p>“Eating Crow” and “Itsy Bitsy Spider”</p> <p>pp. 134-145</p>	<p>Analyze references to poems in the novel and consider possible interpretations.</p>	<ul style="list-style-type: none"> • “Stopping by Woods on a Snowy Evening” – Robert Frost • “We Real Cool” – Gwendolyn Brooks • Hand stitching • Robert Frost • Emily Dickinson • Countee Cullen • William Blake • Gwendolyn Brooks 	<p><u>Explicit Vocabulary</u></p> <ul style="list-style-type: none"> • lurk • pitiful <p><u>Literary Terms</u></p> <ul style="list-style-type: none"> • speaker • line • stanza • rhyme • alliteration • enjambment • end-stopped • allusion • irony • vernacular 	<p><u>CCSS.ELA-LITERACY.RL.5.5</u></p> <p>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>Questions: Do Now 3, Student Packet 4, 5, 7</p> <p><u>CCSS.ELA-LITERACY.RL.5.4</u></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>Questions: 1, 2</p>

17	<p>“Movable Type” pp. 146-152</p>	<p>Analyze Cecile’s poem “Movable Type” and consider its significance in the novel.</p>	<ul style="list-style-type: none"> • “History of the Printing Press” • Printing • Typefaces 	<p>Retrieval Practice</p> <p><u>Literary Terms</u></p> <ul style="list-style-type: none"> • flashback • repetition • speaker • enjambment • end-stopped • symbolism 	<p><u>CCSS.ELA-LITERACY.RL.5.6</u> Describe how a narrator's or speaker's point of view influences how events are described. Questions: 2, 4, 6, 8, 9</p> <p><u>CCSS.ELA-LITERACY.L.5.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Questions: 1, 3, 6</p>
18	<p>“San Francisco Treat” and “Wish We Had a Camera” pp. 152-167</p>	<p>Analyze how a change in setting impacts Delphine’s perspective.</p>	<ul style="list-style-type: none"> • Segregation in the Bay Area • Hot combs • Hippies 	<p><u>Explicit Vocabulary</u></p> <ul style="list-style-type: none"> • excursion • majestic • civilized <p><u>Literary Terms</u></p> <ul style="list-style-type: none"> • symbolism • setting 	<p><u>CCSS.ELA-LITERACY.RL.5.3</u> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Questions: 1, 2, 4, 8, 9</p> <p><u>CCSS.ELA-LITERACY.RL.5.5</u> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. Questions: 5, 7, 9</p>
19	<p>“The Clark Sisters” and “I Birthed a Nation” pp. 168-178 Summative Writing</p>	<p>Use Maya Angelou’s poem “Alone” as a lens to analyze Delphine’s reliance on others.</p>	<ul style="list-style-type: none"> • “Alone” – Maya Angelou • Juvenile Hall 	<p>Retrieval Practice</p> <p><u>Literary Terms</u></p> <ul style="list-style-type: none"> • refrain • sentence fragment • symbolism • theme 	<p><u>CCSS.ELA-LITERACY.RL.5.2</u> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>

					Questions: Do Now 2-3, Student Packet 4, 5, 6, 8
20	<p>“Stories of the No Sayers” and “Glorious Hill”</p> <p>pp. 179-191</p> <p>Do Now Quiz on Knowledge</p>	Examine changes in Delphine and consider her coming-of-age.	<ul style="list-style-type: none"> • Coming-of-age stories • Compass • “Does Birth Order Affect Personality?” (HW) 	<p><u>Explicit Vocabulary</u></p> <ul style="list-style-type: none"> • empower • oppress <p><u>Literary Terms</u></p> <ul style="list-style-type: none"> • coming-of-age • symbolism 	<p><u>CCSS.ELA-LITERACY.RL.5.6</u> Describe how a narrator's or speaker's point of view influences how events are described. Questions: 4, 7</p> <p><u>CCSS.ELA-LITERACY.RL.5.3</u> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Questions: 2, 5, 6, 8, 9</p>
21	<p>“The Third Thing”</p> <p>pp. 192-199</p>	Analyze Rita Williams-Garcia’s use of original poetry in the novel.	<ul style="list-style-type: none"> • Interview: Rita Williams-Garcia • Henry Wadsworth Longfellow 	<p><u>Explicit Vocabulary</u></p> <ul style="list-style-type: none"> • atone • console <p><u>Literary Terms</u></p> <ul style="list-style-type: none"> • enjambment • end-stopped • speaker • allusion • line break 	<p><u>CCSS.ELA-LITERACY.RL.5.6</u> Describe how a narrator's or speaker's point of view influences how events are described. Questions: 1, 4, 6, 7, 9</p> <p><u>CCSS.ELA-LITERACY.RL.5.5</u> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. Questions: 5, 7</p>
22	<p>“So” and “Be Eleven”</p> <p>pp. 200-210</p>	Consider the effect of Cecile’s history on relationships in the novel.	<ul style="list-style-type: none"> • “Mother to Son” – Langston Hughes 	<p>Retrieval Practice</p> <p><u>Literary Terms</u></p> <ul style="list-style-type: none"> • repetition • enjambment • end-stopped • speaker 	<p><u>CCSS.ELA-LITERACY.RL.5.3</u> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Questions: 1, 2, 6, 7, 8,</p>

				<ul style="list-style-type: none"> vernacular 	<p><u>CCSS.ELA-LITERACY.L.5.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Questions: 4, 7, 8, 9</p>
23	<p>“Afua” pp. 211-215</p> <p>Summative Writing</p>	Analyze character changes in the novel’s closing.	<ul style="list-style-type: none"> Afua 	<p>Vocabulary Active Practice (Review)</p> <p><u>Literary Terms</u></p> <ul style="list-style-type: none"> theme 	<p><u>CCSS.ELA-LITERACY.RL.5.2</u> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. Questions: 5, 7, 8</p> <p><u>CCSS.ELA-LITERACY.RL.5.3</u> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Questions: 2, 6</p>
N/A	<i>Suggested Placement of Essay</i>				
N/A	<i>Suggested Placement of Essay</i>				

N/A	<i>Suggested Placement of the Final Exam</i>				
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