

Writing Baseline Assessment Unit 3

Directions: Respond to the prompt by writing a full-length essay. You may use a separate piece of paper to plan your response.

Prompt: In your opinion, which has the biggest influence on a person's identity: their family and community or their individual interests and choices? Answer the question in the form of a full-length essay. Be sure to support your response with evidence from stories, movies, real world events, or experiences from your life.

Write your essay here:

Name _____

Class _____

Vocabulary for Unit 3: *Brown Girl Dreaming* — LIST 1

Activity 1: In-Context Predictions


Directions: Use context clues to determine the meaning of each of your new vocabulary words. Your teacher will review the correct definitions with you after. The example below shows you how to do this.



- Begin by looking at the **photo**.
Ask yourself, **What do I see?**
I see birds flying in the air.
They are not being controlled or told where to go.
- Next, look at the **caption**.
Ask yourself, **what word could I put in place of the underlined vocabulary word?**
Here I might substitute "all" or "complete" for absolute.
- Then, look at the **example sentence**.
Ask yourself, **do my substitutions from the caption — "all" and "complete" — make sense in this sentence?**
Yes, "complete" works in the example sentence as well.
- Finally, **write or type a prediction** in the last box.

*Example: **Absolute** [ab-suh-loot]*

My mother's no was absolute. Once she said it, there was no chance of changing her mind.



Birds have absolute freedom to go wherever they like.


What's your **prediction**?

My Answer: complete

Correct Definition:

1. Barren [bar-uhn]

Driving through the barren area, I noticed that there were no buildings or people around.



Deserts are often barren because they are so hot and dry.


What's your **prediction**?

My Answer:

Correct Definition:

2. Constellation [kon-stuh-ley-shuhn]

The night sky was clear so we could gaze up and see the constellation perfectly.



The well-known constellation, the Big Dipper, could be seen right over our house.

What's your **prediction**?

My Answer:

Correct Definition:

3. Emancipate [ih-man-suh-peyt]

In 1862, President Lincoln signed a proclamation to emancipate all enslaved people in the United States, declaring them “forever free.”



When the cage opened, the birds were emancipated.

What’s your **prediction**?

My Answer:

Correct Definition:

4. Infinite [in-fuh-nit]

I wish my grandmother could have lived infinitely, but she passed away at age 91.



When Sophie looked out at the long road ahead of her, her drive seemed infinite.

What’s your **prediction**?

My Answer:

Correct Definition:

5. Betray [bih-trey]

I value loyalty, which is why I would never betray my friends’ deepest secrets!



Holly felt betrayed when her brother snuck into her room and read her diary aloud to their parents.

What’s your **prediction**?

My Answer:

Correct Definition:

6. Inherit [in-her-it]

In Biology class we learned how you inherit your eye color from your parents.



Althea inherited her mother’s curly hair.

What’s your **prediction**?

My Answer:

Correct Definition:

7. Movement [moov-muhnt]

Pete was determined to start a movement amongst people in his town to fight for cleaner drinking water.



The march on Saturday was part of the movement demanding better schools.

What's your **prediction**?

My Answer:

Correct Definition:

Activity 2: Fill-in-the-Blank Sentences

Directions: Fill in the blanks using the correct vocabulary word to complete each sentence. You may have to change the form of the word (ex: go, going, gone).



Betray	Constellations	Emancipate	Inherited	Barren	Infinity	Movement
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	My answer
1. I did not want to ____ my teacher's trust so I told her the truth.	
2. Hansel bought his girlfriend a Valentine's Day card that said, "I love you to ____ and back!"	
3. The fire destroyed all the trees, leaving the forest completely ____.	
4. Niya bought a star map so she could figure out which ____ could be seen on which continents.	
5. When the protestors stayed outside City Hall all night, the mayor realized just how passionate the ____ was.	
6. Maurice felt like the only way to ____ himself from his parents' control was to move far away.	
7. My daughter looks so much like her father, but she definitely ____ my sense of humor because she giggles all the time.	



Activity 3: Fill-in-the-Blank Scenarios

Directions: Fill in the blanks using the correct vocabulary word to complete each scenario. Then, explain why that vocabulary word fits best based on context clues provided in the scenario. You may have to change the form of the word (ex: go, going, gone).

For Example:

Every single day, Bryan wakes up at 5 o'clock in the morning to take a 10-mile jog. Then, he goes to the gym to lift weights. Afterwards, he does 20 laps in the pool. And this is before he goes to practice with the team every afternoon! Bryan is _____ about training because _____.	
My Answer	My Reason
<i>relentless</i>	<i>He is extremely dedicated and exercises all of the time. He runs 10 miles, lifts weights, swims, and attends practice every day.</i>

Movement Betrayed Emancipated Barren Inherit Constellations Infinity

- After new evidence came out proving his innocence, the man's trial was reopened and he was eventually released from jail.

The man was _____ because _____

My Answer	My Reason

- Vinny lied about why he was late for work and his kindhearted boss let it go without trouble. Later she was incredibly upset when she found out the truth.

Vinny's boss felt _____ because _____

My Answer	My Reason

3. Before calendars, some ancient civilizations studied the stars in the sky in order to determine the season of the year. For example, they might be able to see one group of stars in summer, but, because of the rotation of the Earth, those stars would be hidden from them in winter.

Ancient civilizations used _____ to determine the season because _____

My Answer	My Reason

4. Ana's mother seemed to have a never-ending love for her. Even when she was frustrated, she found time to make Ana feel special.

Ana's mother's love was _____ because _____

My Answer	My Reason

5. The tornado swept through the town, tearing down every building in its path. The destruction was so serious that people could not rebuild their homes and had to move elsewhere.

The town became _____ because _____.

My Answer	My Reason

6. My mother loves reading; she spends all of her time at the library. I am not a fan of reading because I really struggle to finish books after I start them and prefer listening to music instead.

I did not _____ my mother's love of reading because _____.

My Answer	My Reason

7. Eva started a petition at school, asking fellow students to sign if they wanted to change the dress code. Soon, other students began writing letters to the principal and there was a school assembly scheduled to address the issue.

Eva started a _____ because _____.

My Answer	My Reason

Activity 4: Matching

Directions: Match the following vocabulary words to their synonyms from the box. Write your answer in the column next to the word.



Synonyms: free empty stars receive endless cheat campaign

Words	My Answer
1. Constellation	
2. Barren	
3. Inherit	
4. Betray	
5. Infinite	
6. Movement	
7. Emancipate	



Activity 5: Application of Vocabulary

Directions: Answer each question in 1-2 complete sentences. Make sure that you use the underlined vocabulary word in your answer.

1. For ages humans have enjoyed looking at the constellations in the night sky. Why do you think humans are so fascinated by the constellations?

2. If you could start a movement to raise awareness for an issue you care about, what would the issue be and how would you begin the movement?

3. Do you think people inherit their whole personality from their parents, or is some of it shaped by their environment? Explain.

4. Emancipation Day is a yearly holiday celebrating the end of slavery in Washington, DC. Do you think Emancipation Day should be a national holiday? Why or why not?.

5. If you were stuck on a barren island, what three things would you want with you and why?

6. Would you want to live for an infinite amount of time? Why or why not?

7. What would it take for you to forgive someone who betrayed your trust? Explain.

Name _____ Class _____

***Brown Girl Dreaming* — Chapter 1 (Pages 1-20)**
By Jacqueline Woodson

DURING- AND POST-READING QUESTIONS

Skill Focus	Vocabulary
In this chapter, you'll analyze how particular lines in a poem contribute to an understanding of setting and character. [RL.8.3]	Let's pronounce these words together as a class: Barren [bar -uhn] — epigraph Constellation [kon-stuh- ley -shuhn] — p. 1 Emancipate [ih- man -suh-peyt] — p. 2
Purpose for Reading	
To learn about Jacqueline's family history.	
End-Of-Unit Literary Essay Prompt	
In Part IV of <i>Brown Girl Dreaming</i> , Jacqueline Woodson alternates between poems about her family, her life in New York, and her first efforts as a writer. How does the author use this structure to develop a theme about identity? Use evidence from Part IV poems to support your ideas. [RL.8.2, RL.8.5]	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start page: Langston Hughes poem (page before Part I begins)	<p>1. A: Figuratively speaking, what is life like when dreams die? [RL.8.4]</p> <p>B: This poem by Langston Hughes is an <i>epigraph</i>. An <i>epigraph</i> is a short quotation or saying at the beginning of a book, intended to suggest its theme.</p> <p>Why do you think Jacqueline Woodson chose to begin the novel with this epigraph? [RL.8.5]</p>	
Start Page 1: “february 12, 1963” To Page 2: “february 12, 1963”	<p>2. The first poem is titled “february 12, 1963.” In it, Jacqueline says that she is born into “a country caught / between Black and White” (1).</p> <p>What does this suggest about the time of Jacqueline’s birth? [RL.8.3]</p>	
	<p>3. Jacqueline, the speaker, concludes the poem with “I am born in Ohio but / the stories of South Carolina already run / like rivers / through my veins” (2).</p> <p>Which “stories of South Carolina” are already a part of her? [RL.8.4]</p>	
Start Page 3: “second daughter’s second day on earth” To Page 5: “second daughter’s second day on earth”	<p>4. In “second daughter’s second day on earth,” Jacqueline presents the stories of famous activists alongside the story of her birth.</p> <p>What does this suggest about Jacqueline’s own future? [RL.8.5]</p>	

<p>Start Page 6: “a girl named jack”</p> <p>To Page 9: “the woodsons of ohio”</p>	<p>5. What ideas does the poem “the Woodsons of Ohio” develop about what it means to be a Woodson? [RL.8.2]</p>	
<p>Start Page 10: “the ghosts of the nelsonville house”</p> <p>To Page 12: “the ghosts of the nelsonville house”</p>	<p>6. In “the ghosts of the nelsonville house,” Woodson looks closely at pictures of her grandparents, father, aunts, and uncles. At the end, she says, “Look closely... // ... There I am... / Beginning” (12).</p> <p>What does this suggest about Jacqueline’s identity? [RL.8.3]</p>	
<p>Start Page 13: “it’ll be scary sometimes”</p> <p>To Page 16: “football dreams”</p>	<p>7. After learning about her great-great grandfather William Woodson, Jacqueline’s mother tells her, “It’ll be scary sometimes. But think of William Woodson / and you’ll be all right” (14).</p> <p>What is Jacqueline’s mother trying to teach her through William Woodson’s life? [RL.8.3]</p>	
<p>Start Page 17: “other people’s memory”</p> <p>To page 20: “how to listen #1”</p>	<p>8. In “other people’s memory,” Jacqueline describes three people’s different memories of the day she was born.</p> <p>In “how to listen #1,” she says that “somewhere in my brain / each laugh, tear and lullaby / becomes <i>memory</i>” (20).</p> <p>What do these poems suggest about why memories are important to her? [RL.8.5]</p>	
<p>OPTIONAL: End of Chapter Discussion Questions</p>	<p>Why do you think the stories of the past are so important to Jacqueline’s family?</p>	

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 1 (Pages 1-20).



1. Why does Woodson use italics in the poem “Second Daughter’s Second Day on Earth”? **[RL.8.5]**
 - A. Woodson uses italics to describe the lives of famous activists.
 - B. Woodson uses italics to show dialogue between family members.
 - C. Woodson uses italics to describe the day of her birth in her own voice.
 - D. Woodson uses italics to show the difference between spoken words and her own thoughts.
2. Who do the “ghosts” refer to in the poem “The Ghosts of the Nelsonville House”? **[RL.8.4]**
 - A. “Ghosts” figuratively refer to relatives who lived in the house when they were young.
 - B. “Ghosts” figuratively refer to family members who have passed away.
 - C. “Ghosts” refer to actual ghosts that haunt the Nelsonville home.
 - D. “Ghosts” refer to negative characteristics of her family members.
3. How do the poems “It’ll be Scary Sometimes” and “Football Dreams” develop similar ideas about Jacqueline’s family? **[RL.8.3]**
 - A. They suggest that Jacqueline’s father was devoted to his own family.
 - B. They suggest that Jacqueline’s family was admired in their community.
 - C. They illustrate a history of hard work and achievement in Jacqueline’s family.
 - D. They illustrate a history of Jacqueline’s family supporting each other through hard times.
4. What is Woodson’s most likely reason for including several poems about her father’s side of the family? **[RL.8.5]**
 - A. To show Jacqueline’s confusion about who she should become as she grows up.
 - B. To establish the conflict between her mother’s and father’s side of the family.
 - C. To highlight her sense of pride in her family’s strength and excellence.
 - D. To establish her family’s involvement in important historical events.

Name _____ Class _____

Independent Practice for Chapter 1 (Pages 1-20)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.

What do the setting of Jacqueline's birth and her own family's history suggest will be true of her identity?

Support your response with evidence from the following poems and any others you choose: "february 12, 1963," "second daughter's day on earth," and "it'll be scary sometimes." [RL.8.3]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____ Class _____

***Brown Girl Dreaming* — Chapter 2 (Pages 21-41)**

By Jacqueline Woodson

DURING- AND POST-READING QUESTIONS

Skill Focus	Vocabulary
In this chapter, you'll analyze how particular lines in a poem contribute to an understanding of setting and character. [RL.8.3, RL.8.4]	Let's pronounce these words together as a class: [None in this chapter]
Purpose for Reading	
To learn about Jacqueline and her family's experiences in Greenville.	
End-Of-Unit Literary Essay Prompt	
In Part IV of <i>Brown Girl Dreaming</i> , Jacqueline Woodson alternates between poems about her family, her life in New York, and her first efforts as a writer. How does the author use this structure to develop a theme about identity? Use evidence from Part IV poems to support your ideas. [RL.8.2, RL.8.5]	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 21: "uncle odell" To Page 26: "my mother and grace"	1. In "Uncle Odell," Woodson repeats the word "maybe" to describe what might have been happening in the moments before they received news of her uncle's death: "maybe my mother was out hanging laundry ... // ... Maybe the car was packed and ready for the drive ... // ... Maybe right before the phone rang, tomorrow // was just another day" (21). A: What do these lines suggest about what the day was like before the phone call? [RL.8.5] B: How was Jacqueline's mother changed by the phone call? [RL.8.3]	

	2. In “my mother and grace,” why are Woodson’s mother and her grandmother Grace described as “home to each other”? (25) [RL.8.4]	
Start Page 27: “each winter” To Page 29: “journey”	3. In “journey,” why does Jacqueline’s father say, “You can keep your South Carolina”? (29) [RL.8.3]	
Start Page 30: “greenville, south carolina, 1963” To Page 31: “greenville, south carolina, 1963”	4. In “greenville, South Carolina, 1963,” Jacqueline describes her mother telling her children to “Sit up straight” and keeping her own back “sharp as a line” (30-31). Later in the poem, “her mouth softens, her hand moves gently over my brother’s warm head” (31). What does the contrasting word choice in these lines reveal about the way Jacqueline’s mother cares for her children? [RL.8.3, RL.8.4]	
Start Page 32: “home” To Page 34: “the cousins”	5. In “home,” how does the mood shift compare to Jacqueline’ family’s experience on the bus in the previous poem? [RL.8.4]	

	<p>6. In “the cousins,” the italicized lines highlight the memories, songs, and conversation that surround Jacqueline’s mother’s reunion with her cousins.</p> <p>What do these lines emphasize about Jacqueline’s mother’s relationship with Greenville? [RL.8.5]</p>	
<p>Start Page 35: “night bus”</p> <p>To Page 39: “rivers”</p>	<p>7. In “after greenville #1,” Jacqueline begins many lines in the same way:</p> <p>“After the chicken is fried... // ... After the corn bread is cut... // ... After the sweet tea is poured... // ... After our faces are coated... ” (36-37).</p> <p>A: What do these lines suggest about Jacqueline’s family’s life and relationships in Greenville? [RL.8.5]</p> <p>B: How do these lines contrast with the last three stanzas of the poem? [RL.8.4, RL.8.5]</p>	
	<p>8. In “rivers,” Jacqueline describes how the Hocking River rejoins the Ohio river because it “remembers where it belongs / and what it belongs to” (38).</p> <p>How does this description reflect the experience of Jacqueline’s mother? [RL.8.4]</p>	
<p>OPTIONAL: End of Chapter Discussion Questions</p>	<p>Based on what you’ve read, how do you think Jacqueline’s mother would define what makes a place a home?</p>	

Name _____

Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 2 (Pages 21-41).



1. Which quotation best shows the relationship between Jacqueline's mother and her grandmother Grace? **[RL.8.1]**
 - A. "Speaking softly with her mother-in-law, Grace, missing / her own mama back home." (21)
 - B. "Remember / that Grace, like my mother, wasn't always a Woodson." (25)
 - C. "Grace's family is from Greenville, too." (25)
 - D. "They are *home* to each other, Grace / to my mother is as familiar / as the Greenville air." (25)
2. In the poem "greenville, South Carolina, 1963," what caused Woodson's mother to whisper "We're as good as anybody"? **[RL.8.3]**
 - A. She wanted to remind herself and her children of their dignity despite the racist laws of the South.
 - B. She wanted to show the people around her that her family should not be treated this way.
 - C. She wanted to remind her children of their long family history of achievement.
 - D. She wanted to build her own confidence before arriving at her parents' home.
3. How does the poem "Journey" develop ideas that appear in the previous poem, "Each Winter" ? **[RL.8.5]**
 - A. Both poems show Jacqueline's parents' desire to live in Ohio.
 - B. Both poems show Jacqueline's parents' devotion to their children.
 - C. Both poems reveal important details about Jacqueline's parents' childhoods.
 - D. Both poems reveal Jacqueline's parents attitudes toward living in the South.
4. By the end of Part 1, what is Woodson communicating about the concept of "home"? **[RL.8.2]**
 - A. Sometimes the people in your home aren't the ones who understand you best.
 - B. Home can be a comforting place, but it can also be a place of conflict.
 - C. You can learn to feel at home in a place where you didn't grow up.
 - D. Home is where family allows you to feel most like yourself.

Name _____ Class _____

Independent Practice for Chapter 2 (Pages 21-41)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.

Consider the portrayal of Greenville in these three poems: “greenville, south carolina, 1963,” “the cousins,” and “after greenville #1.”

For Jacqueline’s mother, how is Greenville both a beautiful and difficult place to call home? [RL.8.3, RL.8.4]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____ Class _____

Brown Girl Dreaming — Chapter 3 (Pages 45-82)

By Jacqueline Woodson

DURING- AND POST-READING QUESTIONS

Skill Focus	Vocabulary
In this chapter, you'll analyze how particular lines in a poem contribute to an understanding of character relationships. [RL.8.3, RL.8.4]	Let's pronounce these words together as a class: Infinity (in- fin -i-tee) — p. 63 Betray (bih- trey) — p. 64 Inherit (in- her -it) — p. 70 Movement (moov -muhnt) — p. 77
Purpose for Reading	
To learn about Jacqueline's family relationships.	
End-Of-Unit Literary Essay Prompt	
In Part IV of <i>Brown Girl Dreaming</i> , Jacqueline Woodson alternates between poems about her family, her life in New York, and her first efforts as a writer. How does the author use this structure to develop a theme about identity? Use evidence from Part IV poems to support your ideas. [RL.8.2, RL.8.5]	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 45: "our names" To Page 52: "gunnar's children"	1. In "our names," Jacqueline describes her grandfather saying his grandchildren's names: "[he] takes his sweet time, saying each / as if he has all day long / or a whole lifetime" (45). What does this suggest about how the Woodson children might feel in the presence of their grandparents? [RL.8.3]	

	<p>2. In “the garden,” Jacqueline’s grandmother says, “<i>God gives you what you need... Best not to ask for more than that</i>” (49).</p> <p>Based on her grandfather’s response, how does he feel about “ask[ing] for more”? [RL.8.3]</p>	
	<p>3. In “gunnar’s children,” what does Jacqueline’s grandfather mean when he tells his grandchildren to “just keep remembering” that “y’all are Gunnar’s children”? (51) [RL.8.3]</p>	
<p>Start Page 53: “at the end of the day”</p> <p>To Page 60: “bible times”</p>	<p>4. Woodson chose to place the poem “end of the day” immediately following “gunnar’s children.”</p> <p>How does the placement of these poems show the difference between how Gunnar Irby was treated at work and how he was treated in Nicholtown? [RL.8.5]</p>	
	<p>5. Consider the poems “lullaby” and “bible times,” particularly the descriptions of the setting in the final stanzas of each poem.</p> <p>What do these stanzas suggest about how Jacqueline feels in her grandparents’ home and community? [RL.8.5]</p>	
<p>Start Page 61: “the reader”</p> <p>To Page 65: “hope”</p>	<p>6. In “the beginning,” Jacqueline’s sister teaches her to write letters.</p> <p>What do you think it means that Jacqueline feels like her sister is “promising her infinity”? (63) [RL.8.4]</p>	
	<p>7. Given what Hope experiences living in the South, why might he be “searching for himself inside [the] pages” of the comic books his grandfather brings him? (64) [RL.8.4]</p>	

<p>Start Page 66: “the almost friends”</p> <p>To Page 74: “south carolina at war”</p>	<p>8. Reread the italicized lines spoken by Jacqueline’s grandfather in the poem “south carolina at war.”</p> <p>A: Based on these lines, what does Gunnar Irby want his grandchildren to understand about their history? [RL.8.3]</p> <p>B: What does he want them to believe about themselves? [RL.8.3]</p>	
<p>Start Page 75: “the training”</p> <p>To Page 82: “how to listen #2”</p>	<p>9. In “the training,” Jacqueline says that civil rights protesters are taught “how to walk slowly but / with deliberate steps” (76).</p> <p>How does this word choice impact the meaning of the poem? [RL.8.4]</p>	
	<p>10. In “the blanket,” Jacqueline says that her “grandparents’ love [is] like a blanket” (79).</p> <p>A: What does this mean? [RL.8.4]</p> <p>B: What details in the poem develop this idea? [RL.8.4]</p>	
<p>OPTIONAL: End of Chapter Discussion Questions</p>	<p>How has Jacqueline's experience in Greenville left her with conflicting memories?</p>	

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 3 (Pages 45-82).



- In “at the end of the day,” what mood does Woodson create through the description of her grandfather returning home on “Nicholtown evenings”? (51) **[RL.8.4]**
 - an amazed, surprised mood
 - a warm, joyful mood
 - a cold, uncaring mood
 - a worried, anxious mood
- How does Jacqueline’s grandmother feel about the “daywork” she does? **[RL.8.3]**
 - She is upset that she has to spend time away from her family.
 - She is discouraged by the condition of the homes she works in.
 - She is proud of supporting her family but wants better for her grandchildren.
 - She is frustrated that her teaching job doesn’t provide enough to support her family.

- In “hope,” Jacqueline says of her brother:

*“And when his body isn’t **betraying** him, Ohio does.” (64)*

What is the most likely interpretation of these lines? **[RL.8.4]**

- Hope’s memories of Ohio help him deal with his sickness.
 - Hope’s sickness is painful, but so is the absence of his father.
 - Hope dreams of Ohio, but he has given up on living there again.
 - Hope disagrees with his father’s belief that Ohio is a better place to live.
- What do the poems “the reader,” “the beginning,” and “hope” suggest about Jacqueline and her siblings’ relationship with reading? **[RL.8.3]**
 - Reading offers Jacqueline and her siblings an escape and a sense of possibility.
 - Reading offers Jacqueline and her siblings a way to understand their grandmother’s religion.
 - Reading gives Jacqueline and her siblings something in common with their new friends in Greenville.
 - Reading gives Jacqueline and her siblings a way to deal with the boredom of living at their grandparents’ house.
 - In “the right way to speak,” why doesn’t Jacqueline’s mother want her children to say “ma’am [to] anyone”? (69) **[RL.8.3]**
 - She doesn’t want her children to speak incorrectly.
 - She doesn’t want her children to speak disrespectfully to others.
 - She doesn’t want her children to speak as if they are from the North.
 - She doesn’t want her children to speak as if they are obedient to white people.

Name _____ Class _____

Independent Practice for Chapter 3 (Pages 45-82)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.

How does living with her grandparents affect Jacqueline's beliefs about herself?

Support your answer with evidence from "south carolina at war" and two other poems. [RL.3, RL.4]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____ Class _____

Vocabulary Quiz 1 for Unit 3: *Brown Girl Dreaming*

PART 1: Scenarios

Directions: Select the vocabulary word that best fits the scenario. Type or write the letter of your answer choice in the column that says “My Answer.”

EXAMPLE:

<p>1. <i>In the morning, when Ophelia noticed her little brother was upset, she read him his favorite story. At lunch, she shared her food with a classmate who forgot his lunch at home. After school, she volunteered at a local children’s hospital.</i></p> <p>a. <i>Angry</i> b. <i>Caring</i> c. <i>Artistic</i></p>	<p>My answer</p> <p>B</p>
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<p>1. There are so many grains of sand on a beach it would be impossible to count them all!</p> <p>A. Barren B. Betray C. Infinite</p>	<p>My answer</p>
<p>2. Wesley’s teammates were angry when they discovered he had told their plays to his best friend who played for another team.</p> <p>A. Betray B. Inherit C. Movement</p>	
<p>3. In areas that are far away from bright city lights, it’s much easier to look up and find patterns of stars in the night sky.</p> <p>A. Infinite B. Barren C. Constellation</p>	
<p>4. When Mr. Parker met Addie, he knew right away she was from the Mitchell family because she had the same big brown eyes as the rest of them.</p> <p>A. Movement B. Inherit C. Infinite</p>	

	My answer
5. Abolitionists were people who wanted to end slavery in the United States and make sure all people were freed. A. Inherit B. Betray C. Emancipation	
6. Women finally won the right to vote in 1920 after thousands of people had joined the fight for equal rights. A. Movement B. Inheritance C. Betray	
7. No one had lived on the old farm for years, so all of the crops had died. Empty fields stretched all around the house. A. Emancipate B. Barren C. Betray	

PART 2: Fill-in-the-Blank

Directions: Select the vocabulary word that best completes the sentence. Type or write the letter of your answer choice in the column where it says “My answer.”

EXAMPLE:

<p>8. <i>I stopped inviting my neighbor over to my house because she never ____ her games and toys, but she always wanted me to let her play with my things.</i></p> <p>A. <i>Shared</i> B. <i>Dreamed</i> C. <i>Laughed</i></p>	<p>My answer</p> <p>A</p>
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<p>8. I tell my sister everything because I know she will never ____ my secrets to anyone.</p> <p>A. Betray B. Inherit C. Infinite</p>	<p>My answer</p>
<p>9. Scientists have found that some planets are completely ____ and seem never to have supported any form of life.</p> <p>A. Constellation B. Infinite C. Barren</p>	
<p>10. People marched in the streets and held several town meetings during the Civil Rights ____.</p> <p>A. Emancipate B. Movement C. Betray</p>	
<p>11. Leo clearly ____ his father’s basketball skills because they are both great players!</p> <p>A. Inherited B. Betrayed C. Emancipated</p>	
<p>12. One of the easiest ____ to spot in the night sky is called “Orion’s Belt” and is made up of three bright stars.</p> <p>A. Movements B. Constellations C. Betrayals</p>	

	My answer
<p>13. There were so many books in the library, giving Alexia a seemingly ____ amount of choices for independent reading.</p> <ul style="list-style-type: none">A. BarrenB. InheritedC. Infinite	
<p>14. After the ____ of enslaved people in the United States, there was still a lot of work to be done to achieve equal rights.</p> <ul style="list-style-type: none">A. EmancipationB. MovementC. Betrayal	

Name _____ Class _____

Unit 3: *Brown Girl Dreaming*

Vocabulary Quiz 1 Answer Sheet

Directions: Write the letter of each of your answer choices on the lines below.

Part 1: Scenarios

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Part 2: Fill-in-the-Blank

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

Name _____

Class _____


Vocabulary for Unit 3: *Brown Girl Dreaming* — LIST 2


Activity 1: In-Context Predictions


Directions: Use context clues to determine the meaning of each of your new vocabulary words. Your teacher will review the correct definitions with you after. The example below shows you how to do this.



<p>1. Begin by looking at the photo. Ask yourself, What do I see? <i>I see birds flying in the air.</i> <i>They are not being controlled or told where to go.</i></p> <p>2. Next, look at the caption. Ask yourself, what word could I put in place of the underlined vocabulary word? <i>Here I might substitute “all” or “complete” for absolute.</i></p> <p>3. Then, look at the example sentence. Ask yourself, do my substitutions from the caption — “all” and “complete” — make sense in this sentence? <i>Yes, “complete” works in the example sentence as well.</i></p> <p>4. Finally, write or type a prediction in the last box.</p>
--

<p><i>Example: Absolute [ab-suh-loot]</i></p>
<p>My mother’s no was <u>absolute</u>. Once she said it, there was no chance of changing her mind.</p>
 <p><i>Birds have <u>absolute</u> freedom to go wherever they like.</i></p>
<p>What’s your prediction?</p> <p>My Answer: complete</p>
<p>Correct Definition:</p>

<p>1. Refresh [ri-fresh]</p>
<p>After hours of studying, Abigail grew sleepy, so she splashed water on her face to <u>refresh</u> herself.</p>
 <p><i>On a hot day, people like to <u>refresh</u> themselves with a cool drink.</i></p>
<p>What’s your prediction?</p> <p>My Answer:</p>
<p>Correct Definition:</p>

<p>2. Cascade [kas-keyd]</p>
<p>Cassidy has long hair that <u>cascades</u> down her back.</p>
 <p><i>Sonia watched the waterfall <u>cascade</u> down the side of the cliff.</i></p>
<p>What’s your prediction?</p> <p>My Answer:</p>
<p>Correct Definition:</p>

3. Edible [ed-uh-buhl]

Sometimes decorations on cakes can be so detailed that it's hard to believe they're edible.



Chocolate is one of my favorite edible treats!

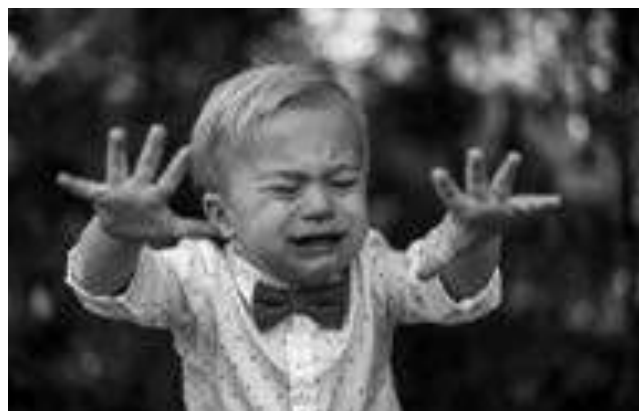
What's your **prediction**?

My Answer:

Correct Definition:

4. immature [im-uh-choor]

When my little brother was whining, my father reminded him not to be immature.



When Gavin found out it was time to go home, he was immature about it and threw a tantrum.

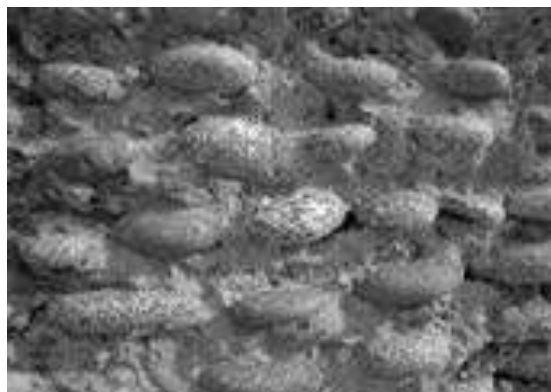
What's your **prediction**?

My Answer:

Correct Definition:

5. Protrude [proh-trood]

My mother made sure to pull the car all the way into the garage so it did not protrude into the driveway.



The rocks protrude from the wall, giving it an uneven surface.

What's your **prediction**?

My Answer:

Correct Definition:

6. Temptation [temp-tey-shuhn]

The temptation to check her phone during class was too great, so Riley decided to leave it in her locker.



Even though I know I shouldn't eat candy, the temptation is sometimes too hard to resist!

What's your **prediction**?

My Answer:

Correct Definition:

7. Intrude [in-trood]

We put a new fence around the yard to prevent anyone from intruding on our property.



When we pulled the van over for lunch, the donkeys intruded and tried to take our food!

What's your **prediction**?

My Answer:

Correct Definition:

8. Recite [ri-sahyt]

Arianna wanted to be sure she was ready to perform in the play, so she recited her lines in front of the mirror.



I was amazed when the poet recited for ten minutes without notes.

What's your **prediction**?

My Answer:

Correct Definition:



Activity 2: Fill-in-the-Blank Sentences

Directions: Fill in the blanks using the correct vocabulary word to complete each sentence. You may have to change the form of the word (ex: go, going, gone).

SET 1:	edible cascading protruding tempted
---------------	--

	My answer
1. I knocked over the pitcher, sending water ____ over the counter and onto the floor.	
2. Marley was ____ to sneak a peek at his birthday gifts early, but decided not to ruin the surprise.	
3. Some mushrooms are not ____ because they are poisonous.	
4. Ms. Perez's bag was so full that her papers were ____ out of it.	

SET 2:	refresh recite immature intrude
---------------	--

	My answer
5. For Spanish class, Kiana had to ____ an entire Spanish poem by heart.	
6. The coach told the players it was ____ to refuse to shake hands after the game.	
7. The classroom was heating up and the students were getting uncomfortable, so Mr. Beck decided to ____ the class by opening a window.	
8. I heard my sisters having a personal conversation so I decided not to ____ on them and shut the door instead.	



Activity 3: Fill-in-the-Blank Scenarios

Directions: Fill in the blanks using the correct vocabulary word to complete each scenario. Then, explain why that vocabulary word fits best based on context clues provided in the scenario. You may have to change the form of the word (ex: go, going, gone).

For Example:

Every single day, Bryan wakes up at 5 o'clock in the morning to take a 10-mile jog. Then, he goes to the gym to lift weights. Afterwards, he does 20 laps in the pool. And this is before he goes to practice with the team every afternoon! Bryan is _____ about training because _____.	
My Answer	My Reason
<i>relentless</i>	<i>He is extremely dedicated and exercises all of the time. He runs 10 miles, lifts weights, swims, and attends practice every day.</i>

SET 1:	cascade immature tempting recite
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1. The teacher asked her students to stand up and say the vocabulary words aloud to practice pronunciation.

The teacher asked the students to _____ the words because _____

My Answer	My Reason

2. When it rained, the water moved so quickly down the roof it caused huge mud puddles in the yard below.

The rain _____ down the roof because _____

My Answer	My Reason

3. It's hard to scroll through social media these days because so many ads for clothing sales pop up. It's so hard not to click and buy!

The ads are _____ because _____

My Answer	My Reason

4. I had to have a talk with my younger cousin to explain why it is not polite to make faces at others.

My cousin is _____ because _____

My Answer	My Reason

SET 2:

intrude edible protrude refreshing

5. The professor told the class not to have any food on their desks so they would not be distracted by snacking in class or leave behind any crumbs.

The professor did not allow _____ items because _____.

My Answer	My Reason

6. The owners of the house put a sign on the door that said, "KEEP OUT!" Then they wrapped caution tape all around the house.

The owners don't want any _____ because _____.

My Answer	My Reason

7. After a long run in the sun, Jim jumped right into the pool. He didn't even bother to take off his socks and sneakers because he was so hot! But the swim in the cool water made him feel awake and ready to keep going.

The pool was _____ for Jim because _____.

My Answer	My Reason

8. The doctor needed to examine my throat to determine why it was hurting so much. She asked me to stick my tongue out and say, "Ahhh."

I had to _____ my tongue because _____.

My Answer	My Reason

Activity 4: Matching

Directions: Match the following vocabulary words to their synonyms from the box. Write your answer in the column next to the word.



Synonyms: Desire Fall Disturb Childish Energize Poke out Digestible Speak

Words	My Answer
1. Protrude	
2. Immature	
3. Refresh	
4. Edible	
5. Cascade	
6. Recite	
7. Temptation	
8. Intrude	



Activity 5: Application of Vocabulary

Directions: Answer each question in 1-2 complete sentences. Make sure that you use the underlined vocabulary word in your answer.

1. Describe a time when it would be useful to recite information. Explain your answer.

2. What is your favorite edible treat? Explain why.

3. What helps you feel refreshed at the end of a long day?

4. Describe an immature reaction to a low grade.

5. How would you feel if your papers all cascaded off your desk in the middle of class? Explain your answer.

6. If a dog's tongue is protruding from its mouth, what does that mean?

7. What is more tempting to you: sweet or salty treats? Explain why.

8. What are some ways people try to prevent intrusions into their homes?

Name _____ Class _____

***Brown Girl Dreaming* — Chapter 4 (Pages 83-106)**

By Jacqueline Woodson

DURING- AND POST-READING QUESTIONS

Skill Focus	Vocabulary
In this chapter, you'll analyze how particular lines in a poem contribute to an understanding of setting and character. [RL.8.3]	Let's pronounce these words together as a class: [None in this chapter]
Purpose for Reading	
To understand Jacqueline's feelings about Greenville and New York.	
End-Of-Unit Literary Essay Prompt	
In Part IV of <i>Brown Girl Dreaming</i> , Jacqueline Woodson alternates between poems about her family, her life in New York, and her first efforts as a writer. How does the author use this structure to develop a theme about identity? Use evidence from Part IV poems to support your ideas. [RL.8.2, RL.8.5]	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 83: "hair night" To Page 89: "american dream"	1. In "hair night," how does Jacqueline's sister's reading "[open] up the world to" her? (84) [RL.8.4]	

	<p>2. A: In “american dream,” what “dream” is Jacqueline’s grandmother referring to? [RL.8.3]</p> <p>B: What do Jacqueline’s grandmother’s memories illustrate about the “american dream”? [RL.8.3]</p>	
<p>Start Page 90: “the fabric store”</p> <p>To Page 99: “grown folks’ stories”</p>	<p>3. Reread the first stanza of “the leavers.”</p> <p>How does this stanza contribute to an understanding of what “the leavers” expect in “the City”? [RL.8.5]</p>	
	<p>4. In “the beginning of the leaving,” how does Jacqueline’s mother’s attitude about moving to New York differ from her grandmother’s? [RL.8.3]</p>	
	<p>5. In “as a child, I smelled the air,” the poem alternates between Jacqueline’s thoughts and her mother’s words:</p> <p>“And the air is what I’ll remember. / Even once we move to New York. / <i>It always smelled like this</i>, my mother says. / <i>Wet grass and pine</i>. // Like memory” (96).</p> <p>What mood does Woodson create with these details about the setting? [RL.8.4]</p>	

	<p>6. Woodson chose to place the poems “as a child, I smelled the air,” “harvest time,” and “grown folks’ stories” immediately following the poem “the beginning of the leaving,” where Jacqueline’s mother shares her plan to move the family to New York.</p> <p>How does this sequence of poems develop an understanding of Jacqueline’s feelings about moving away? [RL.8.5]</p>	
<p>Start Page 101: “tobacco”</p> <p>To Page 106: “my mother looks back on greenville”</p>	<p>7. In “halfway home #1,” Jacqueline wants to ask her mother, “Will we always have to choose / between home and home?” (104).</p> <p>How do Jacqueline’s concerns about home differ from her mother’s? [RL.8.3]</p>	
	<p>8. In “my mother looks back on greenville,” Jacqueline describes her mother’s departure: “there are only shadows // and stars // and tears // and hope” (105-106).</p> <p>What do these lines suggest about how Jacqueline’s mother feels as she leaves Greenville for New York? [RL.8.4]</p>	
<p>OPTIONAL: End of Chapter Discussion Questions</p>	<ul style="list-style-type: none"> • How does Greenville mean something different to Jacqueline, her mother, and her grandparents? • Do you think that Jacqueline’s move will be more of a loss or a new beginning? 	

Name _____

Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 4 (Pages 83-106).



1. Reread the following lines from the poem “hair night” on page 84:

“My sister’s voice / wafts over the kitchen, past the smell of hair and oil and flame / settles / like a hand on my shoulder and holds me there.”

Which statement *best* expresses the figurative meaning of these lines? **[RL.8.4]**

- A. Odella’s reading upsets Jacqueline.
- B. Odella’s voice reminds Jacqueline of home.
- C. Odella’s reading captures Jacqueline’s attention.
- D. Odella’s voice makes Jacqueline ignore the confusion around her.

2. Reread the following lines from the poem “ghosts” on page 92:

“You can still see the words, right there / like a ghost standing in front / still keeping you out.”

What does the comparison of the visible words to ghosts represent? **[RL.8.4]**

- A. It represents that Jacqueline has a difficult time reading.
- B. It represents that Jacqueline can’t understand why everyone doesn’t believe in equality.
- C. It represents that Jacqueline and her family have painful memories of going to this store.
- D. It represents that racism and discrimination still exist even though segregation has ended.

3. In “grown folks’ stories,” what do the italicized lines represent? **[RL.8.5]**

- A. They represent the dreams that Jacqueline has about her future.
- B. They represent the secrets Jacqueline’s grandmother and her friends tell one another.
- C. They represent the conversations that Jacqueline overhears and turns into her own stories.
- D. They represent the worries Jacqueline has about what life will be like when they leave Greenville.

4. Which quotation best shows Jacqueline’s concern for her grandfather? **[RL.8.1]**

- A. *“Keep up the arguing, my grandfather says, / I’ll take you both down to city hall.”* (87)
- B. *“Who could have imagined // so much color that the ground disappears”* (97)
- C. *“We see the dim orange / of my grandfather’s cigarette, as he makes his way / down the darkening road.”* (100)
- D. *“Middle of the night / my grandfather is coughing / me upright. Startled.”* (102)

Name _____ Class _____

Independent Practice for Chapter 4 (Pages 83-106)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.

Consider the poems “the leavers,” “as a child, i smelled the air,” and “halfway home #1.”

What do they suggest about what the family may gain and lose in a move to New York? In your response, use evidence from these three poems and any others you choose. [RL.8.3]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____ Class _____

Brown Girl Dreaming — Chapter 5 (Pages 107-138)

By Jacqueline Woodson

DURING- AND POST-READING QUESTIONS

Skill Focus	Vocabulary
In this chapter, you'll analyze how particular lines in a poem contribute to an understanding of character. [RL.8.3, RL.8.4]	Let's pronounce these words together as a class: [None in this chapter]
Purpose for Reading	
To learn about Jacqueline's relationship to her grandmother's faith.	
End-Of-Unit Literary Essay Prompt	
In Part IV of <i>Brown Girl Dreaming</i> , Jacqueline Woodson alternates between poems about her family, her life in New York, and her first efforts as a writer. How does the author use this structure to develop a theme about identity? Use evidence from Part IV poems to support your ideas. [RL.8.2, RL.8.5]	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 107: "the last fireflies" To Page 115: "the stories cora tells"	1. In "changes," how is what Jacqueline and her siblings say about "future summers" different from what they believe? (109) [RL.8.3]	

	<p>2. In “the stories cora tells,” what does Jacqueline’s grandmother want her to understand about “making up stories”? (115) [RL.8.3]</p>	
<p>Start Page 116: “hall street”</p> <p>To Page 124: “what god knows”</p>	<p>3. A: At the end of the poem “hall street,” what does Jacqueline mean when she says that she and her siblings want “only this world”? (117) [RL.8.4]</p> <p>B: What imagery does Woodson use to develop this idea? [RL.8.4]</p>	
	<p>4. In “how i learn the days of the week,” Jacqueline describes how Wednesday and Friday differ from Saturday and Sunday.</p> <p>What does this contrast suggest about Jacqueline’s attitude toward practicing her grandmother’s faith? [RL.8.3]</p>	

	<p>5. In the poem, “two gods, two worlds,” Jacqueline says of her grandfather:</p> <p style="padding-left: 40px;">“I wish / he would put on Sunday clothes, / take my hand, walk with us / down the road” (123).</p> <p>How do these lines contribute to an understanding of the tension Jacqueline feels? [RL.8.3]</p>	
<p>Start Page 125: “new playmates”</p> <p>To Page 131: “sometimes, no words are needed”</p>	<p>6. In “the other infinity,” Jacqueline explains that her grandmother’s faith promises “eternity” — or endless life after death — to those who do God’s work well (130).</p> <p>In “sometimes, no words are needed,” as Jacqueline sits with her grandfather, she feels “the silent promise / that the world as we know it / will always be there” (131).</p> <p>Which promise does Jacqueline seem to find more comfort in? [RL.8.3]</p>	
<p>Start Page 132: “the letter”</p> <p>To Page 138: “roman”</p>	<p>7. Reread the final stanza of the poem “the letter.”</p> <p>What does Dell’s gesture suggest about how she and her siblings feel in response to their mother’s letter? [RL.8.3]</p>	
	<p>8. Reread the last four stanzas of “leaving greenville,” where Jacqueline recalls her mother whispering to her as she falls asleep.</p> <p>How do these stanzas contribute to an understanding of Jacqueline’s perspective? [RL.8.5]</p>	
<p>OPTIONAL: End of Chapter Discussion Questions</p>	<ul style="list-style-type: none"> • Jacqueline’s grandmother tells her that she should learn to tell the difference between “telling the truth” and “making up stories” (115). In your opinion, can a made-up story ever be true? • What do you think it means to be caught between “two worlds”? 	

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 5 (Pages 107-138).



- Which quotation best explains why Gunnar Irby rejects his wife's religious practices? **[RL.8.1]**
 - "I wish / he would put on Sunday clothes, / take my hand, walk with us / down the road." (123)
 - "But I want the world where my daddy is / and don't know why / anybody's God would make me / have to choose." (123)
 - "I work hard, he says, I treat people like I want / to be treated. / God sees this. God knows." (124)
 - "Do all the preaching and praying you want / but no need to do it for me." (124)
- What ideas do the poems "new playmates" and "down the road" develop about New York? **[RL.8.3]**
 - They develop the idea that New York is a disappointing place.
 - They develop the idea that New York is a wondrous place with amazing sights.
 - They develop the idea that Jacqueline and her siblings expect to be happier in New York.
 - They develop the idea that Jacqueline's mother wants to go to New York so she can be more independent.
- Reread the following lines from the poem "the letter" on page 133:

"I will be five one day and the Nicholtown school / is a mystery / I'm just about to solve."

What does this metaphor reveal about Jacqueline's perspective? **[RL.8.4]**

- Jacqueline is jealous of her sister's achievement at school.
 - Jacqueline is eager to learn to read so she can read her mother's letters.
 - Jacqueline appreciates the sense of community in her grandparents' neighborhood.
 - Jacqueline doesn't want to give up the experiences she's been looking forward to in Greenville.
- Reread the following lines from the poem "one morning, late winter" on page 134:

"This I can do — find him another place to be / when this world is choking him."

What does this illustrate about Jacqueline's relationship with her grandfather? **[RL.8.4]**

- Jacqueline's ability to comfort her grandfather through storytelling reveals their closeness.
- Jacqueline's connection to her grandfather is based on spending time together in his garden.
- Jacqueline's relationship with her grandfather is improving now that she realizes he is sick.
- Jacqueline's worry about her grandfather's religion gets in the way of their relationship.

Name _____ Class _____

Independent Practice for Chapter 5 (Pages 107-138)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.

What are the different ways that Jacqueline is caught between “two worlds”? [RL.8.3, RL.8.4]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____ Class _____

Vocabulary Quiz 2 for Unit 3: *Brown Girl Dreaming*

PART 1: Scenarios

Directions: Select the vocabulary word that best fits the scenario. Type or write the letter of your answer choice in the column that says “My Answer.”

EXAMPLE:

<p>1. <i>In the morning, when Ophelia noticed her little brother was upset, she read him his favorite story. At lunch, she shared her food with a classmate who forgot his lunch at home. After school, she volunteered at a local children’s hospital.</i></p> <p>a. <i>Angry</i> b. <i>Caring</i> c. <i>Artistic</i></p>	<p>My answer</p> <p>B</p>
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<p>1. While walking through the construction site, we had to wear protective gear because there were pieces of wood sticking out everywhere.</p> <p>A. Cascade B. Protrude C. Intrude</p>	<p>My answer</p>
<p>2. My plants looked dry, so I made sure to give them plenty of water to liven them up.</p> <p>A. Recede B. Edible C. Refresh</p>	
<p>3. Food left out on the counter is too much for my puppy to handle. If we don’t put it away, she will go for it, even though we’ve tried to train her not to!</p> <p>A. Temptation B. Intrude C. Cascade</p>	
<p>4. Instead of sending flowers to her son’s teachers, Ms. Shaw liked to send fruit baskets to offer a healthy treat for the hungry staff.</p> <p>A. Temptation B. Immature C. Edible</p>	

	My answer
5. I think it's very rude when someone opens my door and walks right in without even knocking. A. Intrude B. Recede C. Temptation	
6. The vine grew so long it went from the tabletop right down to the floor. A. Refresh B. Cascade C. Protrude	
7. Daniel started crying and stomping his feet when his mother told him it was time to leave the playground. A. Recede B. Temptation C. Immature	
8. Madison was so sad when her father left for work. She watched his car travel down the road until it could not be seen anymore. A. Recede B. Refresh C. Intrude	

PART 2: Fill-in-the-Blank

Directions: Select the vocabulary word that best completes the sentence. Type or write the letter of your answer choice in the column where it says “My answer.”

EXAMPLE:

<p>9. <i>I stopped inviting my neighbor over to my house because she never ____ her games and toys, but she always wanted me to let her play with my things.</i></p> <p>A. <i>Shared</i> B. <i>Dreamed</i> C. <i>Laughed</i></p>	<p>My answer</p> <p>A</p>
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<p>9. Certain plants are not ____ because they are poisonous.</p> <p>A. Refreshing B. Immature C. Edible</p>	<p>My answer</p>
<p>10. Gregory was very ____ about losing the game. He blamed all of his teammates and pouted the whole bus ride home!</p> <p>A. Immature B. Tempting C. Receding</p>	
<p>11. Some people who are going bald use special shampoo to avoid having a ____ hairline.</p> <p>A. Receding B. Protruding C. Refreshing</p>	
<p>12. The couple wanted to have their picture taken with a beautiful waterfall ____ behind them.</p> <p>A. Edible B. Cascading C. Receding</p>	

	My answer
<p>13. I needed to be sure there was nothing ____ from my suitcase so it would fit easily in the trunk of the car.</p> <p>A. Edible B. Intruding C. Protruding</p>	
<p>14. Sometimes kids decide they do not want anyone ____ in their bedrooms and decide to put up “keep out” signs.</p> <p>A. Intruding B. Receding C. Refreshing</p>	
<p>15. Dasia felt ____ after taking a long nap and washing her face.</p> <p>A. Immature B. Refreshed C. Tempted</p>	
<p>16. When I was studying, I did not want to be ____ to look at my notes for answers, so I hid them under my chair.</p> <p>A. Refreshed B. Receded C. Tempted</p>	

Name _____ Class _____

Unit 3: *Brown Girl Dreaming*

Vocabulary Quiz 1 Answer Sheet

Directions: Write the letter of each of your answer choices on the lines below.

Part 1: Scenarios

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Part 2: Fill-in-the-Blank

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

Name _____ Class _____

***Brown Girl Dreaming* — Chapter 6 (Pages 143-169)**

By Jacqueline Woodson

DURING- AND POST-READING QUESTIONS

Skill Focus	Vocabulary
In this chapter, you'll analyze how particular lines in a poem contribute to an understanding of character. [RL.8.3, RL.8.4]	Let's pronounce these words together as a class: Refresh (ri- fresh) — p. 147 Cascade (kas- keyd) — p. 152 Edible (ed -uh-buhl) — p. 157 Immature (im -uh- choor) — p. 168
Purpose for Reading	
To understand Jacqueline's first experiences with writing.	
End-Of-Unit Literary Essay Prompt	
In Part IV of <i>Brown Girl Dreaming</i> , Jacqueline Woodson alternates between poems about her family, her life in New York, and her first efforts as a writer. How does the author use this structure to develop a theme about identity? Use evidence from Part IV poems to support your ideas. [RL.8.2, RL.8.5]	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 143: "new york city" To Page 153: "moving again"	1. A: In "new york city," how does Jacqueline feel about New York when she arrives? [RL.8.3] B: What imagery from the poem supports your response? [RL.8.4]	

	<p>2. In “herzl street,” Jacqueline describes the people who come to the family’s new apartment:</p> <p>“so they were red dirt and pine trees / they were fireflies in jelly jars / and lemon-chiffon ice cream cones” (145).</p> <p>What does this suggest about why Jacqueline’s experience in New York is changing? [RL.8.3, RL.8.4]</p>	
	<p>3. According to “moving again,” how do memories of Aunt Kay bring up conflicting emotions for her family? [RL.8.3]</p>	
<p>Start Page 154: “composition notebook”</p> <p>To Page 159: “first grade”</p>	<p>4. In “composition notebook,” Jacqueline says:</p> <p>“Nothing in the world like this — / a bright white page with / pale blue lines. The smell of a newly sharpened pencil / the soft hush of it / moving finally / one day / into letters” (155).</p> <p>A: What hope does the composition notebook inspire in Jacqueline? [RL.8.3, RL.8.4]</p> <p>B: How does this moment highlight conflicting points of view between Jacqueline and her sister? [RL.8.6]</p>	
	<p>5. In “on paper,” what does Jacqueline believe after writing her name for the first time? [RL.8.3]</p>	

<p>Start Page 160: “another kingdom hall”</p> <p>To Page 169: “gifted”</p>	<p>6. At the end of “because we’re witnesses,” Jacqueline says:</p> <p style="padding-left: 40px;">“We will never taste the sweetness of a classroom / birthday cupcake / We will never taste the bitterness of a battle” (164).</p> <p>What do these lines and the poem as a whole suggest about Jacqueline’s attitude toward the experiences she does not have as a Jehovah’s Witness? [RL.8.3, RL.8.4]</p>	
	<p>7. In “brooklyn rain,” what do the “stories in her head” do for Jacqueline? [RL.8.3, RL.8.4]</p>	
	<p>8. A: In “gifted,” why does Jacqueline believe she is “not gifted”? [RL.8.3]</p> <p>B: Reread the last stanza of the poem. What does this figurative language suggest about what Jacqueline wants for her future? [RL.8.4]</p>	
<p>OPTIONAL: End of Chapter Discussion Questions</p>	<ul style="list-style-type: none"> Part III of the novel is called “followed the sky’s mirrored constellation to freedom.” This a reference to the first poem in the novel and the migration of many Black Americans out of the South to northern cities. <ul style="list-style-type: none"> Based on what you’ve read so far, why might Woodson have given Part III this title? What do you think “freedom” means for Jacqueline? How is Jacqueline growing and changing in New York? 	

Name _____

Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 6 (Pages 143-169).



- In the poem “caroline but we call her aunt kay, some memories,” how do the stanzas that begin with “Aunt Kay...” contribute to the meaning of the poem ? **[RL.8.5]**
 - They illustrate how important Aunt Kay’s friends are to her.
 - They explain the reasons why Aunt Kay encouraged the family to follow her to New York.
 - They show how playful Aunt Kay is in comparison to Jacqueline’s mother, who is more serious.
 - They emphasize the memories the family has of Aunt Kay and the loss they feel after she dies.
- Which quotation best supports the idea that Jacqueline and her siblings are grateful to be with their mother in New York in spite of missing Greenville? **[RL.8.1]**
 - “After the falling / sometimes I would see my mother / smiling at that sculpture. / And in her smile, / there was Aunt Kay’s smile” (152-153)
 - “Some days in this new place / there is only a box of pancake mix / an egg, and faucet water” (157)
 - “We remember Greenville / without her, count our blessings in silence / and chew.” (157)
 - “And then one day my mother / comes home with two shopping bags / filled with board games” (167)
- Which statement best expresses Jacqueline’s impression of school in “first grade”? **[RL.8.3]**
 - Jacqueline is in awe of the building and feels appreciated by her teacher.
 - Jacqueline wonders whether she will be able to be as successful as her sister in school.
 - Jacqueline is impressed by the size of her school compared to the schools in Greenville.
 - Jacqueline loves her school but is concerned that she won’t be accepted by her classmates.
- Reread the following lines from the poem “flag” on page 162:

“Alina and I walk through / our roles as Witnesses as though this is the part / we’ve been given in a play”

Which of the following is the *best* interpretation of these lines? **[RL.8.4]**

- Alina and Jacqueline believe that Gina is only pretending to be a committed Jehovah’s Witness.
- Alina and Jacqueline hope their classmates will notice their singing when they perform “America the Beautiful.”
- Alina and Jacqueline wish they could do some of the things they are not allowed to do as Jehovah’s Witnesses.
- Alina and Jacqueline are proud of the way that their faith as Jehovah’s Witnesses makes them different from their classmates.

Name _____ Class _____

Independent Practice for Chapter 6 (Pages 143-169)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.

What dream is beginning to emerge in Jacqueline's life? [RL.3, RL.4]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____ Class _____

Brown Girl Dreaming — Chapter 7 (Pages 170-182)

By Jacqueline Woodson

DURING- AND POST-READING QUESTIONS

Skill Focus	Vocabulary
In this chapter, you'll analyze how particular lines in a poem contribute to an understanding of character. [RL.8.3]	Let's pronounce these words together as a class: [None in this chapter]
Purpose for Reading	
To deepen our understanding of Jacqueline as a storyteller.	
End-Of-Unit Literary Essay Prompt	
In Part IV of <i>Brown Girl Dreaming</i> , Jacqueline Woodson alternates between poems about her family, her life in New York, and her first efforts as a writer. How does the author use this structure to develop a theme about identity? Use evidence from Part IV poems to support your ideas. [RL.8.2, RL.8.5]	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 170: "sometimes" To Page 174: "wishes"	1. In "sometimes," why do you think Jacqueline makes up stories about their father instead of telling the truth? [RL.8.3]	
	2. In "uncle Robert," Jacqueline says: "In my own head, / it's as real as anything. // In my head / all kinds of people are doing all kinds of things. / I want to tell him this, that / the world we're living in right here in Brownsville isn't / the only place" (171). What idea do these lines develop about Jacqueline's storytelling? [RL.8.3]	

<p>Start Pages 175-176: “believing”</p> <p>To Pages 181-182: “our father, fading away”</p>	<p>3. In “believing,” Jacqueline makes up stories inspired by children’s nursery rhymes.</p> <p>A: How does Jacqueline transform the stories she’s told? [RL.8.3]</p> <p>B: In Jacqueline’s view, how does her storytelling make her different? [RL.8.3]</p>	
	<p>4. At the end of “believing,” Jacqueline says:</p> <p>“Maybe the truth is somewhere in between / all that I’m told / and memory” (176).</p> <p>What does this suggest about the different things that inspire Jacqueline’s stories? [RL.8.3]</p>	
	<p>5. How does the poem “off-key” reinforce ideas about Jacqueline’s imagination? [RL.8.5]</p>	
	<p>6. Consider the last lines of the poem “our father, fading away”:</p> <p>“<i>Out of sight, out of mind</i>, my brother says. // But only a part of me believes this is true” (182).</p> <p>What larger idea do these lines develop about memories? [RL.8.2]</p>	
<p>OPTIONAL: End of Chapter Discussion Questions</p>	<ul style="list-style-type: none"> • What different perspectives do Jacqueline’s family members have about her storytelling? • What evidence do you see in this chapter that memories can be both powerful and painful? 	

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 7 (Pages 170-182).



1. What role does Uncle Robert play in Jacqueline's life? **[RL.8.3]**
 - A. Uncle Robert reminds Jacqueline of her life in Greenville.
 - B. Uncle Robert increases Jacqueline's worry that she is not as smart as her sister.
 - C. Uncle Robert brings excitement to Jacqueline's life and encourages her storytelling.
 - D. Uncle Robert causes tension in the family because he disagrees with Jacqueline's mother.
2. What quotation *best* supports the idea that Jacqueline's stories feel real to her? **[RL.8.1]**
 - A. "Sometimes, I lie about my father. / *He died*, I say, *in a car wreck* or / *He fell off a roof* or maybe / *He's coming soon.*" (170)
 - B. "And my uncle likes the stories I'm making up. // ... *Along came a spider and sat down beside her.*" (175)
 - C. "How each new story / I'm told becomes a thing / that happens, / in some other way / to me.. !" (176)
 - D. "It's a long story. It's a good story. / Adam and Eve got made, / a snake appeared in a tree." (179)
3. Which of the following best expresses Jacqueline's attitude toward "God's story" in the poem "eve and the snake" (179)? **[RL.8.3]**
 - A. Jacqueline believes the story is unfair to Eve.
 - B. Jacqueline wants to reimagine a different ending to the story.
 - C. Jacqueline wants to use this story as inspiration for a story she is writing.
 - D. Jacqueline's interest in the story makes her more committed to her religion.
4. How has Jacqueline's relationship with her father's side of the family changed? **[RL.8.3]**
 - A. Jacqueline has grown distant from her father's side of the family.
 - B. Jacqueline has grown to appreciate how loving her father's side of the family is.
 - C. Jacqueline has become more aware of how much she is like her father's side of the family.
 - D. Jacqueline has become less interested in hearing news from her father's side of the family.

Name _____ Class _____

Independent Practice for Chapter 7 (Pages 170-182)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.

In the poem “gifted” at the end of the last chapter, Jacqueline compared herself to her sister by saying, “I am not gifted” (169).

How does the depiction of Jacqueline’s storytelling in this chapter contradict that idea? [RL.3]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____ Class _____

Brown Girl Dreaming — Chapter 8 (Pages 183-203)

By Jacqueline Woodson

DURING- AND POST-READING QUESTIONS

Skill Focus	Vocabulary
In this chapter, you'll analyze how the arrangement of multiple poems develops a theme in the text. [RL.8.2, RL.8.5]	Let's pronounce these words together as a class: Protrude (proh-trood) — p. 187
Purpose for Reading	
To understand Jacqueline's ideas and feelings about home.	
End-Of-Unit Literary Essay Prompt	
In Part IV of <i>Brown Girl Dreaming</i> , Jacqueline Woodson alternates between poems about her family, her life in New York, and her first efforts as a writer. How does the author use this structure to develop a theme about identity? Use evidence from Part IV poems to support your ideas. [RL.8.2, RL.8.5]	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 183: "halfway home #2" To Page 188: "baby in the house"	1. In "halfway home #2," how is Jacqueline changing, now that the city is "settling around [her]"? (183) [RL.8.3]	

	<p>2. In “chemistry,” Jacqueline describes how her brother loves science and “searches the insides of things, studies / the way things change” (187).</p> <p>What does Jacqueline believe he is figuratively searching for? [RL.8.4]</p>	
<p>Start Page 189: “going home again”</p> <p>To Page 196: “how to listen #4”</p>	<p>3. Consider Jacqueline’s descriptions of what she experiences when she goes “home again to hall street.”</p> <p>What do these descriptions suggest about how she and her siblings feel there? [RL.8.4]</p>	
	<p>4. In “home again, to hall street,” what is Jacqueline’s definition of home? [RL.8.3]</p>	
	<p>5. In “mrs. hughes’s house,” Jacqueline says that “our feet are beginning to belong / in two different worlds” (194).</p> <p>What does this suggest about Jacqueline’s identity? [RL.8.2, RL.8.4]</p>	
<p>Start Page 197: “field service”</p> <p>To Page 203: “home then home again”</p>	<p>6. In “sunday afternoon on the porch,” as Jacqueline sits on the porch, she describes what will happen next:</p> <p>“Soon I’ll rise from the porch, / change out of my Kingdom Hall clothes into / a pair of shorts and a cotton blouse... // ... Soon it’ll be near evening and Daddy and I / will walk slow / back into the house” (200).</p> <p>What does the repetition of “soon” suggest about life with Jacqueline’s grandparents in Greenville? [RL.8.5]</p>	

	<p>7. In “home then home again,” Jacqueline says:</p> <p>“each blouse, each pair of shorts, each faded cotton dress / holding a story that we’ll tell again and again / all winter long” (203).</p> <p>A: What do these lines suggest about the concept of memories? [RL.8.4]</p> <p>B: What does the title of this poem suggest about how Jacqueline feels about New York and Greenville? [RL.8.2]</p>	
OPTIONAL: End of Chapter Discussion Questions	<ul style="list-style-type: none"> Based on what you’ve read so far, why do you think that Jacqueline may often feel “halfway home”? Based on what you’ve read so far, why do you think Jacqueline Woodson chose to write the story of her childhood as a series of poems instead of in prose? 	

Name _____

Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 8 (Pages 183-203).



1. In the poem “chemistry,” Jacqueline describes her brother Hope’s fascination with science. How does this poem illustrate a similarity between Hope and Jacqueline? **[RL.8.3]**
 - A. They are both dreaming of going back to Greenville.
 - B. They both keep their interests hidden away from the rest of the family.
 - C. They both become more talkative when they are doing things they’re interested in.
 - D. They both have interests that allow them to imagine and explore a different reality.
2. How does Roman’s illness affect Jacqueline? **[RL.8.3]**
 - A. She begins to believe that their home is dangerous.
 - B. She feels like their home isn’t complete without Roman.
 - C. She regrets the way she treated Roman when he was born.
 - D. She is relieved when she and her other siblings leave New York for Greenville.
3. Which quotation *best* supports the idea that Jacqueline sometimes questions her faith? **[RL.8.1]**
 - A. “he / with his searching — ... // ... is looking / for something. Something way past Brooklyn. / Something / out / there.” (187)
 - B. “Saturday morning’s the hardest day for us now. / For three hours we move through / the streets of Nicholtown, ... / ... hoping to convert / them into Sisters and Brothers and children of God.” (197)
 - C. “my heart hurts with the sadness / that such a nice woman will not be a part of God’s / new world. / *It isn’t fair*” (198)
 - D. “Soon I’ll rise from the porch, / change out of my Kingdom Hall clothes into / a pair of shorts and a cotton blouse” (200)
4. Woodson chose to place the poem “mrs. hughes’ house” immediately after the poem “home again to hall street.” How does this sequence of poems build an understanding of Jacqueline’s current experience in Greenville? **[RL.8.5]**
 - A. It shows that she feels at home in Greenville, but her time in New York has also made her feel like an outsider.
 - B. It shows that she feels at home in Greenville, but she sees that Hope and Odella now prefer New York.
 - C. It shows that she feels at home in Greenville, but she is tired of the way people are treated there.
 - D. It shows that she feels at home in Greenville, but she now has better friends in New York.

Name _____ Class _____

Independent Practice for Chapter 8 (Pages 183-203)

1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.

Consider the following poems, which all appear near the end of Part III: “home again to hall street,” “mrs. hughes’s house,” “sunday afternoon on the front porch,” and “home then home again.”

How does this sequence of poems develop a theme about home and belonging? [RL.2, RL.5]

2. DISCUSS
A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____ Class _____

Class Discussion

PART 1: Preparing for Discussion

Directions: First, write down your initial ideas about each discussion question. Then, complete the chart by finding evidence to support your ideas.



Discussion Questions:

In your view, what has had the *greatest* influence on Jacqueline's life and identity so far?

Explain using textual evidence from Parts I - III of *Brown Girl Dreaming*.

Brainstorming:

Part of the Novel	Evidence & Page #	My Explanation
Part I poems:		

Part II poems:		
Part III poems:		

PART 2: During Discussion

Directions: Take notes in the chart during the discussion.



Reminder: Don't forget to practice strong discussion skills.

<p>Referring to text evidence to support ideas:</p> <ul style="list-style-type: none"> • <i>For example...</i> • <i>In the text it said that...</i> • <i>One moment that illustrates this is...</i> • <i>Remember in the story we read that...</i> • <i>I can prove this because...</i> 	<p>Making connections between ideas:</p> <ul style="list-style-type: none"> • <i>The connection I see between ___ and ___ is...</i> <ul style="list-style-type: none"> ○ <i>The similarity I see between ___ and ___ is...</i> ○ <i>The difference I see between ___ and ___ is...</i> • <i>What you said about ___ connects to ___ because...</i>
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Interesting Points My Classmates Made	Questions I Have	My New Ideas

Keep the discussion going!
<ul style="list-style-type: none"> • How have Greenville and New York both influenced Jacqueline's identity? • What role have different family relationships played in Jacqueline's life? • What influence have Jacqueline's ancestors had on her life and her thinking? • What tension or conflict does Jacqueline feel between different people and places in her life? • What do you think is more important: understanding your past or finding your own voice?



PART 3: Post-Discussion

Directions: Write or type a 4-6 sentence reflection on your participation in today's discussion based on the criteria. Be sure to identify one skill you want to improve on in our next discussion.

- ☐ I supported my ideas with evidence from the text(s).
- ☐ When I spoke, I responded to the discussion question or a comment from my peer.
- ☐ I made connections between other people's ideas during the discussion.
- ☐ I tracked the speaker with my eyes.
- ☐ I waited to raise my hand until my classmates finished speaking.
- ☐ I used a strong voice that is easily heard.

Name _____ Class _____

Brown Girl Dreaming — Chapter 9 (Pages 207-229)

By Jacqueline Woodson

DURING- AND POST-READING QUESTIONS

Skill Focus	Vocabulary
In this chapter, you'll analyze how particular lines in a poem contribute to an understanding of character. [RL.8.3, RL.8.4]	Let's pronounce these words together as a class: Temptation (temp- tey -shuhn) — p. 208
Purpose for Reading	
To understand how Jacqueline is growing as a person and how her relationship with her family is changing.	
End-Of-Unit Literary Essay Prompt	
In Part IV of <i>Brown Girl Dreaming</i> , Jacqueline Woodson alternates between poems about her family, her life in New York, and her first efforts as a writer. How does the author use this structure to develop a theme about identity? Use evidence from Part IV poems to support your ideas. [RL.8.2, RL.8.5]	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 207: "family" To Page 215: "lessons"	1. In the first two stanzas of the poem "family," Jacqueline describes the stories she reads; in the final two stanzas, she describes a moment in her own life. How does the structure of this poem convey how Jacqueline feels in this moment? [RL.8.5]	

	<p>2. In “maria,” Jacqueline describes “the Spanish [Maria] speaks” as “like a song / [she] is learning to sing” (209).</p> <p>What does this suggest about Jacqueline’s attitude toward this new friendship? [RL.8.4]</p>	
	<p>3. In “game over,” Jacqueline describes her mother calling her inside from playing with friends:</p> <p>“No more / freeze tag / hide the belt / hot peas and butter. / No more / singing contests on the stoop. / No more / ice cream truck chasing” (212).</p> <p>A: How does the repetition of “no more” affect the tone of the poem? [RL.8.4, RL.8.5]</p> <p>B: What does this suggest about how Jacqueline feels about her home in New York? [RL.8.3]</p>	
	<p>4. In “lessons,” Jacqueline’s mother shares a memory of her own childhood:</p> <p><i>“When Mama tried to teach me // to make collards and potato salad / I didn’t want to learn... // ... And by then, she says, putting our breakfast on the table, // it was too late” (214-215).</i></p> <p>A: What mood do these lines and this poem create? [RL.8.4]</p> <p>B: What larger idea does this poem develop about growing up? [RL.8.2]</p>	
<p>Start Page 216: “trading places”</p> <p>To Page 222: “writing #2”</p>	<p>5. In “trading places,” Jacqueline eagerly trades dinner plates full of her mothers’ cooking with her new friend Maria.</p> <p>What does Jacqueline’s response to Maria at the end of the poem suggest about her feelings toward her own family? [RL.8.3]</p>	

	<p>6. In “writing #1,” Jacqueline says:</p> <p>“The story / wakes up and walks all over the room. / Sits in a chair, / crosses one leg over the other, says, / <i>Let me introduce myself</i>” (217).</p> <p>What does this personification illustrate about Jacqueline as a writer? [RL.8.3, RL.8.4]</p>	
	<p>7. A: In “the other woodson,” what does the repetition of the words “wait” and “waiting” suggest about Jacqueline’s teachers’ expectations of her? [RL.8.5]</p> <p>B: How do you imagine Jacqueline feels [in this moment? [RL.8.3]</p>	
	<p>8. A: Reread the last stanza of “writing #2.” How is Jacqueline’s memory valuable to her? [RL.8.3]</p> <p>B: What does Jacqueline understand about herself that her mother doesn’t? [RL.8.3]</p>	
<p>Start Page 223: “birch tree poem”</p> <p>To Page 229: “when i tell my family”</p>	<p>9. In “reading,” Jacqueline says:</p> <p>“I am not my sister... // ... But I don’t want to read faster or older or / any way else that might / make the story disappear too quickly from where / it’s settling / inside my brain, / slowly becoming / a part of me” (226).</p> <p>What do these lines suggest about how Jacqueline feels about her identity? [RL.8.3]</p>	

	<p>10. Woodson chose to structure the poem “when i tell my family” as a conversation between Jacqueline and the rest of her family.</p> <p>What does this structure reveal about their differing attitudes toward Jacqueline’s writing? [RL.8.5]</p>	
<p>OPTIONAL: End of Chapter Discussion Questions</p>	<ul style="list-style-type: none"> How do you think Jacqueline might answer Maria’s question in “how to listen #5”? <i>“What is your one dream, / my friend Maria asks me. / Your one wish come true?”</i> (210) In “writing #2,” Jacqueline listens to a song by Sly and the Family Stone: <i>“You can’t leave ‘cause your heart is there, Sly sings. / But you can’t stay ‘cause you been somewhere else.”</i> (221) How does this song lyric apply to Jacqueline’s life? 	

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 9 (Pages 207-229).



1. What is Jacqueline's tone in the poem "tomboy"? **[RL.8.4]**
 - A. She admires her sister's reading ability.
 - B. She is offended that her mother calls her a tomboy.
 - C. She is proud of the things she can do that her sister can't.
 - D. She regrets the fact that she reminds her mother of her father Jack.
2. Reread the following quotation from the poem "birch tree poem" on pages 223-224:

And even though we've never seen an ice storm / we've seen a birch tree, so we can imagine / everything we need to
imagine / forever and ever // infinity // amen."

How does the use of the word "infinity" contribute to the meaning of the poem? **[RL.8.4]**

- A. It emphasizes that reading allows Jacqueline and her classmates to imagine many things beyond their current experience.
 - B. It shows that reading is the only thing that Jacqueline and her classmates enjoy in school.
 - C. It suggests that Jacqueline will use this story as inspiration for one of her own.
 - D. It connects Jacqueline's love of reading to her religious faith.
3. In "stevie and me," what is the impact of Jacqueline being able to make her own choices at the library? **[RL.8.3]**
 - A. Jacqueline gains confidence because she finally feels like she is as gifted as her sister.
 - B. Jacqueline feels like she is growing up because the librarian doesn't choose books for her.
 - C. Jacqueline sees other Black people reflected in a book and realizes that she has a story worth telling.
 - D. Jacqueline is comforted by reading the story of another young person whose family has given them a nickname.
4. In Part III of the novel, many of the poems illustrate Jacqueline's deep connection to her family. Compared to Part III, How do the poems in this chapter contribute to a different understanding of Jacqueline's relationships to her family? **[RL.8.2]**
 - A. These poems show that Jacqueline has always been misunderstood by her family.
 - B. These poems show that Jacqueline is becoming more curious about her family's past.
 - C. These poems show that Jacqueline is beginning to value the ways she is different from her family.
 - D. These poems show that Jacqueline's experiences with Maria's family are causing her to question her own family's faith and traditions.

Name _____ Class _____

Independent Practice for Chapter 9 (Pages 207-229)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.

Even though her family continues to be an important part of Jacqueline's life, how is she also forming a new identity apart from her family? [RL.3, RL.4]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____ Class _____

Grammar and Usage Activities: ACTIVE VS. PASSIVE VOICE

Part 1: Analyzing Student Writing

Directions: Read the example sentences, paying careful attention to the difference, then answer the questions that follow.



EXAMPLE A	EXAMPLE B
The kids used to be driven to school every day.	Niko used to drive his kids to school every day.

QUESTIONS:

1. What information does Example B contain that Example A does not?

2. If you were only reading Example A, what questions might you have?

3. Example A is written in the **passive voice**. Example B is written in **active voice**. Why do sentences in active voice make for stronger writing?



PART 2: Active and Passive Voice Review

Directions: Review the key points about active and passive voice below. Then complete the practice exercises on the following pages.

ACTIVE VS. PASSIVE VOICE

ACTIVE VOICE

- Sentences in the **active voice** clearly show the **subject** of the sentence that is doing the action.
- Strong writers use the active voice because it is more direct and concise.

PASSIVE VOICE

- Sentences in the **passive voice** show a subject that is acted on by the verb.
 - Passive voice is constructed with a form of the verb *to be* plus the verb's past participle.
- Passive voice should generally be avoided because it is less clear and requires longer sentences.

ACTIVE VOICE	PASSIVE VOICE
Jaidyn scored the winning basket. <ul style="list-style-type: none"> • Jaidyn is the subject of this sentence. She is doing the action of scoring the basket. 	The winning basket was scored. <ul style="list-style-type: none"> • Basket is the subject of this sentence. The sentence does not indicate who scored the basket.
John dropped the glass. <ul style="list-style-type: none"> • John is the subject of this sentence. He is doing the action of dropping the glass. 	The glass was dropped by John. <ul style="list-style-type: none"> • Glass is the subject of this sentence. The focus of the sentence is the glass, even though John is doing the action of dropping the glass.

WHEN TO USE PASSIVE VOICE

Although writers should generally avoid passive voice, there are times when it is appropriate.

- Use the passive voice when you do not know or do not want to include who is doing the action.
 - **Example:** *Mistakes were made.*
- Use the passive voice when you want to emphasize the action or the thing acted on instead of the subject.
 - **Example:** *Children were harmed by the drunk driver.*

PART 3: Active or Passive Voice?

Directions: Read each sentence and identify whether the sentence is written in active or passive voice. Circle or highlight your answer.



EXAMPLE

The runners raced around the track.

- A. active
- B. passive

1 The starting gun was fired by the race official.

- A. active
- B. passive

2 The girl in the blue uniform sprinted for an early lead.

- A. active
- B. passive

3 The other girls pumped their legs faster, hoping to catch the leader.

- A. active
- B. passive

4 The loud cheering was appreciated by the pack of runners.

- A. active
- B. passive

5 The race officials watched the finish closely.

- A. active
- B. passive



Part 4: Revising Sentences

Directions: Read each sentence. If the sentence is in passive voice, rewrite it to be in active voice. If it is in active voice, rewrite it to be in passive voice.

- For the sentences you are rewriting in passive voice, explain why your revised sentence is an appropriate use of the passive voice.

EXAMPLE	
ACTIVE sentence:	Your PASSIVE rewrite:
Someone polluted the water.	<i>The water was polluted.</i>
Explanation: <i>We do not know who or what polluted the water.</i>	

1	PASSIVE sentence:	Your ACTIVE rewrite:
	This swingset was built.	

2	ACTIVE sentence:	Your PASSIVE rewrite:
	Someone destroyed all of the art projects.	
	Explanation:	

3	PASSIVE sentence:	Your ACTIVE rewrite:
	The football team was coached.	

4	PASSIVE sentence:	Your ACTIVE rewrite:
	The school play was directed by Ms. Carlton.	

5	ACTIVE sentence:	Your PASSIVE rewrite:
	Fireworks hurt thousands of people every year.	
	Explanation:	



Part 5: Writing Active and Passive Sentences

Directions: Write an active and a passive sentence for each subject provided. When writing sentences in the passive voice, be sure to create sentences where the passive voice is appropriate.

Remember, passive voice sentences are mostly used when:

- You do not know or do not want to include who is doing the action.
- You want to emphasize the action or the thing acted on instead of the subject.

EXAMPLE		
Voice	Subject	Your Sentence
Active	My best friend	<i>My best friend lost her necklace.</i>
Passive	My best friend	<i>My best friend was given a necklace.</i>

	Voice	Subject	Your Sentence
1.	Active	My homework	
	Passive	My homework	
2.	Active	Charlie's dad	
	Passive	Charlie's dad	
3.	Active	The dolphin	
	Passive	The dolphin	
4.	Active	The issue	
	Passive	The issue	
5.	Active	My grandmother	
	Passive	My grandmother	

Part 6: Revising a Paragraph

Directions: The paragraph below has 4 passive sentences. Underline them, and rewrite the passive voice sentences as active voice sentences in the boxes below.



PARAGRAPH	
<p>Our family van was washed by me this weekend. It was really dirty, and it needed a good cleaning. The van had been driven by my dad to visit my grandparents. They live down a long country road and it was really muddy when he went to visit them. My little brother likes to help me wash the van. He is not tall enough to do the windows, but he is still helpful. The tires were washed by him. He also scrubbed the license plates. A break was taken when we got tired and thirsty. My brother and I drank some water and then finished scrubbing the mud off the van.</p>	

	YOUR REVISED SENTENCES
1	
2	
3	
4	

Name _____ Class _____

Brown Girl Dreaming — Chapter 10 (Pages 230-252)

By Jacqueline Woodson

DURING- AND POST-READING QUESTIONS

Skill Focus	Vocabulary
In this chapter, you’ll analyze how figurative language and word choice in a poem contribute to an understanding of character. Then, you’ll analyze how a text’s structure contributes to its meaning. [RL.8.4, RL.8.5]	Let’s pronounce these words together as a class: [None in this chapter]
Purpose for Reading	
To understand how Jacqueline is developing as a writer.	
End-Of-Unit Literary Essay Prompt	
In Part IV of <i>Brown Girl Dreaming</i> , Jacqueline Woodson alternates between poems about her family, her life in New York, and her first efforts as a writer. How does the author use this structure to develop a theme about identity? Use evidence from Part IV poems to support your ideas. [RL.8.2, RL.8.5]	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 230: "daddy gunnar" To Page 238: "what everybody knows now"	1. In "hope onstage," Jacqueline describes her brother's voice as "more sure than any sound I've ever heard / come out of him" (232). A: What does the word "sure" mean as used in this line? [RL.8.4] B: How does this affect the meaning of the poem? [RL.8.4]	

	<p>2. Woodson chose to follow the poem “hope onstage” with “daddy this time.” At the end of “daddy this time,” Jacqueline sings, as hope did in “hope onstage.”</p> <p>How does the connections between the poems develop ideas about hidden gifts? [RL.8.5]</p>	
	<p>3. A: In “what everybody knows now,” what does the scene on the bus confirm for Jacqueline? [RL.8.3]</p> <p>B: Reread the last stanza of the poem. How does this stanza develop ideas about the impact of segregation? [RL.8.5]</p>	
<p>Start Page 239: “end of summer”</p> <p>To Page 245: “learning from langston”</p>	<p>4. Consider the second and third stanzas of “end of summer.”</p> <p>What mood do these details about Jacqueline’s grandfather create? [RL.8.4]</p>	
	<p>5. “p.s. 106 haiku” and “learning from langston” are poems that Jacqueline has written at school.</p> <p>What does the inclusion of these poems suggest about Jacqueline as a writer? [RL.8.5]</p>	

Start Page 246: “the selfish giant” To Page 252: “first book”	6. Consider the poem “the selfish giant.” How does this poem develop the idea “stories / are like air” for Jacqueline? [RL.8.4, RL.8.5]	
	7. In “the butterfly poems,” how is Jacqueline’s book about butterflies a metaphor for writing in general? [RL.8.4]	
	8. In “six minutes,” reread the stanza that begins, “I don’t know what I am supposed to do...,” which presents Jacqueline’s thoughts alongside her mother’s response. A: How does Jacqueline feel about the rules her story must follow? [RL.8.3] B: What is Jacqueline’s tone in the last stanza of the poem? [RL.8.4]	
OPTIONAL: End of Chapter Discussion Questions	<ul style="list-style-type: none"> In “fresh air,” Maria describes the misunderstanding of the rich white people she stayed with upstate: <i>“They kept saying I was poor and trying to give me stuff, ... / ... I had to keep telling them it’s not poor / where we live.” (242)</i> How does the novel as a whole show the richness and beauty of Maria and Jacqueline’s community? 	

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 10 (Pages 230-252).



1. In “daddy this time,” Gunnar Irby says to Jacqueline, “*You’re going to be fine, / you know that*” (235). What is his motivation for saying this? **[RL.8.3]**
 - A. He wants to encourage Jacqueline to do well in her upcoming performance.
 - B. He wants Jacqueline to stay inside with him while her siblings play outside.
 - C. He wants Jacqueline to believe in herself after he’s gone.
 - D. He wants Jacqueline to tell him more of her stories.

2. In “what everybody knows,” how does Jacqueline’s grandmother react to desegregation in Greenville? **[RL.8.3]**
 - A. She begins to go to stores where she and other Black people in Greenville previously weren’t allowed to go.
 - B. She continues to follow the laws because she knows that white people’s attitudes haven’t changed.
 - C. She encourages Jacqueline to exercise her rights and work for change.
 - D. She worries what her neighbors will think if they see her downtown.

3. Reread the following quotation from the poem “far rockaway” on pages 240-241:

*“He says he won’t forget, / asks us if he’s a man of his word and / everyone except my mother / nods // Hard not to miss
my mother’s eyebrows, / giving her brother a look, / pressing her lips together.”*

What do these lines suggest about Jacqueline’s mother’s attitude toward her brother Robert? **[RL.8.3]**

 - A. She is worried that he will break his promise to the children to take them to Coney Island.
 - B. She is disapproving and concerned that Robert is involved in risky activities.
 - C. She thinks that he spoils Jacqueline and her siblings with too many gifts.
 - D. She is protective of him because of the death of their sister Kay.

4. Which quotation *best* supports the idea that Jacqueline doesn’t want anyone to limit her creativity? **[RL.8.1]**
 - A. “How can I explain that stories / are like air to me, I breathe them in and let them out / over and over again.” (247)
 - B. “But on paper, things can live forever. / On paper, a butterfly / never dies.” (249)
 - C. “promising myself / there’ll come a time / when I can use the rest of my story ... // ... and give myself and my horses and my cows / a whole lot more time / than six minutes!” (251)
 - D. “Not enough for a real book until / I cut each page into a small square / staple the squares together, write / one poem / on each page.” (252)

Name _____ Class _____

Independent Practice for Chapter 10 (Pages 230-252)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.

In the “selfish giant,” Jacqueline concludes: “Words are my brilliance.”

How do poems “learning from langston,” “the selfish giant,” and “six minutes” develop this idea? [RL.4, RL.5]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____ Class _____

Brown Girl Dreaming — Chapter 11 (Pages 253-278)

By Jacqueline Woodson

DURING- AND POST-READING QUESTIONS

Skill Focus	Vocabulary
In this chapter, you'll analyze how a text's structure contributes to its meaning. [RL.8.3, RL.8.5]	Let's pronounce these words together as a class: Intrude (<i>in-trood</i>) — p. 263
Purpose for Reading	
To understand the connection between Jacqueline's real experiences and her writing.	
End-Of-Unit Literary Essay Prompt	
In Part IV of <i>Brown Girl Dreaming</i> , Jacqueline Woodson alternates between poems about her family, her life in New York, and her first efforts as a writer. How does the author use this structure to develop a theme about identity? Use evidence from Part IV poems to support your ideas. [RL.8.2, RL.8.5]	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 253: "john's bargain store" To Page 256: "pasteles & pernil"	1. In "pasteles & pernil," Jacqueline describes the scene at Maria's house: <i>"Whenever there is the smell of pernil and pasteles on / the block... // ... Baila! Baila! Until the living room floor disappears"</i> (256). What mood do these descriptions create? [RL.8.4]	

	<p>2. What do the last two stanzas of “pasteles & pernil” suggest about Jacqueline and Maria’s friendship? [RL.8.5]</p>	
<p>Start Page 257: “curses”</p> <p>To Page 263: “music”</p>	<p>3. In “graffiti,” Jacqueline says, “Your tag is your name written with spray paint / however you want it wherever you want it to be” (260).</p> <p>What does this suggest about why Jacqueline is drawn to graffiti? [RL.8.3]</p>	
	<p>4. In “music,” Jacqueline describes playing at Maria’s house:</p> <p>“sing along when / the Ohio Players say, / <i>He’s the funkiest / Worm in the world.</i> / We can dance / the Funky Chicken, tell imaginary intruders / to get the funk out / of our faces” (263).</p> <p>A: How does Jacqueline and Maria’s playfulness transform the word “funky” in their minds? [RL.8.3]</p> <p>B: What does this suggest about what Jacqueline wants to be able to do with language? [RL.8.3]</p>	
	<p>5. Woodson chose to place “curses,” “graffiti,” and “music” close to one another in this section.</p> <p>How does this sequence of poems develop an understanding of Jacqueline’s attitude toward words and writing? [RL.8.5]</p>	
<p>Start Page 264: “rikers island”</p> <p>To Page 272: “not robert”</p>	<p>6. Reread the last stanza of “rikers island.”</p> <p>What is the figurative meaning of these lines? [RL.8.4]</p>	

	<p>7. In “on the bus to dannemora,” Jacqueline recounts a dream she has while on the way to see her uncle in prison. The dream is inspired by the O’Jays song “Love Train.”</p> <p>How does Jacqueline’s dream both reflect and transform her current reality? [RL.8.3]</p>	
	<p>8. Consider the poems “dannemora” and “not robert.”</p> <p>How does Jacqueline’s dream in “on the bus to dannemora” compare to the reality she and her family encounter when they arrive? [RL.8.3]</p>	
<p>Start Page 273: “mountain song”</p> <p>To Page 278: “how to listen #7”</p>	<p>9. In “mountain song,” Jacqueline builds on the song she first wrote in “too good.”</p> <p>A: What does the song remind her of? [RL.8.3]</p> <p>B: For Jacqueline, what is the value of being a writer? [RL.8.3]</p>	
	<p>10. In “poem on paper,” Jacqueline’s mother warns her “not [to write] about our family” (275).</p> <p>What do the last three stanzas of the poem illustrate about Jacqueline’s writing? [RL.8.5]</p>	

	<p>11. In “daddy,” Jacqueline longs to share stories with her grandfather but is unable to before he dies. Later, she participates in a “silent parade” in Nicholtown to honor her grandfather (277).</p> <p>What does the silence in the poem represent about Jacqueline’s loss? [RL.8.3]</p>	
	<p>12. Woodson chose to place “how to listen #7” immediately after “daddy.”</p> <p>How does “how to listen #7” develop the meaning of the previous poem? [RL.8.5]</p>	
OPTIONAL: End of Chapter Discussion Questions	<ul style="list-style-type: none"> • “How to listen #7” and all of the similarly titled poems in the novel are haikus, a form of poetry that has three lines with seventeen syllables, written in a 5/7/5 syllable pattern. Writers of haiku use this simple form to emphasize the small details of an important moment in time. <ul style="list-style-type: none"> ◦ Why do you think Woodson chose this poetic form to convey the ideas in “how to listen #7”? • Based on Jacqueline’s experience in this chapter, why do you think it could be valuable to write about our own lives? 	

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 11 (Pages 253-278).



1. Reread the following lines from the poem “new girl” on page 254:

“Those days / the world feels as gray and cold as it really is / and it’s hard / not to believe the new girl isn’t mas mejor than me. / Hard not to believe / my days as Maria’s best friend forever and ever amen / are counted.”

How does the repetition of the phrase “hard not to believe” contribute to the tone of the poem? **[RL.8.4]**

- A. It develops an admiring tone.
 - B. It develops a suspicious tone.
 - C. It develops a worried and anxious tone.
 - D. It develops a frustrated and angry tone.
2. In “curses,” Jacqueline compares her friends’ cursing to her own attempts:

“our friends laugh then spew curses / at us like bullets, bend their lips over the words / like they were born speaking them ... // ... But we can’t. / Even when we try / the words get caught inside our throats, as though / our mother / is standing there waiting, daring them to reach the air.” (258)

What do these lines suggest about the effect her mother’s rules have on Jacqueline’s use of language? **[RL.8.3]**

- A. They make her compete with others to use words in the best way.
 - B. They make her insecure about sharing her stories with her family.
 - C. They force her to find creative ways to express herself.
 - D. They make some words feel unnatural to her.
3. How does the poem “moving upstate” illustrate one of the motivations for Jacqueline’s storytelling? **[RL.8.2]**
- A. It shows that one motivation for Jacqueline’s storytelling is to comfort her uncle.
 - B. It shows that one motivation for Jacqueline’s storytelling is to entertain her friends.
 - C. It shows that one motivation for Jacqueline’s storytelling is to avoid painful realities.
 - D. It shows that one motivation for Jacqueline’s storytelling is to prove to her sister that she is creative.
4. In the poem “too good,” how does Jacqueline’s conversation with her sister change her perception of herself as a writer? **[RL.8.3]**
- A. Jacqueline begins to believe that she is more of a songwriter than a storyteller.
 - B. Jacqueline begins to have greater confidence in herself as a writer.
 - C. Jacqueline realizes that she can write stories about nature.
 - D. Jacqueline becomes discouraged about her writing.

Name _____ Class _____

Independent Practice for Chapter 11 (Pages 253-278)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.

**Consider several poems that appear near the end of Part IV:
“on the bus to dannemora,” “mountain song,” “poem on paper,” and “how to listen #7.”**

How do Jacqueline’s real experiences with her family contribute to her identity as a writer? [RL.8.3, RL.8.5]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____ Class _____

Grammar Quiz for Active vs. Passive Voice

DIRECTIONS: The 5 underlined sentences are written in passive voice. For each underlined sentence:

1. Revise the sentence to make it active.

OR

2. Explain why the sentence should remain in passive voice.

PARAGRAPH
<p>(1) <u>The town's library had been vandalized.</u> (2) The citizens of the town did not know when it happened. (3) <u>A call to the police was made by the librarian when he saw the damage.</u> (4) <u>Paint had been sprayed all over the exterior of the building.</u> (5) The town's people began working to clean the building. (6) Lots of people came out to help. (7) <u>The windows were cleaned by Mr. Smith.</u> (8) James and Darwin used a ladder to clean the gutters. (9) <u>An incident report was filed by the police chief.</u> (10) Many people hoped it was just a senior prank and wouldn't happen again.</p>

Sentence Number	YOUR REVISED SENTENCES OR EXPLANATIONS
1	
3	
4	
7	
9	

Category	Points
Revise 3 passive sentences	/12
Explain use of 2 passive sentences	/8
Final Score	/20

Name _____ Class _____

Brown Girl Dreaming — Chapter 12 (Pages 283-299)

By Jacqueline Woodson

DURING- AND POST-READING QUESTIONS

Skill Focus	Vocabulary
In this chapter, you'll analyze how an author develops a theme over the course of a text. [RL.8.2]	Let's pronounce these words together as a class: [None in this chapter]
Purpose for Reading	
To understand what Jacqueline's experiences suggest about the theme of identity.	
End-Of-Unit Literary Essay Prompt	
In Part IV of <i>Brown Girl Dreaming</i> , Jacqueline Woodson alternates between poems about her family, her life in New York, and her first efforts as a writer. How does the author use this structure to develop a theme about identity? Use evidence from Part IV poems to support your ideas. [RL.8.2, RL.8.5]	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 283: "after greenville #2" To Page 292: "how to listen #8"	1. In "after daddy dies," Jacqueline begins the first four stanzas with the same phrase and then describes her grandmother's move to New York and scenes from her own life. What does the repetition of "after daddy dies" emphasize about this period in Jacqueline's life? [RL.8.5]	

	<p>2. In “mimosa tree,” Jacqueline describes the mimosa tree her grandmother has planted and “the promise / of that tree from <i>back home</i> joining us here” (285).</p> <p>What does the mimosa tree growing in New York symbolize? [RL.8.3]</p>	
	<p>3. In “what’s left behind,” Jacqueline describes “the feeling of knowing / that every dying person leaves something behind” (288).</p> <p>What does this poem suggest about the legacy that Jacqueline’s grandfather has “left behind”? [RL.8.3]</p>	
<p>Start Page 293: “fate & faith & reasons”</p> <p>To Page 299: “how to listen #9”</p>	<p>4. In “fate & faith & reasons,” Jacqueline’s mother says that “everything happens for a reason” and “even all of us coming to Brooklyn ... // ... wasn’t some accident” (294).</p> <p>What does the image of the birds reveal about Jacqueline’s perspective? [RL.8.4]</p>	
	<p>5. In “what if ... ?” Jacqueline imagines everything that had to happen in the past for her life to intersect with Maria’s.</p> <p>A: What does this suggest about how Jacqueline has arrived at this moment in her life? [RL.8.3]</p> <p>B: What does this suggest about how Jacqueline feels about her current life? [RL.8.3]</p>	

	<p>6. A: In “bushwick history lesson,” what does Jacqueline learn about the origin of her Brooklyn neighborhood, Bushwick? [RL.8.3]</p> <p>B: Reread the last two stanzas of the poem. What does this history teach Jacqueline about her own life? [RL.8.3]</p>	
	<p>7. Woodson chose to place the poem “how to listen #9” after “what if ...?” and “bushwick history lesson.”</p> <p>What does the placement of this poem suggest about how Jacqueline will use writing? [RL.8.5]</p>	
OPTIONAL: End of Chapter Discussion Questions	<ul style="list-style-type: none"> • How is Jacqueline’s attitude toward her life in New York changing? • Stories of her own family’s past have always been important to Jacqueline. How does her understanding of history begin to include more than just the story of her own family? 	

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 12 (Pages 283-299).



1. Reread the following quotation from the poem “what’s left behind” on page 288:

“Where will the wedding supper be? / Way down yonder in a hollow tree...”

How do these song lyrics contribute to the meaning of the poem? **[RL.8.5]**

- A. They show how similar Jacqueline and her grandfather are.
 - B. They emphasize how much Jacqueline and her grandmother miss the community of Nicholtown.
 - C. They show how Jacqueline’s grandmother encourages Jacqueline’s writing now that her grandfather is gone.
 - D. They emphasize the memories of Gunnar Irby singing that Jacqueline and her grandmother are holding on to.
2. In “the stories i tell,” how does Jacqueline sometimes wish her family were different? **[RL.8.3]**
- A. She wishes that they allowed her to spend more time with her classmates.
 - B. She wishes they were more like the other families she knows.
 - C. She wishes that they were more brave and adventurous.
 - D. She wishes that they appreciated her storytelling more.
3. In “how to listen #8,” what is the impact of shared memories? **[RL.8.2]**
- A. Shared memories can bring people together.
 - B. Shared memories can bring back painful events from the past.
 - C. Shared memories can make people feel hopeful for the future.
 - D. Shared memories can make it difficult to create an identity apart from your family.
4. What is the most likely reason why Woodson chose to place the poems “fate & faith & reasons,” “what if...?,” and “bushwick history lesson” together? **[RL.8.5]**
- A. To develop the idea that people can make different choices than their parents did.
 - B. To develop the idea that friendships have the greatest influence on our decisions.
 - C. To develop the idea that Brooklyn is becoming more like home to Jacqueline.
 - D. To develop the idea that the past plays a role in our destiny.

Name _____ Class _____

Independent Practice for Chapter 12 (Pages 283-299)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.

In “bushwick history lesson,” Jacqueline says, “I didn’t just appear one day. / I didn’t just wake up and know how to write my name. / I keep writing, knowing now / that I was a long time coming.”

What theme do the poems in this chapter develop about identity? Use evidence from “bushwick history lesson” and at least one other poem to support your ideas. [RL.2]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- Use ideas from our discussion to make your initial response even stronger!
- Write your revised response as a complete paragraph including multiple pieces of evidence.

Name _____ Class _____

Brown Girl Dreaming — Chapter 13 (Pages 300-320)

By Jacqueline Woodson

DURING- AND POST-READING QUESTIONS

Skill Focus	Vocabulary
In this chapter, you'll analyze how an author develops a theme over the course of a text. [RL.8.2]	Let's pronounce these words together as a class: Recite (ri-sahyt) — p. 312
Purpose for Reading	
To understand what Jacqueline's experiences suggest about the theme of identity.	
End-Of-Unit Literary Essay Prompt	
In Part IV of <i>Brown Girl Dreaming</i> , Jacqueline Woodson alternates between poems about her family, her life in New York, and her first efforts as a writer. How does the author use this structure to develop a theme about identity? Use evidence from Part IV poems to support your ideas. [RL.8.2, RL.8.5]	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 300: "the promise land" To Page 310: "how to listen #10"	1. According to her uncle, Jacqueline can reach the "Promise Land" by "look[ing] with [her] heart and [her] head. He also says she'll "know when [she] get[s] there" (301). What does this suggest about what Jacqueline's uncle wants her to believe about herself? [RL.8.3]	
	2. In "power to the people," Woodson draws a comparison between Jacqueline and Angela Davis. What does this suggest about Jacqueline's relationship to the movement? [RL.8.3]	

	<p>3. A: In “say it loud,” as Jacqueline eats the cookies shared by the white lady who lives on her block, what does Jacqueline mean when she thinks, “<i>Except us</i>”? (305) [RL.8.3]</p> <p>B: At the end of the poem, the televised Angela Davis seems to “[look] directly into [Jacqueline’s] eyes” (305). What does this represent? [RL.8.3]</p>	
	<p>4. In “the revolution,” Jacqueline wants to write that “the revolution is like / a merry-go-round, history always being made / somewhere” (309).</p> <p>How does Jacqueline see her place in this history? [RL.8.4]</p>	
<p>Start Page 311: “a writer”</p> <p>To Page 320: “each world”</p>	<p>5. A: What does the poem “a writer” suggest about how the subject matter of Jacqueline’s writing is expanding? [RL.8.3]</p> <p>B: In this poem, Jacqueline repeats Ms. Vivo’s words to her, “<i>You’re a writer</i>,” three times.</p> <p>How does this repetition emphasize the effect of these words on Jacqueline? [RL.8.5]</p>	

	<p>6. In “every wish, one dream,” Jacqueline includes references to other poems and books she’s read: a poem by Langston Hughes, the birch tree poem her teacher read to the class, and <i>The Selfish Giant</i> by Oscar Wilde.</p> <p>How do these references contribute to the meaning of the poem? [RL.8.5]</p>	
	<p>7. In “the earth from far away,” Jacqueline references an earlier poem where her sister had “promise[d] [her] infinity” by helping her learn to write (63).</p> <p>What is now “promising infinity” to Jacqueline? [RL.8.3, RL.8.5]</p>	
	<p>8. Jacqueline once described herself as feeling torn between “two different worlds” (194).</p> <p>In the poem “what i believe,” how does the list of what Jacqueline believes reflect a different understanding of Jacqueline’s identity? [RL.8.5]</p>	

	<p>9. Reread the last half of the poem “each world,” beginning with “Each day a new world... ” (319).</p> <p>A: What is the figurative meaning of the “many worlds” Jacqueline refers to? [RL.8.4]</p> <p>B: At the end of the poem, what is the figurative meaning of the “story” Jacqueline refers to? [RL.8.4]</p> <p>C: How does Jacqueline’s understanding of her own identity affect her life? [RL.8.3]</p>	
OPTIONAL: End of Chapter Discussion Questions	Why is “ready to change the world” an appropriate title for Part V?	

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 13 (Pages 300-320).



1. In “maybe mecca,” what does Mecca represent to Jacqueline? **[RL.8.3]**
 - A. It represents a place in the future where everyone will be treated equally.
 - B. It represents a place where her uncle will feel comfort after returning from prison.
 - C. It represents a place where someone can go to start a new life if they’re trying to escape their past.
 - D. It represents a place someone can go in their mind to escape bad memories or remember good ones.
2. In “how to listen #10,” what will Jacqueline’s writing help her understand? **[RL.8.2]**
 - A. It will help her understand the struggle for civil rights.
 - B. It will help her understand herself and her purpose.
 - C. It will help her understand other writers’ poems.
 - D. It will help her understand her family’s past.

3. Reread the following lines from the Part I poem “second daughter’s day on earth” on pages 4-5:

“I do not yet know who I’ll be... // ... I do not know if these hands will be / Rosa’s / or Ruby’s / gently gloved / and fiercely folded / calmly in a lap, / on a desk, / around a book, ready / to change the world...”

How do these lines connect to the ending of the novel? **[RL.8.5]**

- A. By the end of the novel, Jacqueline has a deeper love for her family.
 - B. By the end of the novel, Jacqueline has learned more about these historical figures.
 - C. By the end of the novel, Jacqueline is still uncertain about what she wants for her future.
 - D. By the end of the novel, Jacqueline has a strong sense of her identity and desire to change the world.
4. Reread the epigraph of the novel, the Langston Hughes poem “Dreams.” What is the most likely reason why Woodson chose to begin the novel this way? **[RL.8.5]**
 - A. To show that some dreams are more important than others.
 - B. To develop the idea that not everyone achieves their dreams.
 - C. To emphasize the importance of Jacqueline’s dream of becoming a writer.
 - D. To highlight the dreams that Jacqueline’s family had when they moved north to Brooklyn.

Name _____ Class _____

Independent Practice for Chapter 13 (Pages 300-320)

1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.

**In “each world,” Jacqueline says, “When there are many worlds / you can choose the one / you walk into each day.”
(319)**

How does the idea of “many worlds” develop the book’s theme about identity? [RL.2, RL.4]

2. DISCUSS
A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____ Class _____

Class Discussion

PART 1: Preparing for Discussion

Directions: First, write down your initial ideas about each discussion question. Then, complete the chart by finding evidence to support your ideas.



Discussion Questions:

In an interview about *Brown Girl Dreaming*, Jacqueline Woodson says,
“If you know where you’ve been, you’ll know where you’re going.”

What do you think this means? How does this idea show up in *Brown Girl Dreaming*?

Explain using textual evidence from Part IV and Part V of *Brown Girl Dreaming*.

Brainstorming:

Part of the Novel	Evidence & Page #	My Explanation
Part IV poems:		

Part V poems:



PART 2: During Discussion

Directions: Take notes in the chart during the discussion.

Reminder: Don't forget to practice strong discussion skills.

<p>Referring to text evidence to support ideas:</p> <ul style="list-style-type: none"> • <i>For example...</i> • <i>In the text it said that...</i> • <i>One moment that illustrates this is...</i> • <i>Remember in the story we read that...</i> • <i>I can prove this because...</i> 	<p>Making connections between ideas:</p> <ul style="list-style-type: none"> • <i>The connection I see between ___ and ___ is...</i> <ul style="list-style-type: none"> ○ <i>The similarity I see between ___ and ___ is...</i> ○ <i>The difference I see between ___ and ___ is...</i> • <i>What you said about ___ connects to ___ because...</i>
---	--

Interesting Points My Classmates Made	Questions I Have	My New Ideas

Keep the discussion going!
<ul style="list-style-type: none"> • The Civil Rights Movement is a backdrop for Woodson's childhood. What role does history play in the book? What do we learn from this first-person perspective of American history? • Why is remembering the past important to Jacqueline and others in <i>Brown Girl Dreaming</i>? • "Living in the past" — or focusing too much on the past instead of the present moment — is seen by some people as a bad thing. How do you think Jacqueline Woodson would respond to this idea? Do you agree or disagree with this idea? Why? • What messages do you think Jacqueline Woodson wanted to send to young people with this novel?

PART 3: Post-Discussion

Directions: Write or type a 4-6 sentence reflection on your participation in today's discussion based on the criteria. Be sure to identify one skill you want to improve on in our next discussion.



- ☐ I supported my ideas with evidence from the text(s).
- ☐ When I spoke, I responded to the discussion question or a comment from my peer.
- ☐ I made connections between other people's ideas during the discussion.
- ☐ I tracked the speaker with my eyes.
- ☐ I waited to raise my hand until my classmates finished speaking.
- ☐ I used a strong voice that is easily heard.

Name _____ Class _____

Narrative Writing Guided Practice Packet

PART 1: Understanding the Prompt

DIRECTIONS: Read the steps to take when you encounter a narrative prompt.



We ask ourselves:

1. From what point of view do I need to write my story? 1st or 3rd?
2. What pronouns would indicate that point of view?
3. Which character(s) and/or object(s) should appear in my story?
4. What details does the prompt tell me to include?

PART 2: Breaking Down a Sample Prompt

DIRECTIONS: Read the sample prompt and answer the questions that follow.



Willa Cather wrote this passage from a third-person point of view. Write a narrative story that describes the major events in the passage from the point of view of Ralph, emphasizing his thoughts and feelings about the narrator. Be sure to use details from the passage in developing your narrative.

1. From what point of view do I need to write my story? 1st or 3rd?

•

2. What pronouns would indicate that point of view?

•

3. Which character(s) and/or object(s) should appear in my story?

•

4. What details does the prompt tell me to include?

•

PART 3: Breaking Down the Unit 3 Prompt

DIRECTIONS: Read the Unit 3 prompt and answer the questions that follow. This will help you prepare to write the Unit 3 narrative.



NARRATIVE PROMPT

In the poem “a writer,” Jacqueline describes a moment in which she receives recognition from her teacher for a poem she wrote, “the first four lines” of the poem “stolen” from her sister Dell (311).

Imagine that Jaqueline returns home from school and tells Odella the story of receiving praise from Ms. Vivo for her poem. Write a narrative from Odella’s point of view about this moment.

Odella has influenced Jacqueline’s identity as a storyteller in many ways. Consider Odella’s perspective of her sister’s love and skill for storytelling over the years. Describe Odella’s thoughts, words, and actions as she reacts to Jacqueline’s news. You may use the poems below and any others to help you develop Odella’s perspective and the relationship between the two sisters:

- “the beginning” (62-63)
- “hair night” (83-85)
- “composition notebook” (154)
- “sometimes” (170)
- “uncle robert” (171-173)
- “the other woodson” (219-220)
- “the other woodson” (219-220)
- “reading” (226)
- “stevie and me” (227-228)
- “when I tell my family” (229)
- “too good” (269)
- “a writer” (311-312)

[W.3]

1. From what point of view do I need to write my story? 1st or 3rd?

•

2. What pronouns would indicate that point of view?

•

3. Which character(s) and/or object(s) should appear in my story?

•

4. What details does the prompt tell me to include?

•

•

PART 4: Planning & Brainstorming

DIRECTIONS: Review the writing prompt. Then, brainstorm details to use for your story in the table.



NARRATIVE PROMPT	
<p>In the poem “a writer,” Jacqueline describes a moment in which she receives recognition from her teacher for a poem she wrote, “the first four lines” of the poem “stolen” from her sister Dell (311).</p> <p>Imagine that Jaqueline returns home from school and tells Odella the story of receiving praise from Ms. Vivo for her poem. Write a narrative from Odella’s point of view about this moment.</p> <p>Odella has influenced Jacqueline’s identity as a storyteller in many ways. Consider Odella’s perspective of her sister’s love and skill for storytelling over the years. Describe Odella’s thoughts, words, and actions as she reacts to Jacqueline’s news. You may use the poems below and any others to help you develop Odella’s perspective and the relationship between the two sisters:</p> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <ul style="list-style-type: none"> “the beginning” (62-63) “hair night” (83-85) “composition notebook” (154) “sometimes” (170) “uncle robert” (171-173) “the other woodson” (219-220) <ul style="list-style-type: none"> “the other woodson” (219-220) “reading” (226) “stevie and me” (227-228) “when I tell my family” (229) “too good” (269) “a writer” (311-312) </div> <p>[W.3]</p>	

EVENTS <i>List 3-4 major events that will happen in your narrative story</i>	THOUGHTS <i>List 2-3 things Odella thinks</i>	DIALOGUE <i>List 2-3 statements the characters say</i>

PART 5: Reviewing Narrative Techniques

DIRECTIONS: The checklist includes techniques writers should use to make their story interesting. Review before proceeding to the next activity.



Narrative Writing Checklist:

- ☐ Establish a problem, situation, or setting.
- ☐ Use events and transitions to create a smooth progression of experiences and to signal shifts from one time frame or setting to another.
- ☐ Use dialogue, thoughts, reflection, pacing and description to develop your narrative.
- ☐ Use precise words, telling details and sensory language to create a vivid picture of events, setting, and characters.
- ☐ Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved.
- ☐ Use correct pronouns to establish point of view (such as using I, me, or mine for first person point of view or she, her, they for third person point of view).

PART 6: Analyzing Narrative Techniques

DIRECTIONS: Read the excerpt from “Cooking Time” by Anita Roy. Analyze the techniques the writer uses to make the narrative interesting by answering the questions in the right-hand column.



Sample Paragraph from “Cooking Time” by Anita Roy	Answer the following questions to analyze the writer’s use of narrative techniques.
<p>[1] The minute the doorbell rang, I knew that something was wrong. The sound set my nerves jangling, as if it was plugged into my brain. My thoughts flew to the box in the basement, but before I could move, Marra had leaped up. “That will be Mandy,” she said. “About time, too.” She opened the door. Two men stood in the street. They had AgroGlobal written all over them: dark suits, short hair, clean shoes, mirrored shades.</p> <p>[2] “We’re looking for Miss Stella Jordan?” the first one said.</p> <p>[3] Marra looked back at me, worry in her dark eyes.</p> <p>[4] “You need to come with us,” he said.</p> <p>[5] I got up. “Can I just...”</p> <p>[6] “Now.”</p> <p>[7] There was no use protesting. I grabbed my bag and headed out.</p>	<p>A. Find Evidence: <u>Underline</u> details that reveal the setting or the situation.</p> <p>B. Find Evidence: <u>Underline</u> two examples of precise description or sensory language the narrator uses.</p> <p>C. Turn & Talk: What does the dialogue reveal?</p> <p>D. Find Evidence: <u>Underline</u> one example of character thoughts.</p>

PART 7: Incorporating Key Details

DIRECTIONS:



1. Read through the collection of quotations from pages 62-229 of *Brown Girl Dreaming*.
2. Underline or highlight 5-7 key details in the table below that you could use in your narrative to establish the situation, setting, or character.
3. As you write your narrative, reference key details from these moments.

Page #	Quotation
62	"...my sister's hand over mine, / making it do what I cannot"
63	"...promising me // infinity"
83	"thick books / dog-eared.../...my sister handles them gently, / marks the pages with torn brown pieces / of paper bag"
84	"my sister's voice / wafts over the kitchen, / ...settles / like a hand on my shoulder and holds me there"; "My sister's clear soft voice opens up the world to me. / I lean in / so hungry for it."
154	"And why does she need a notebook? She can't even write!"
170	"if my sister's nearby / she shakes her head. Says, / <i>She's making up stories again.</i> "
172	"I want / to be smart like Dell,/...but / I am not smart like Dell"
220	"remember that I am the other Woodson // and begin searching for brilliance // at another desk."
226	"I am not my sister. / Words from the books curl around each other / make little sense / until / I read them again / and again..."
228	"If someone had been fussing with me / to read like my sister, I might have missed / the picture books filled with brown people... // I'd never have believed that someone who looked like me / could be in the pages of the book / that someone who looked like me / had a story."
229	"We hear you making up all those stories... But maybe you should be a teacher"

PART 8: Drafting Your Story

DIRECTIONS: Read the narrative prompt and draft your narrative. Be sure to use the Narrative Writing Checklist as you write.



NARRATIVE PROMPT

In the poem “a writer,” Jacqueline describes a moment in which she receives recognition from her teacher for a poem she wrote, “the first four lines” of the poem “stolen” from her sister Dell (311).

Imagine that Jaqueline returns home from school and tells Odella the story of receiving praise from Ms. Vivo for her poem. Write a narrative from Odella’s point of view about this moment.

Odella has influenced Jacqueline’s identity as a storyteller in many ways. Consider Odella’s perspective of her sister’s love and skill for storytelling over the years. Describe Odella’s thoughts, words, and actions as she reacts to Jacqueline’s news. You may use the poems below and any others to help you develop Odella’s perspective and the relationship between the two sisters:

- “the beginning” (62-63)
- “hair night” (83-85)
- “composition notebook” (154)
- “sometimes” (170)
- “uncle robert” (171-173)
- “the other woodson” (219-220)
- “the other woodson” (219-220)
- “reading” (226)
- “stevie and me” (227-228)
- “when I tell my family” (229)
- “too good” (269)
- “a writer” (311-312)

[W.3]

Narrative Writing Checklist:

- ☐ Establish a problem, situation, or setting.
- ☐ Use events and transitions to create a smooth progression of experiences and to signal shifts from one time frame or setting to another.
- ☐ Use dialogue, thoughts, reflection, pacing and description to develop your narrative.
- ☐ Use precise words, telling details and sensory language to create a vivid picture of events, setting, and characters.
- ☐ Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved.
- ☐ Use correct pronouns to establish point of view (such as using I, me, or mine for first person point of view or she, her, they for third person point of view).

Drafting Your Narrative

Name _____ Class _____

Unit 3 Essay

PART 1: Essay Prompt

Directions: Read the essay prompt for *Brown Girl Dreaming*.



ESSAY PROMPT		
<p>In Part IV of <i>Brown Girl Dreaming</i>, Jacqueline Woodson alternates between poems about her family, her life in New York, and her first efforts as a writer.</p> <p>How does the author use this structure to develop a theme about identity? Use evidence from the Part IV poems listed below or any others you choose to support your ideas. [RL.8.2, RL.8.5]</p>		
<ul style="list-style-type: none"> • lessons (215) • trading places (216) • writing #2 (221) • reading (226) • daddy gunnar (230) 	<ul style="list-style-type: none"> • hope onstage (233) • daddy this time (234) • the selfish giant (246) • pasteles and pernil (255) • graffiti (260) 	<ul style="list-style-type: none"> • music (262) • on the bus to dannemora (267) • mountain song (273)

PART 2: Drafting Your Essay

Directions: Draft your essay in the space provided. If you created an outline for this essay in a previous lesson, use it to help you draft. As you draft your essay, be sure to apply the skills you've practiced in writing lessons throughout this unit.



