

Unit 3

Brown Girl Dreaming



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WHAT ARE WE GOING TO LEARN?

Which statement do
you agree with most?

**RAISE YOUR HAND to
Show Your Answer**

- A** Family makes us who we are; this influence is more powerful than any other.
- B** Friendships are important in influencing who we become.
- C** Where we live determines who we will become in the future.
- D** You must leave your past behind so that you can grow into the person you want to become.

THE SETTING OF THE STORY



Jacqueline Woodson

the author of this book, grew up during the 1960s and 1970s.

In *Brown Girl Dreaming*, she shares her experiences growing up with different family members in different parts of the country.

THE SETTING OF THE STORY

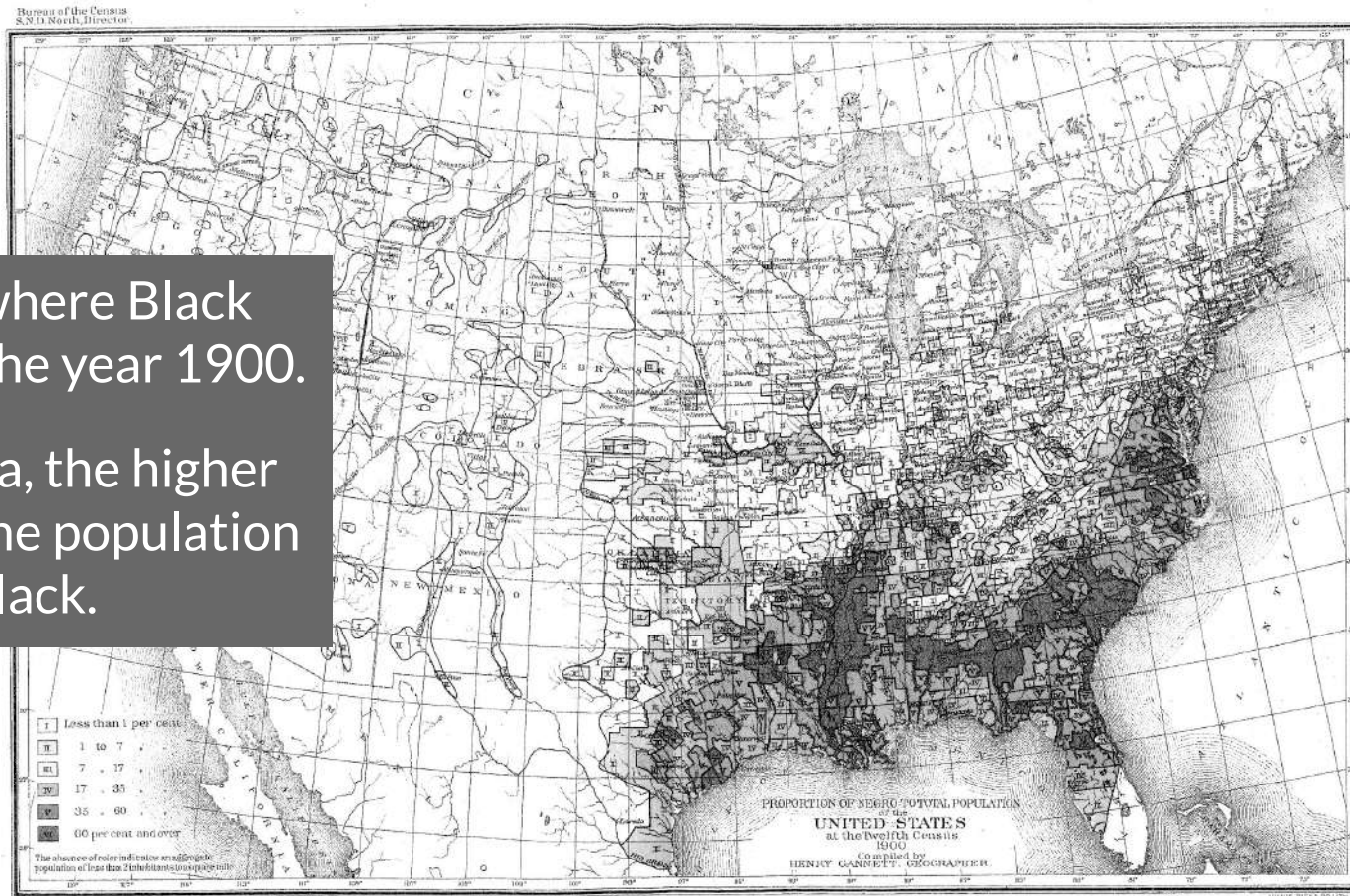


Woodson grew up in
Columbus, Ohio;
Greenville, South Carolina;
and Brooklyn, New York,
New York.

THE SETTING OF THE STORY

This map shows where Black Americans lived in the year 1900.

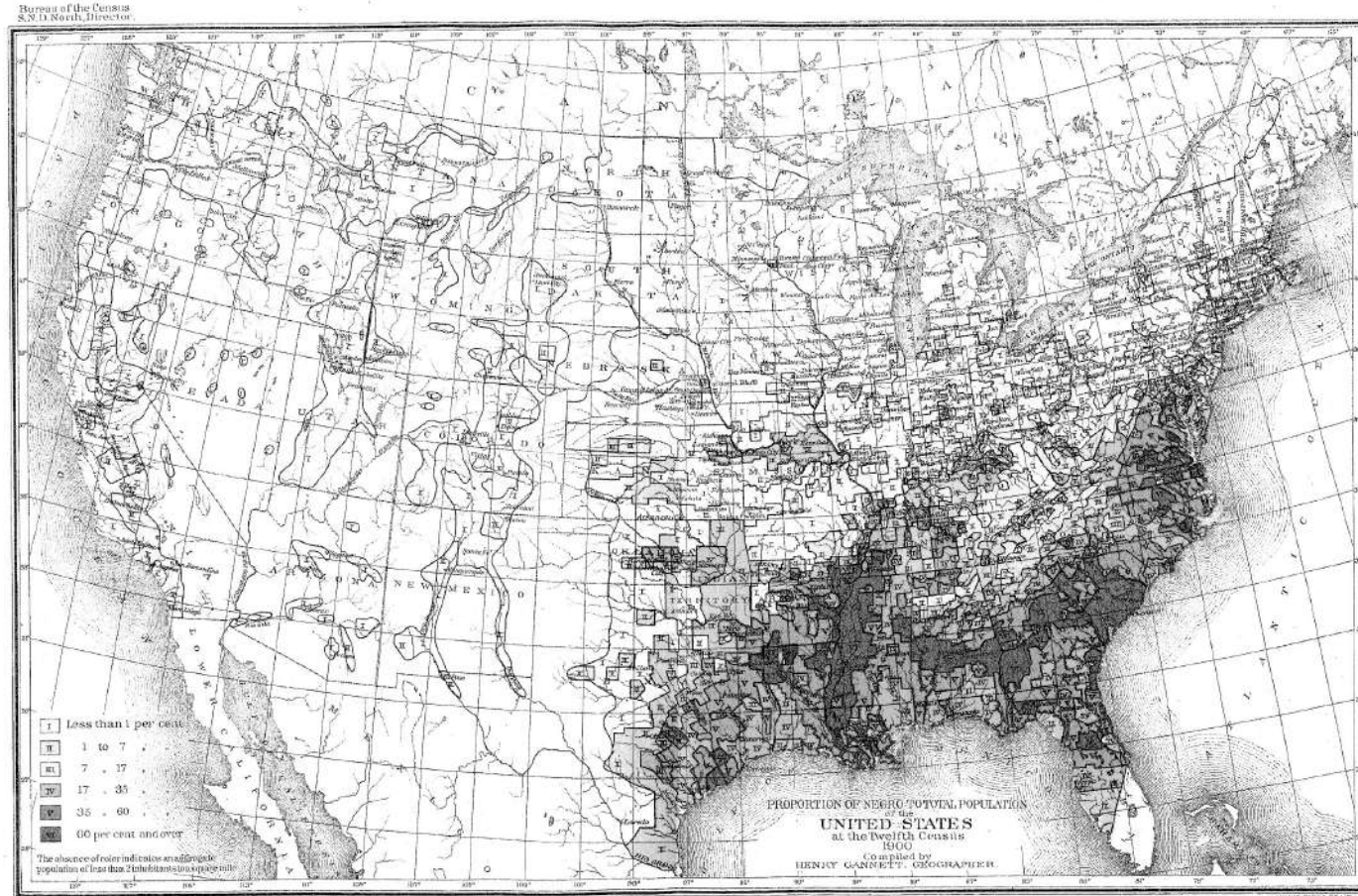
The darker the area, the higher the percentage of the population that was Black.



THE SETTING OF THE STORY

Turn & Talk (1 minute)

1. What do you notice when you look at this map?
2. How might a map made today be different?



THE SETTING OF THE STORY



Between 1916 and 1970, more than 6 million Black people would move from the South to the North, seeking greater opportunity and an escape from racist violence.

This is called the
Great Migration.

THE SETTING OF THE STORY

Woodson was born during the
Civil Rights Movement.

Think & Share (2 students)

What do you already know about the Civil Rights Movement?



THE SETTING OF THE STORY

Turn & Talk (1 minute)

What do you know about these figures from the Civil Rights Movement?



Martin Luther King, Jr.



Ruby Bridges



Rosa Parks



Malcolm X

THE SETTING OF THE STORY

One of the Civil Rights figures
Woodson mentions is

James Baldwin,

an American writer whose essays
and novels bore witness to the truth
of Black life in Jim Crow America.



THE SETTING OF THE STORY

After moving to France in the 1940s to escape American racism, Baldwin said:

“Once I found myself on the other side of the ocean, I could see where I came from very clearly, and I could see that I carried myself, which is my home, with me. **You can never escape that.**
I am the grandson of a slave,
and I am a writer.
I must deal with both.”



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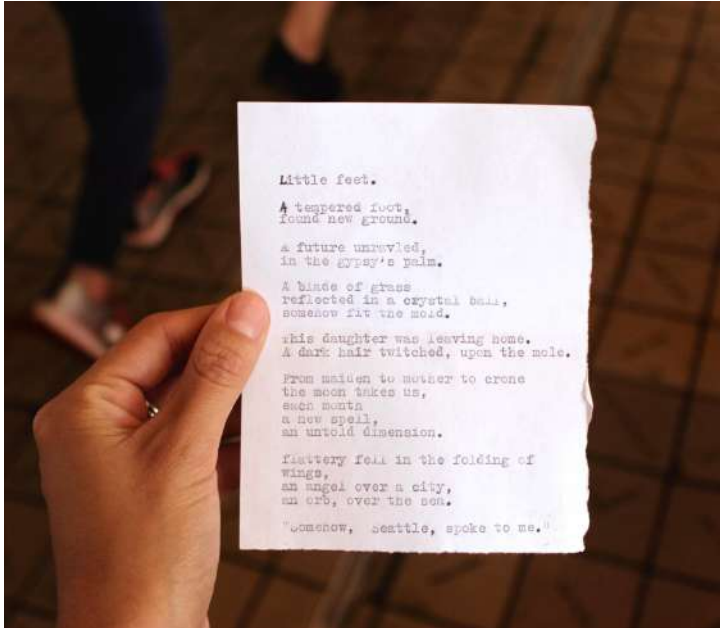
Turn & Talk (1 minute):

What does Baldwin
believe shapes a person's
identity?

In this unit, we'll examine how authors use figurative language and structure to develop a theme.



This book is a **novel in verse**,
which means it is one long story told through many poems.



The poems are written in
free verse — *without a regular
pattern of rhyme or meter* —
but still include other familiar
features of poetry, including
figurative language.

In order to analyze the ways figurative language and structure develop theme we will:



Notice

big ideas and topics that come up in multiple poems.



Analyze


words, phrases, and lines that describe the speaker and other characters' feelings and attitudes.



Ask

how the arrangement of poems in the book affects our understanding of the big ideas.

In the next activity, we'll learn more about the vocabulary in this unit.



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.

1. 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.


2. 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.

3. 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.

4. Finally, **write or type a prediction** in the last box.

Examples: Absolute [ab-suh-loo]

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-fey-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:

Unit 3: *Brown Girl Dreaming* 1

Writing Baseline Assessment Goal-Setting Tool

Name _____ Class _____

Writing is an important skill that prepares you to succeed in school, work, and life. It helps you communicate your ideas well and express your creativity. It helps you become a stronger reader and a better thinker. None of us is born a strong writer, but we become strong writers through regular, intentional practice. Use this goal-setting tool to help you reflect on your writing skills and plan for a year of big achievements.

Part 1: Share your perceptions about writing

Directions: Rate how much you agree or disagree with the statements about writing. Then, respond to the short answer questions that follow. This will help you prepare for a writing conference with your teacher.



	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
I enjoy writing.	1	2	3	4	5
I practiced writing every day in school last year.	1	2	3	4	5
I am comfortable sharing my writing with others.	1	2	3	4	5
I try to imitate the techniques of other writers.	1	2	3	4	5
I know how to improve my writing.	1	2	3	4	5
I enjoy revising my writing to make it better.	1	2	3	4	5
I will continue to revise a writing assignment until it is my best work.	1	2	3	4	5

1. What kind of writing do you enjoy most?

2. If you could write about one thing all year long, what would it be?

3. What is hard for you as a writer?



Part 2: Reflect on your Writing Baseline Assessment scores

Directions: A baseline assessment is a test at the beginning of the year that helps your teacher understand how to help you improve. Your teacher has scored your Writing Baseline Assessment. Use the scores and teacher comments on your Student Feedback Form to answer the reflection questions.

4. Write the scores you received for each writing category:

Writing Category	My score
Thesis	
Organization	
Evidence	
Analysis	
Writing Conventions	
Overall Score	

5. What were the greatest areas of strength in your writing?

6. What were the areas of writing that needed the most improvement?

Part 3: Set Goals

Directions: Answer the questions below.



7. List at least **three** ways that you would like to improve in your writing between now and the end of the school year.

- Goal 1:

- Goal 2:

- Goal 3:

8. How can your teacher help you meet these goals?

GRADE 6-10 ARGUMENTATIVE WRITING RUBRIC

Directions: Use this rubric to score students' Writing Baseline Assessment and plan instructional next steps.

Grade 6-10 Argumentative Writing Rubric 4-Point Section					
Score	4	3	2	1	Not Scored
Thesis	Thesis or claim is clearly stated. It is specific and relevant to the task and purpose.	Thesis or claim is adequately stated . It responds to the prompt but may be general or broad.	Thesis or claim is attempted , but may be somewhat confusing or ambiguously related to the task and purpose.	Thesis or claim is missing or not relevant to the task and purpose.	<ul style="list-style-type: none"> • Insufficient (includes copied text) • Not written in English • Not aligned to the task and/or purpose
Organization	Demonstrates a clear, logical organizational structure that supports the development of the thesis: <ul style="list-style-type: none"> • A strong introduction and conclusion • Logical and coherent grouping and ordering of key points and evidence within and across body paragraphs • Strong transitions that demonstrate the relationship between ideas • Clearly addresses alternate or opposing arguments (beginning at 7th grade) 	Demonstrates a satisfactory organizational structure that generally supports the thesis: <ul style="list-style-type: none"> • An adequate introduction and conclusion • Logical grouping and ordering of key points and evidence within and across body paragraphs • Some effective transitions between ideas • Adequately addresses alternate or opposing arguments (beginning at 7th grade) 	Demonstrates a general organizational structure which may lack a sense of direction: <ul style="list-style-type: none"> • Introduction or conclusion is weak • Some key points and evidence that are not grouped or ordered logically • Some confusing transitions or connections between ideas • Addresses alternate or opposing arguments in a confusing or unclear way (beginning at 7th grade) 	Demonstrates a weak organizational structure: <ul style="list-style-type: none"> • Introduction and conclusion may be weak or missing • Key points and evidence that are not grouped or ordered logically • Few transitions or connections between ideas • Does not address alternate or opposing arguments (beginning at 7th grade) 	
Evidence	Includes strong and relevant evidence to support thesis/claim, key points, and overall argument All evidence is contextualized with attention to information intended readers may need.	Includes relevant evidence to support thesis/claim, key points, and overall argument Most evidence is contextualized with attention to information intended readers may need.	Evidence or supporting details may be insufficient or only somewhat relevant . Evidence is inconsistently contextualized with attention to information intended readers may need.	Evidence or supporting details are largely missing . If evidence is present, no context is provided.	

Grade 6-10 Argumentative Writing Rubric 4-Point Section

Score	4	3	2	1	Not Scored
Analysis	<p>Explanations/analysis develop ideas and insight in the essay, and support a credible and convincing line of reasoning.</p> <p>Effectively uses a variety of elaborative techniques, such as making connections or comparisons, using analogies or anecdotes, etc.</p> <p>Reflects precise and carefully selected language for clarity and effect</p> <p>Tone is clearly appropriate for the task, audience, and purpose.</p>	<p>Explanations/analysis develop ideas and make connections, and support a coherent line of reasoning.</p> <p>Adequately uses some elaborative techniques, such as making connections or comparisons, using analogies or anecdotes, etc.</p> <p>Reflects use of language that is functional and appropriate</p> <p>Tone is generally appropriate for the task, audience, and purpose.</p>	<p>Explanations/analysis mostly summarize or restate evidence, but the line of reasoning may be difficult to follow or underdeveloped.</p> <p>Uses weak or imbalanced elaborative techniques.</p> <p>Reflects mostly simplistic language</p> <p>Tone is uneven or somewhat ineffective for the task, audience, and purpose.</p>	<p>Explanations/analysis may be missing or show a lack of understanding. There is no line of reasoning.</p> <p>Mostly appeals to emotions instead of using elaborative techniques.</p> <p>Language is unclear or confusing</p> <p>Tone is ineffective for the task, audience, and purpose.</p>	<ul style="list-style-type: none"> • Insufficient (includes copied text) • Not written in English • Not aligned to the task and/or purpose

Grade 6-10 Argumentative Writing Rubric 2-Point Section

Score	2	1	Not Scored
Writing Conventions	<p>Reflects adequate control of most writing conventions; contains occasional errors that do not interfere with clarity or message</p>	<p>Reflects partial control of writing conventions; contains errors that interfere with clarity or message</p>	<ul style="list-style-type: none"> • Insufficient (includes copied text) • Not written in English • Not aligned to the task and/or purpose

STUDENT FEEDBACK FORM

Directions: Fill out this form based on the scores you gave students on the Grade 6-10 Argumentative Writing Rubric. Then, share this synthesis of your feedback with students to help them [reflect on](#) and improve their writing.

Writing category	Student score	Total points possible	Teacher comments
Thesis		/4	
Organization		/4	
Evidence		/4	
Analysis		/4	
Writing Conventions		/2	
Overall Score		/18	

Using CommonLit's Supplemental Text Sets

What is the supplemental text set?

Each CommonLit unit is accompanied by a set of supplemental texts. These texts range in both their complexity and thematic links to the unit. Each text is available digitally and prepared with an annotation task, Guided Reading Mode multiple choice questions, and Assessment multiple choice and short-answer questions.

Why use supplemental texts?

Because the texts vary in complexity, teachers can use the texts to support and challenge a wide range of learners. The texts provide an opportunity for remediation and extension within each unit.

Here are a few suggestions on how to implement the supplemental texts:

- **Independent, In-Class reading:** Provide a text to students to read independently in class. This provides students with an opportunity for sustained silent reading. During this time, the teacher can also pull a group of students to read with.
- **Small Group or Partner In-Class Reading:** Provide a text to students to read in partners or small groups in class. This provides students with a chance to collaborate on content connected to the theme of the unit. During this time, the teacher can also pull a group of students to read with.
- **Homework:** Provide students with a text to read independently at home. The teacher can choose to assign the Assessment Questions and/or Guided Reading Mode questions to all or some students.
- **Student Choice:** Use the text set as an opportunity to have students pull from a supplemental “library.” Keep in mind that you will want to be transparent about the complexity of each text so students can make the best choice about a text that meets their learning needs.

CHAPTER OVERVIEW: CHAPTER 1

(This page does not appear on the student copy.)

About this chapter

In this chapter, Woodson recounts the story of her birth at the height of the Civil Rights Movement and her family's legacy of strength and achievement.

This chapter's skill focus

In this lesson, students will analyze how **particular lines** in a **poem** contribute to an understanding of **setting** and **character**.
[RL.8.3]

This chapter's writing prompt




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]

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 Teacher-led, scaffolded and supportive	 Greater student independence	 Student-led, small groups
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>55 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on the setting of Jacqueline's birth and why it is important. 	<ul style="list-style-type: none"> Put students into groups of 3-5. Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding.
<p>↑ Recommended! ↑</p>		

Name _____ Class _____

TEACHER COPY: *Brown Girl Dreaming* — Chapter 1 (Pages 1-20)

By Jacqueline Woodson

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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]	

Note to teachers: In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

Note to teachers: Jacqueline Woodson is the author of *Brown Girl Dreaming*, and the narrator's name is also Jacqueline. To clarify the distinction between two, we refer to the narrator as "Jacqueline" and to the author as "Woodson" in the questions throughout this unit.

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>	<p>A: When our dreams die, our lives are without purpose or growth. Life can become meaningless and empty.</p> <ul style="list-style-type: none"> HINT: "For if dreams die / Life is a broken-winged bird / That cannot fly." (i) HINT: "For when dreams go / Life is a barren field / Frozen with snow." (i) <p>B: Student answers will vary; students may say that Woodson began the novel with this poem to suggest that dreams are important in her life or that she will struggle to hold on to her own dreams.</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>Jacqueline is born at a time when Black people are fighting against racism and fighting for their rights.</p> <ul style="list-style-type: none"> HINT: "I am born as the South explodes, / too many people too many years / enslaved" (1-2) HINT: "the people / who look like me / keep fighting / and marching ... // ... so that today — ... // ... brown children like me can grow up / free." (2)
	<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>	<p>The "stories of South Carolina" are the history of her family's enslavement and resistance in the South. Jacqueline is saying that this history is an important part of who she is from the time she is born.</p> <ul style="list-style-type: none"> HINT: "I am born not long from the time / or far from the place / where my great-great-grandparents / worked the deep rich land / unfree" (1) HINT: "I am born as the South explodes, / too many people too many years / enslaved, then emancipated / but not free, the people / who look like me / keep fighting / and marching" (1-2)
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>It suggests that Jacqueline may also become a powerful activist who fights for the rights of Black people and changes the world.</p> <ul style="list-style-type: none"> HINT: "James Baldwin / is writing about injustice, each novel, / each essay, changing the world. // I do not yet know who I'll be" (4) HINT: "I do not know if I'll be strong like Ruby. / I do not know what the world will look like / when I am finally able to walk, speak, write ... " (4) HINT: "I do not know if these hands will be / Rosa's / or Ruby's / gently gloved / and fiercely folded / calmly in a

		<i>lap, / on a desk, / around a book, / ready / to change the world..." (5)</i>
Start Page 6: "a girl named jack" To Page 9: "the woodsons of ohio"	5. What ideas does the poem "the Woodsons of Ohio" develop about what it means to be a Woodson? [RL.8.2]	<i>If someone is part of the Woodson family, it means that they come from a long line of successful people who know their history.</i> <ul style="list-style-type: none"> HINT: "The Woodsons of Ohio know / what the Woodsons coming before them / left behind, in Bibles, in stories, / in history coming down through time" (8) HINT: "you can't go down the Woodson line/ without / finding / doctors and lawyers and teachers / athletes and scholars and people in government" (8) HINT: "and they'll begin to tell our long, long story." (9)
Start Page 10: "the ghosts of the nelsonville house" To Page 12: "the ghosts of the nelsonville house"	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). What does this suggest about Jacqueline's identity? [RL.8.3]	<i>These lines suggest that parts of Jacqueline's identity come from her family and that they are an important part of who she is.</i> <ul style="list-style-type: none"> HINT: "The children of Hope and Grace. / Look closely. There I am / in the furrow of Jack's brow, / in the slyness of Alicia's smile, / in the bend of Grace's hand..." (12)
Start Page 13: "it'll be scary sometimes" To Page 16: "football dreams"	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). What is Jacqueline's mother trying to teach her through William Woodson's life? [RL.8.3]	<i>Through the story of her great-great-grandfather, Jacqueline's mother is trying to teach her that she can draw strength from his example when she inevitably faces adversity in her own life.</i> <ul style="list-style-type: none"> HINT: "Built his home and farmed his land, / then dug for coal when the farming / wasn't enough. Fought hard / in the war." (13) HINT: "William Woodson / the only brown boy in an all-white school." (14) HINT: "You'll face this in your life someday, ... // ... A moment when you walk into a room and // no one there is like you. // It'll be scary sometimes. But think of William Woodson / and you'll be alright." (14)
Start Page 17: "other people's memory" To page 20: "how to listen #1"	8. In "other people's memory," Jacqueline describes three people's different memories of the day she was born. In "how to listen #1," she says that "somewhere in my brain / each laugh, tear and lullaby / becomes <i>memory</i> " (20). What do these poems suggest about why memories are important to her? [RL.8.5]	<i>Memories are important to Jacqueline because they help her understand her family and her history. Memories are also important to her because they help her hold on to her own feelings and experiences.</i> <ul style="list-style-type: none"> HINT: "You were born in the morning, Grandma Georgiana said. / I remember the sounds of the birds." (17) HINT: "Another girl, I stood there thinking, / so close to the first one. / Just like your mama and Caroline. Not even / a year between them and so close, you could hardly tell / where one ended and the other started." (17) HINT: "You're the one that was born near night, ... // ... We're gonna call this one after me." (18) HINT: "Somewhere in my brain / each laugh, tear and lullaby / becomes memory." (20)
OPTIONAL:	Why do you think the stories of the past are so important to Jacqueline's family?	

End of Chapter Discussion Questions	
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Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 1 (Pages 1-20). *5 minutes*



Note: *To ensure test security, answers to the following assessment items are not available at this time.*

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)

Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.

CHAPTER OVERVIEW: CHAPTER 2

(This page does not appear on the student copy.)

About this chapter

In this chapter, Woodson highlights her mother's conflicted experience in her hometown of Greenville, SC: it is where Jacqueline's mother feels most connected to her family, but it is also where the family experiences the racism of the Jim Crow South.

This chapter's skill focus

In this lesson, students will analyze how **particular lines** in a **poem** contribute to an understanding of **setting** and **character**.
[RL.8.3, RL.8.4]

This chapter's writing prompt




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]

Reading modalities in a novel unit

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How do I facilitate this lesson?

Option 1	Option 2	Option 3
 Teacher-led, scaffolded and supportive	 Greater student independence	 Student-led, small groups
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>55 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on Jacqueline's mother's experiences in Greenville. 	<ul style="list-style-type: none"> Put students into groups of 3-5. Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding.
<p>↑ Recommended! ↑</p>		

Name _____ Class _____

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

By Jacqueline Woodson

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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]	A: <i>They suggest that the things going on in the Woodson family household before the phone call were ordinary.</i> B: <i>This tragedy leaves her mother in great pain and feeling broken.</i> <ul style="list-style-type: none"> HINT: <i>"and then there was only a roaring in the air around her / a new pain where once there wasn't pain / a hollowness where only minutes before / she had been whole." (22)</i>

	<p>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]</p>	<p><i>Jacqueline’s grandmother and her mother feel comfortable and happy around each other because they are both from the South. As a result, they talk and act in similar ways.</i></p> <ul style="list-style-type: none"> HINT: “Grace’s family is from Greenville, too. / So my mother / is home to her, in a way her own kids / can’t understand.” (25) HINT: “Grace / to my mother is as familiar / as the Greenville air. // Both know that southern way of talking / without words, remember when / the heat of summer / could melt the mouth” (25) HINT: “Here, in Ohio, my mother and Grace / aren’t afraid / of too much air between words, are happy / just for another familiar body in the room.” (26)
<p>Start Page 27: “each winter”</p> <p>To Page 29: “journey”</p>	<p>3. In “journey,” why does Jacqueline’s father say, “You can keep your South Carolina”? (29) [RL.8.3]</p>	<p><i>Woodson’s father does not like the way his family and other Black people are treated in the South. He takes great pride in his family and won’t tolerate racism or discrimination against them.</i></p> <ul style="list-style-type: none"> HINT: “Told her there’s never gonna be a Woodson / that sits in the back of the bus. / Never gonna be a Woodson that has to / Yes sir and No sir white people.” (29) HINT: “All you Woodson kids deserve to be / as good as you already are.” (29)
<p>Start Page 30: “greenville, south carolina, 1963”</p> <p>To Page 31: “greenville, south carolina, 1963”</p>	<p>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).</p> <p>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]</p>	<p><i>The word choice in these lines shows that when she first gets on the bus with her children, Jacqueline’s mother follows the rules of segregation to avoid negative attention and discrimination. Then, she comforts her children to assure them that they don’t deserve this treatment.</i></p> <ul style="list-style-type: none"> HINT: “Too dangerous to sit closer to the front / and dare the driver / to make her move.” (30) HINT: “DO NOT CROSS! / COLOREDS TO THE BACK! / Step off the curb if a white person comes toward you / don’t look them in the eye.” (31) HINT: “We’re as good as anybody, / my mother whispers. // As good as anybody.” (31)
<p>Start Page 32: “home”</p> <p>To Page 34: “the cousins”</p>	<p>5. In “home,” how does the mood shift compare to Jacqueline’s family’s experience on the bus in the previous poem? [RL.8.4]</p>	<p><i>The descriptions of Jacqueline’s grandparents’ house and the family’s arrival contribute to a welcoming and comforting mood. There is a strong contrast between this home and the bus, where Jacqueline and her siblings had to follow the rigid rules of segregation.</i></p> <ul style="list-style-type: none"> HINT: “A front porch swing thirsty for oil. / A pot of azaleas blooming. / A pine tree.” (32) HINT: “Welcome home, my grandparents say. / Their warm brown / arms around us. A white handkerchief, ... // ... to wipe away my mother’s tears.” (32) HINT: “And me, / the new baby, set deep / inside this love.” (32)

	<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><i>They emphasize the deep closeness and long history Jacqueline’s mother has with her family in Greenville; they show that she belongs there.</i></p> <ul style="list-style-type: none"> HINT: “when we stole Miz Carter’s peach pie off her windowsill, / got stuck in that ditch down below Todd’s house, / climbed that fence and snuck into Greenville pool” (33) HINT: “Here they have a lot of fun / Puttin’ trouble on the run / Twistin’ the night away.” (34) HINT: “I knew you weren’t staying up North, the cousins say. / You belong here with us.” (34)
<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>A: <i>These lines suggest that in Greenville, Jacqueline and her family are nurtured by an extended family that cares deeply for them.</i></p> <ul style="list-style-type: none"> HINT: “tucked gently into cardboard shoe boxes / and tied with string... ” (36) HINT: “slipped into porcelain bowls that are my mother’s now, / a gift / her mother sends with her on the journey... ” (36) HINT: “pressed against my grandmother’s apron, her tears / quickly blinked away... ” (37) <p>B: <i>In contrast, the last three stanzas show the racist treatment that Black and brown people are subjected to in the South.</i></p> <ul style="list-style-type: none"> HINT: “getting stopped / and sometimes beaten / and always questioned: // Are you one of those Freedom Riders? / Are you one of those Civil Rights People? What gives you the right... ?” (37)
	<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><i>Like the Hocking River, Jacqueline’s mother remembers who she is and where she belongs when she comes home to Greenville.</i></p> <ul style="list-style-type: none"> HINT: “the same way / the Ohio runs north from Virginia until / it’s safely away / from the South.” (38) HINT: “It circles back, joins up with / the Ohio again / as if to say, / I’m sorry. / as if to say, / I went away from here / but now / I’m home again.” (39)
<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). *5 minutes*



Note: To ensure test security, answers to the following assessment items are not available at this time.

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)



Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.*

CHAPTER OVERVIEW: CHAPTER 3

(This page does not appear on the student copy.)

About this chapter

In this chapter, Jacqueline's grandparents are depicted as people of dignity, pride, and devotion to family; at the same time, the poems reveal how they are affected by racism and segregation.

This chapter's skill focus

In this lesson, students will analyze how **particular lines** in a **poem** contribute to an understanding of **character relationships**.
[RL.8.3, RL.8.4]

This chapter's writing prompt




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]

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p>Teacher-led, scaffolded and supportive</p>	 <p>Greater student independence</p>	 <p>Student-led, small groups</p>
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>75 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on how Jacqueline's interactions with her grandparents affect her. 	<ul style="list-style-type: none"> Put students into groups of 3-5. Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding.
<p>↑ Recommended! ↑</p>		

Name _____ Class _____

TEACHER COPY: *Brown Girl Dreaming* — Chapter 3 (Pages 45-82)

By Jacqueline Woodson

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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]	<i>The Woodson children seem to feel loved and cherished by their grandparents.</i>

	<p>2. In “the garden,” Jacqueline’s grandmother says, “God gives you what you need... Best not to ask for more than that” (49).</p> <p>Based on her grandfather’s response, how does he feel about “ask[ing] for more”? [RL.8.3]</p>	<p><i>Jacqueline’s grandfather believes that he and his family should be able to “ask for more” in life — more than just what they need to survive.</i></p> <ul style="list-style-type: none"> HINT: “My southern grandfather missed slavery / by one generation. His grandfather / had been owned. / His father worked / the land from dawn till dusk” (48) HINT: “Hmph, my grandfather says. And goes back / to working the land, pulling from it all we need // and more than that.” (49)
	<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><i>He means that his grandchildren should be proud of themselves and their family. This also suggests that the children should feel loved and protected by him.</i></p> <ul style="list-style-type: none"> HINT: “Our daddy seems taller than anyone else / in all of Greenville. / More handsome, too —” (51) HINT: “his hand is warm and strong around my own / as I skip beside him” (51)
<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><i>This sequence of poems shows that while Gunnar Irby is respected and warmly received in the community of Nicholtown, he endures a lack of respect from the white men who work under him at the printing press.</i></p> <ul style="list-style-type: none"> HINT: “they call my grandfather Gunnar, / even though he’s a foreman / and is supposed to be called / Mr. Irby.” (53) HINT: “sees the way so many of them can’t understand / a colored man / telling them what they need to do.” (53)
	<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><i>These stanzas suggest that she feels safe, happy, and protected in her grandparents’ home and community.</i></p> <ul style="list-style-type: none"> HINT: “the crickets keep going / as though they know their song / is our lullaby.” (58) HINT: “Outside, there’s the sound of wind / through the pine trees. / But inside there are stories, there are biscuits ... // ... We are safe here — miles and years away / from Bible Times.” (60)
<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><i>Jacqueline feels like words and writing will bring endless possibilities.</i></p> <ul style="list-style-type: none"> HINT: “How amazing these words are that slowly come to me. / How wonderfully on and on they go.” (62) HINT: “Will the words end, I ask / whenever I remember to. // Nope, my sister says” (62-63)
	<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><i>Hope is searching for strong heroes that can inspire and encourage him. Hope is longing to be a hero himself, who can fight against the sickness and sadness he experiences in the South.</i></p> <ul style="list-style-type: none"> HINT: “He moves slow, sickly now where once / he was strong.” (64) HINT: “And when his body isn’t betraying him, Ohio does.” (64) HINT: “The South / his mortal enemy. / The South, his Kryptonite.” (65)

<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>A: <i>Gunnar Irby wants his grandchildren to understand that Black people have been denied their freedom from the beginning of American history and that this is why Black and brown people are fighting so hard for equal rights.</i></p> <ul style="list-style-type: none"> HINT: “First, they brought us here, / Then we worked for free. Then it was 1863, / and we were supposed to be free but we weren’t. // And that’s why people are so mad.” (72) HINT: “Be ready to die, / my grandfather says, / for what is right.” (73) <p>B: <i>He wants his grandchildren to know and believe that they are beautiful, gifted, and already equal to everyone else.</i></p> <ul style="list-style-type: none"> HINT: “Because you’re colored, my grandfather says. / And just as good and bright and beautiful and free / as anybody. / And nobody colored in the South is stopping, / my grandfather says, / until everybody knows what’s true.” (74)
<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><i>It shows that civil rights protesters were forced to be careful and controlled even as they fought for their rights.</i></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>A: <i>Jacqueline and her siblings are cared for and protected by their grandparents.</i></p> <p>B: <i>Details that develop this idea include:</i></p> <ul style="list-style-type: none"> <i>“already calling us / to the candy lady’s house, / my hand in Daddy’s. / He doesn’t know how to say no, / my grandmother complains.” (78)</i> <i>“But neither does she, ... // ... She calls my sister and me her baby girls, / smiles proudly when the women say how pretty we are.” (78)</i> <i>“So the first time my mother goes to New York City / we don’t know to be sad” (78)</i>
<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). 5 minutes



Note: To ensure test security, answers to the following assessment items are not available at this time.

1. 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]**
 - A. an amazed, surprised mood
 - B. a warm, joyful mood
 - C. a cold, uncaring mood
 - D. a worried, anxious mood
2. How does Jacqueline’s grandmother feel about the “daywork” she does? **[RL.8.3]**
 - A. She is upset that she has to spend time away from her family.
 - B. She is discouraged by the condition of the homes she works in.
 - C. She is proud of supporting her family but wants better for her grandchildren.
 - D. She is frustrated that her teaching job doesn’t provide enough to support her family.

3. 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]**

- A. Hope’s memories of Ohio help him deal with his sickness.
 - B. Hope’s sickness is painful, but so is the absence of his father.
 - C. Hope dreams of Ohio, but he has given up on living there again.
 - D. Hope disagrees with his father’s belief that Ohio is a better place to live.
4. What do the poems “the reader,” “the beginning,” and “hope” suggest about Jacqueline and her siblings’ relationship with reading? **[RL.8.3]**
 - A. Reading offers Jacqueline and her siblings an escape and a sense of possibility.
 - B. Reading offers Jacqueline and her siblings a way to understand their grandmother’s religion.
 - C. Reading gives Jacqueline and her siblings something in common with their new friends in Greenville.
 - D. Reading gives Jacqueline and her siblings a way to deal with the boredom of living at their grandparents’ house.
5. 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]**
 - A. She doesn’t want her children to speak incorrectly.
 - B. She doesn’t want her children to speak disrespectfully to others.
 - C. She doesn’t want her children to speak as if they are from the North.
 - D. 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)



Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.

CHAPTER OVERVIEW: CHAPTER 4

(This page does not appear on the student copy.)

About this chapter

In this chapter, Woodson continues to paint a conflicted portrait of Greenville and the South, where Jacqueline and her family find deep community but also continue to experience racism and discrimination.

This chapter's skill focus

In this chapter, students will analyze how **particular lines** in a **poem** contribute to an understanding of **setting** and **character**.
[RL.8.3]

This chapter's writing prompt




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]

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p>Teacher-led, scaffolded and supportive</p>	 <p>Greater student independence</p>	 <p>Student-led, small groups</p>
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>60 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on how Jacqueline feels about Greenville and New York. 	<ul style="list-style-type: none"> Put students into groups of 3-5. Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding.
<p>↑ Recommended! ↑</p>		

Name _____ Class _____

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

By Jacqueline Woodson

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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]	<i>Her sister's reading "opens up the world to" Jacqueline by allowing her to imagine new places and experiences. Jacqueline is transported to new places in her imagination.</i> <ul style="list-style-type: none"> HINT: "I have never seen the ocean / but this, too, I can imagine — blue water pouring / over red dirt." (84) HINT: "As my sister reads, the pictures begin forming / as though someone has turned on a television, ... // ... Grainy black-and-white pictures come slowly at me / Deep. Infinite. Remembered" (84)
	2. A: In "american dream," what "dream" is Jacqueline's grandmother referring to? [RL.8.3] B: What do Jacqueline's grandmother's memories illustrate about the "american dream"? [RL.8.3]	A: <i>The dream that everyone in America will be truly free and treated equally.</i> <ul style="list-style-type: none"> HINT: "We all have the same dream, my grandmother says. / To live equal in a country that's supposed to be / the land of the free." (89) B: <i>People have been fighting for this dream for a long time. Some people are committed to it, but others are not.</i>

		<ul style="list-style-type: none"> HINT: “Even when my girls were little, we’d go down there, / my grandmother tells us. And people’d be marching. / The marching didn’t just start yesterday.” (88) HINT: “People have to want it, that’s all. // We get quiet — maybe all of us are thinking about / the ones who want it. And the ones who don’t.” (88)
<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>The descriptions of people in their best clothes suggest that “the leavers” expect great opportunities in the city.</p> <ul style="list-style-type: none"> HINT: “We watch men leave Greenville / in their one good suit, shoes / spit shined. / We watch women leave in Sunday clothes, / hatted and lipsticked and white gloved.” (93)
	<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>Jacqueline’s mother is eager to move her family to New York and seems to believe it will be a good place for them. In contrast, Jacqueline’s grandmother expresses sadness that her daughter and grandchildren will be moving away.</p> <ul style="list-style-type: none"> HINT: “That’s all the young kids used to talk about, / our grandmother tells us, / going to New York City.” (94) HINT: “My mother smiles at us and says, / We’ll be going to New York City. / I just have to figure out some things first, that’s all.” (94) HINT: “I don’t know what I’d do without you all up under me, / my grandmother says and there’s a sadness / in her voice.” (94)
	<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. / It always smelled like this, my mother says. / Wet grass and pine. // Like memory” (96).</p> <p>What mood does Woodson create with these details about the setting? [RL.8.4]</p>	<p>These details about the setting create a tender and sentimental mood. Jacqueline and her mother are talking in an appreciative way about the natural surroundings in Greenville, which they will remember after they move to New York.</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>These three poems illustrate that Greenville is a place where Jacqueline feels a sense of belonging and where she feels at home. They suggest that she likely feels reluctant to move to New York and leave a familiar, caring community.</p> <ul style="list-style-type: none"> HINT: “And the air is what I’ll remember. / Even once we move to New York.” (95) HINT: “Who could have imagined // so much color that the ground disappears ... // ... that beneath the magic / of my grandmother’s hands // become // side dishes.” (97) HINT: “That’s when we listen / to the grown folks talking ... // ... Then I let the stories live / inside my head, again and again / until the real world fades back / into cricket lullabies / and my own dreams.” (98-99)

<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><i>Jacqueline’s mother believes that the family is only “halfway home” because they are not living in a place that is truly their own. Jacqueline wonders if they will ever feel truly at home if they are always leaving one place for another. She feels torn between following her mother to a new home and staying in the only home she’s ever known in Greenville.</i></p> <ul style="list-style-type: none"> ● HINT: “She wants a place of her own that is not / The Nelsonville House, The Columbus House, / The Greenville House.” (104) ● HINT: “Will there always be a road? / Will there always be a bus?” (104)
	<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><i>She is hopeful about new opportunities in New York, but she also feels sad to leave her family and her home of Greenville behind. Like Jacqueline, her mother feels torn.</i></p> <ul style="list-style-type: none"> ● HINT: “New York ahead of her, / her family behind, she moves / to the back, her purse in her lap, the land / pulling her gaze to the window once more.” (105)
<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? 	

Class _____

Name _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 4 (Pages 83-106). 5 minutes



Note: To ensure test security, answers to the following assessment items are not available at this time.

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)

Class _____

Name _____

Independent Practice for Chapter 4 (Pages 83-106)



Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.*

CHAPTER OVERVIEW: CHAPTER 5

(This page does not appear on the student copy.)

About this chapter

In this chapter, the narrator Jacqueline is hesitant about the change in her family's life and feels caught "between two worlds."

This chapter's skill focus

In this lesson, students will analyze how **particular lines** in a **poem** contribute to an understanding of **character**.
[RL.8.3, RL.8.4]




This chapter's writing prompt

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

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p>Teacher-led, scaffolded and supportive</p>	 <p>Greater student independence</p>	 <p>Student-led, small groups</p>
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>65 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on the different ways that Jacqueline feels conflicted. 	<ul style="list-style-type: none"> Put students into groups of 3-5. Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding.
<p>↑ Recommended! ↑</p>		

Name _____ Class _____

TEACHER COPY: *Brown Girl Dreaming* — Chapter 5 (Pages 107-138)

By Jacqueline Woodson

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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]	<i>Jacqueline and her siblings say that when they return to Greenville in "future summers," everything will be the same. However, they believe that things will actually be different because they will change as time passes.</i> <ul style="list-style-type: none"> HINT: "promise each other / future summers that are as good as the past. / But we know we are lying // coming home will be different now." (108-109) HINT: "This place called Greenville / this neighborhood called Nicholtown / will change some // and so will each of us." (109)
	2. In "the stories cora tells," what does Jacqueline's grandmother want her to understand about "making up stories"? (115) [RL.8.3]	<i>Jacqueline's grandmother wants her to understand that "stories" aren't the truth and that Jackie should learn to tell the difference between what's true and what's made up.</i> <ul style="list-style-type: none"> HINT: "Don't believe everything you hear, Jackie." (115) HINT: "Someday, you'll come to know / when someone is telling the truth / and when they're just making up stories." (115)

<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>A: <i>Jacqueline means that she and her siblings are interested in the world that's right in front of them instead of the "everlasting life" in heaven that's discussed during Bible study.</i></p> <ul style="list-style-type: none"> HINT: "Jehovah promises us everlasting life in the New World, ... // ... and Brother Hope, Sister Dell and me are silent / wanting only what's right outside. / Wanting only this world." (117) <p>B: <i>Woodson develops this idea with descriptions of all of the everyday things that Jacqueline and her siblings would rather be doing.</i></p> <ul style="list-style-type: none"> HINT: "None of us want to sit inside when the late autumn / is calling to us / and frogs are finally feeling brave enough / to hop across our yard." (116) HINT: "We want / anything but this. We want warm biscuits / and tag and jacks on the porch, / our too-long sweater sleeves / getting in the way sometimes." (116-117) HINT: "Maybe they are playing the harmonica and banjo, / laughing and singing loud. Doing / what's fun to do on a pretty Monday evening." (117)
	<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><i>This contrast suggests that Jacqueline practices her grandmother's faith because she is supposed to, but she isn't enthusiastic about it.</i></p> <ul style="list-style-type: none"> HINT: "Wednesday night is laundry night... // ... When no one is looking, / we run through the sheets, / breathe in all the wonderful smells the air / adds to them." (119) HINT: "Friday night, we're free as anything, / Hope and Dell's bikes skidding along Hall Street." (119) HINT: "Saturday we're up early: The Watchtower and Awake! / in our hands, we walk like sleepy soldiers" (120) HINT: "Sunday it's Watchtower study at the Kingdom Hall, / two hours / of sitting and sitting and sitting." (120)
	<p>5. In the poem, "two gods, two worlds," Jacqueline says of her grandfather:</p> <p>"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><i>These lines show how much Jacqueline wants her grandfather to join them in practicing her grandmother's faith so she doesn't have to choose between them. She loves her grandfather and doesn't want to be part of something that he rejects or that rejects him.</i></p> <ul style="list-style-type: none"> HINT: "Your God is not my God, he says." (123) HINT: "Jehovah's Witnesses believe / that everyone who doesn't follow / God's word will be destroyed ... // ... But I want a world where my daddy is / and don't know why / anybody's God would make me / have to choose." (123)

<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><i>Jacqueline finds more comfort in the promise that her family and home will always be there. She doesn’t fully understand or believe in the promises of her grandmother’s faith.</i></p> <ul style="list-style-type: none"> ● HINT: “So much we don’t yet understand / So much we don’t yet believe.” (129) ● HINT: “You don’t need words on a night like this. / Just the warmth of your grandfather’s arm.” (131)
<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><i>Dell runs her hand over the table as a way of remembering a place she loves. Her gesture suggests that she and her siblings feel a deep sense of loss at leaving their life with their grandparents.</i></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><i>Jacqueline’s stanzas show that she is reluctant to leave her home in Greenville but also longs to be with her mother.</i></p> <ul style="list-style-type: none"> ● HINT: “I am too sleepy to tell her that Greenville is home. / That even in the wintertime, the crickets / sing us to sleep.” (137) ● HINT: “But I am already mostly asleep again, two arms / wrapped tight / around my mama’s hand.” (137)
<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). *5 minutes*



Note: To ensure test security, answers to the following assessment items are not available at this time.

- 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)



Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.*

CHAPTER OVERVIEW: CHAPTER 6

(This page does not appear on the student copy.)

About this chapter

In this chapter, Jacqueline's family makes the transition to New York and she begins to explore stories and writing.

This chapter's skill focus

In this lesson, students will analyze how **particular lines** in a **poem** contribute to an understanding of **character**.
[RL.8.3, RL.8.4]




This chapter's writing prompt

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

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p>Teacher-led, scaffolded and supportive</p>	 <p>Greater student independence</p>	 <p>Student-led, small groups</p>
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>60 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on Jacqueline's experiences with writing. 	<ul style="list-style-type: none"> Put students into groups of 3-5. Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding.
<p>↑ Recommended! ↑</p>		

Name _____

Class _____

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

By Jacqueline Woodson

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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"	<p>1. A: In "new york city," how does Jacqueline feel about New York when she arrives? [RL.8.3]</p> <p>B: What imagery from the poem supports your response? [RL.8.4]</p>	<p>A: <i>Jacqueline is disappointed in New York and compares it unfavorably to Greenville.</i></p> <ul style="list-style-type: none"> HINT: "Here there is only gray rock, cold / and treeless as a bad dream. / Who could love / this place — where no pine trees grow, / no porch swing moves / with the weight of / your grandmother." (143) HINT: "This place is loud and strange / and nowhere I'm ever going to call / home." (143) <p>B: <i>Imagery that supports this idea includes the evidence above and may also include:</i></p> <ul style="list-style-type: none"> "Maybe that's where / there is money falling from the sky, / diamonds speckling / the sidewalks" (143) "This place is a driver yelling, / New York City, last stop. / Everybody off." (143)

	<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><i>Jacqueline’s family is beginning to feel more comfortable in New York because they are starting to spend time with people who are originally from the South. This new community reminds them of home.</i></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><i>After Aunt Kay’s death, memories of her are so painful that they cause the family to move. At the same time, Jacqueline’s mother has happy memories of her connection to her sister.</i></p> <ul style="list-style-type: none"> ● HINT: “After the falling / the stairs were all wrong to us. / Some days I head up there, my mother said, / forgetting that Kay is gone.” (151) ● HINT: “After the falling / the hallway smelled / like Kay’s perfume / whenever it rained // so we moved again” (152) ● HINT: “And in her smile, / there was Aunt Kay’s smile, the two of them / having a secret sister laugh, the two of them / together again.” (153)
<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>A: <i>The composition notebook inspires Jacqueline with the hope that she will be able to write well and become a writer.</i></p> <ul style="list-style-type: none"> ● HINT: “long before I could really write / someone must have known that this / was all I needed.” (154) <p>B: <i>This moment highlights how much Jacqueline wants to be a writer and how her sister doesn’t understand or believe she can do it.</i></p> <ul style="list-style-type: none"> ● HINT: “And why does she need a notebook? She can’t even write!” (154) ● HINT: “And even though she’s smarter than anything, / this is something / my sister can’t even begin / to understand.” (155)
	<p>5. In “on paper,” what does Jacqueline believe after writing her name for the first time? [RL.8.3]</p>	<p><i>She believes in herself as a writer. She imagines the writing she will do in the future, when she can write more than her name.</i></p> <ul style="list-style-type: none"> ● HINT: “I know // if I wanted to // I could write anything.” (156) ● HINT: “Letters becoming words, words gathering meaning, / becoming / thoughts outside my head // becoming sentences // written by // Jacqueline Amanda Woodson” (156)

Start Page 160: “another kingdom hall” To Page 169: “gifted”	6. At the end of “because we’re witnesses,” Jacqueline says: “We will never taste the sweetness of a classroom / birthday cupcake / We will never taste the bitterness of a battle” (164). 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]	<i>She longs for the experiences, both good and bad, that she is forbidden to have as a Jehovah’s Witness.</i> <ul style="list-style-type: none">● HINT: “No Halloween. / No Christmas. / No birthdays... // ... No voting. / No fighting. / No cursing / No wars.” (164)● HINT: “we pretend we do not see the chocolate frosting, / pretend we do not want” (164)
	7. In “brooklyn rain,” what do the “stories in her head” do for Jacqueline? [RL.8.3, RL.8.4]	<i>The “stories in her head” allow Jacqueline to go to other places in her imagination, including back to her grandparents’ home.</i> <ul style="list-style-type: none">● HINT: “Already color and sound and words. / Already I’m drawing circles on the glass, humming / myself someplace far away from here.” (165)● HINT: “but the stories in my head / take me back there, set me down in Daddys’ garden / where the sun is always shining.” (166)
	8. A: In “gifted,” why does Jacqueline believe she is “not gifted”? [RL.8.3] B: Reread the last stanza of the poem. What does this figurative language suggest about what Jacqueline wants for her future? [RL.8.4]	<i>A: Jacqueline believes she is not gifted because her achievements aren’t acknowledged in the same way her sister Odella’s are. She also reads more slowly than other students in her class.</i> <ul style="list-style-type: none">● HINT: “Everyone knows my sister / is brilliant. / The letters some home folded neatly ... // ... She is gifted / we are told.” (169)● HINT: “When I read, the words twist / twirl across the page. / When they settle, it is too late. The class has already moved on.” (169) <i>B: The last stanza suggests that Jacqueline wants to be a writer. The movement of her hands “catching” and “holding” words represents how she wants to be able to cherish and control language through imaginative writing.</i> <ul style="list-style-type: none">● HINT: “I want to catch words one day / I want to hold them / then blow gently, / watch them float / right out of my hands.” (169)
OPTIONAL: End of Chapter Discussion Questions	<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 one 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). 5 minutes



Note: To ensure test security, answers to the following assessment items are not available at this time.

1. 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]**
 - A. They illustrate how important Aunt Kay’s friends are to her.
 - B. They explain the reasons why Aunt Kay encouraged the family to follow her to New York.
 - C. They show how playful Aunt Kay is in comparison to Jacqueline’s mother, who is more serious.
 - D. They emphasize the memories the family has of Aunt Kay and the loss they feel after she dies.
2. 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]**
 - A. “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)
 - B. “Some days in this new place / there is only a box of pancake mix / an egg, and faucet water” (157)
 - C. “We remember Greenville / without her, count our blessings in silence / and chew.” (157)
 - D. “And then one day my mother / comes home with two shopping bags / filled with board games” (167)
3. Which statement best expresses Jacqueline’s impression of school in “first grade”? **[RL.8.3]**
 - A. Jacqueline is in awe of the building and feels appreciated by her teacher.
 - B. Jacqueline wonders whether she will be able to be as successful as her sister in school.
 - C. Jacqueline is impressed by the size of her school compared to the schools in Greenville.
 - D. Jacqueline loves her school but is concerned that she won’t be accepted by her classmates.
4. 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]**

- A. Alina and Jacqueline believe that Gina is only pretending to be a committed Jehovah’s Witness.
- B. Alina and Jacqueline hope their classmates will notice their singing when they perform “America the Beautiful.”
- C. Alina and Jacqueline wish they could do some of the things they are not allowed to do as Jehovah’s Witnesses.
- D. 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)

Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.

CHAPTER OVERVIEW: CHAPTER 7

(This page does not appear on the student copy.)

About this chapter

In this chapter, Jacqueline begins to tell stories based on her life, her memories, and the stories she's told.

This chapter's skill focus

In this lesson, students will analyze how **particular lines** in a **poem** contribute to an understanding of **character**. [RL.8.3]

This chapter's writing prompt




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]

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 Teacher-led, scaffolded and supportive	 Greater student independence	 Student-led, small groups
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>50 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on Jacqueline as a writer and storyteller. 	<ul style="list-style-type: none"> Put students into groups of 3-5. Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding.
<p>↑ Recommended! ↑</p>		

Name _____ Class _____

TEACHER COPY: *Brown Girl Dreaming* — Chapter 7 (Pages 170-182)

By Jacqueline Woodson

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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]	<i>Student answers will vary, but may include the idea that making up stories about their father allows Jacqueline to escape the painful reality that their parents are divorced and he is not a part of their family's life.</i> • HINT: "Sometimes, I lie about my father. / He died, I say, in a car wreck or ... // ... He's coming soon. / Next week and / next week and / next week" (170)
	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]	<i>These lines develop the idea that the stories Jacqueline makes up feel real and true to her. They also suggest that Jacqueline has a powerful imagination that allows her to picture places beyond her current life.</i>

Start Pages 175-176: “believing” To Pages 181-182: “our father, fading away”	3. In “believing,” Jacqueline makes up stories inspired by children’s nursery rhymes. A: How does Jacqueline transform the stories she’s told? [RL.8.3] B: In Jacqueline’s view, how does her storytelling make her different? [RL.8.3]	A: <i>Jacqueline uses the nursery rhyme as the beginning of a story about something that happens in her own life.</i> <ul style="list-style-type: none"> HINT: “Jack and Jill went up a hill, my uncle sings. / I went up a hill yesterday, I say.” (175) HINT: “How each new story / I’m told becomes a thing / that happens, / in some other way / to me...!” (176) B: <i>To Jacqueline, her storytelling makes her feel that her brain works differently from others’.</i> <ul style="list-style-type: none"> HINT: “It’s hard to understand / the way my brain works — so different / from everybody around me.” (176)
	4. At the end of “believing,” Jacqueline says: “Maybe the truth is somewhere in between / all that I’m told / and memory” (176). What does this suggest about the different things that inspire Jacqueline’s stories? [RL.8.3]	<i>Jacqueline’s stories are inspired by stories that other people tell her and by her memories.</i>
	5. How does the poem “off-key” reinforce ideas about Jacqueline’s imagination? [RL.8.5]	<i>The poem shows that she has a powerful imagination that makes her feel different from others. Jacqueline hears things in her head that other people can’t hear and that other people don’t believe in.</i> <ul style="list-style-type: none"> HINT: “It’s the music around the words that I hear / in my head, even though / everyone swears I can’t hear it. / Strange that they don’t hear / what I hear. // Strange that it sounds so right / to me.” (178)
	6. Consider the last lines of the poem “our father, fading away”: “Out of sight, out of mind, my brother says. // But only a part of me believes this is true” (182). What larger idea do these lines develop about memories? [RL.8.2]	<i>These lines develop the idea that that memory is powerful and that people or past experiences can live on in your memory.</i>
OPTIONAL: End of Chapter Discussion Questions	<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). *5 minutes*



Note: *To ensure test security, answers to the following assessment items are not available at this time.*

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)

Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.

CHAPTER OVERVIEW: CHAPTER 8

(This page does not appear on the student copy.)

About this chapter

In this chapter, Jacqueline has become one of “these city children” while living in New York, but she still feels a sense of belonging in Greenville when she and her siblings travel there.

This chapter’s skill focus

In this chapter, students will analyze how the **arrangement of multiple poems** develops a **theme** in the text.
[RL.8.2, RL.8.5]

This chapter’s writing prompt




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]

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p>Teacher-led, scaffolded and supportive</p>	 <p>Greater student independence</p>	 <p>Student-led, small groups</p>
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>55 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on Jacqueline’s attitudes toward her two homes. 	<ul style="list-style-type: none"> Put students into groups of 3-5. Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding.
<p>↑ Recommended! ↑</p>		

Name _____ Class _____

TEACHER COPY: *Brown Girl Dreaming* — Chapter 8 (Pages 183-203)

By Jacqueline Woodson

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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]	<i>Jacqueline is beginning to speak differently; she is losing her Southern way of speaking. She is also getting used to her routines and life in the city.</i> <ul style="list-style-type: none"> HINT: "And though it still feels / strange to be so far away from soft dirt / beneath bare feet / the ground is firm here and the one tree blooms / wide enough to shade four buildings." (183) HINT: "my words / come fast now / when I speak, the soft curl of the South on my tongue / is near gone." (183) HINT: "That the traffic lights change fast and my sister must / hold tight to my hand / as we cross to where a small man singing / Piragua! Piragua! / sells shaved ices from a white cart" (183-184)

	<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><i>Jacqueline believes that Hope is searching for new experiences beyond the places and life they know in Brooklyn.</i></p> <ul style="list-style-type: none"> HINT: “Each whispered Wow / from him makes me think that he / with his searching — and Dell with her reading ... // ... is looking / for something. Something way past Brooklyn. / Something / out / there.” (187)
<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><i>They feel surrounded by things that are familiar and comforting.</i></p> <ul style="list-style-type: none"> HINT: “My grandmother’s kitchen is the same / big and yellow and smelling of the pound cake / she’s made to welcome us back.” (191) HINT: “she fusses, / Boy, don’t you slam my door again! and my brother says, / I’m sorry. // Just like always.” (191) HINT: “Soon, there’ll be lemonade on the porch, / the swing whining the same early evening song / it always sings” (191)
	<p>4. In “home again, to hall street,” what is Jacqueline’s definition of home? [RL.8.3]</p>	<p><i>Home is the place where everything is familiar and where you feel like you belong.</i></p> <ul style="list-style-type: none"> HINT: “And it’s not even strange that it feels the way / it’s always felt / like the place we belong to. // Like home.” (192)
	<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><i>This line suggests that both Greenville and New York are now part of Jacqueline’s identity. Jacqueline and her siblings are tied to both places; this also means that sometimes, they feel they don’t belong in either place.</i></p> <ul style="list-style-type: none"> HINT: “the other kids circle around us. Laughing at / our hair, our clothes, the names our parents / have given us, / our city way of talking” (193-194) HINT: “We don’t know how to come / home / and leave / home / behind us.” (195)
<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><i>This repetition suggests that life with Jacqueline’s grandparents has a regular, familiar rhythm. Jacqueline knows what will happen next because there are things the family does together every Sunday.</i></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>	<p>A: <i>Memories can sustain us when we are away from the people and places we care about. Memories become stories that we tell to stay connected to people and places we care about.</i></p> <p>B: <i>They are both home to her. Her family connects her to both places.</i></p> <ul style="list-style-type: none"> HINT: <i>“Too fast, our summer in Greenville / is ending. / Already, the phone calls from my mother / are filled with plans for coming home. / We miss / our little brother’s laughter, the way / he runs to us at the end of the school day as if / we’ve been gone forever.” (202)</i> HINT: <i>“each blouse, each pair of shorts, each faded cotton dress / holding a story that we’ll tell again and again / all winter long.” (203)</i>
<p>OPTIONAL: End of Chapter Discussion Questions</p>	<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). 5 minutes



Note: To ensure test security, answers to the following assessment items are not available at this time.

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)



Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.*

5 Ways to Have a Great Class Discussion

Preparing for A Class Discussion

Below are five different ways to conduct classroom discussions. Read over the options and select the one that best fits the needs and personality of your classroom. Before starting any discussion, give students time to prepare talking points with their student-facing brainstorming handouts.

1. Silent Discussion (Distance Learning Option)

In this type of discussion, students write their answer to the discussion question on a piece of paper. Then they pass the paper to a classmate, who reads the answer and responds. This discussion is done on paper or a digital discussion board.

How to:

1. The teacher gives each student a paper with the discussion question at the top.
2. Students respond to the question by writing their answer down. Students should be given about 2 minutes to write.
3. Students pass their paper (and response) to another person. Then they respond to the comment on the new paper they were just handed.
4. Students continue passing the papers and responding. As this activity progresses, students will need to read all of the comments on the paper they were handed, so they may need more than two minutes.
5. Students should support their claims with text evidence and use the discussion sentence starters that were taught before the discussion started.
6. This type of discussion typically lasts between 10 and 15 minutes. Students should respond 5-10 times on different papers.

Preparation considerations:

- How will you have students pass the discussion papers?
- What will your noise expectations be? We recommend complete silence.
- How will you grade student participation?
- How will you share examples of successful “discussions” once writing is over?

Variations:

- Have a variety of discussion questions being passed around the room at the same time. For example, half the students have one discussion question and the other half have a different discussion question.

Distance Learning Option:

- Have students respond digitally. If you use Google Classroom, here’s a short [tutorial](#) on how to post a question that students can respond to.

2. Concentric Circles

In this type of discussion, students stand in concentric circles, facing a partner. Students have short discussions with a variety of partners as the concentric circles shift one person to the right or left.

How to:

1. Students form concentric circles and face a partner. Each student should have one partner.
2. Teacher poses the first discussion question and gives a time limit for discussion (no more than 2 minutes). Pairs begin the conversation. Each partner in the duo should share their thoughts on the discussion question.
3. Students should support their claims with text evidence and use the discussion strategy that was taught before the discussion started.
4. After the time limit has been reached, the teacher instructs one of the circles to shift one student to the left or the right.
5. New pairs are formed and begin discussing the discussion question again.
6. The teacher shifts the circles again and may pose new discussion questions as needed.
7. This type of discussion typically lasts between 10 and 15 minutes.

Preparation considerations:

- How will you arrange your classroom so everyone can stand in concentric circles?
- What should students take with them to the discussion? Paper? Pencil? Texts?
- How will you grade student participation?
- How long should each partner discussion last?
- How will you quiet the class down when the discussion time limit has been reached?

Variations:

- Have students stand in lines facing each other, instead of circles.

3. Conversation Stations

In this type of discussion, students begin discussion in groups of 4-6, then 2 of those students rotate to a new group as the teacher poses a new discussion question.

How to:

1. Students are arranged in groups of 4-6.
2. Teacher poses the first discussion question and gives a time limit for discussion (no more than four minutes).
3. Groups begin the conversation. Each student in the group should share their thoughts on the discussion question.
4. Students should support their claims with text evidence and use the discussion skill that was taught before the discussion started.
5. After the time limit has been reached, the teacher instructs two of the students from each group to join a new group.
6. The teacher poses a new discussion question and again allows 3-4 minutes for discussion. This process is repeated until the time for discussion is over and/or all discussion questions have been answered.
7. This type of discussion typically lasts between 15-20 minutes.

Preparation considerations:

- How will you arrange your classroom so everyone can be in a group of 4-6 students?
- How will you decide which students should rotate? Should the same students rotate each time?
- What should students take with them to the discussion? Paper? Pencil? Texts?
- How will you grade student participation?
- How long should each group discussion last?
- How will you quiet the class down when the discussion time limit has been reached?

Variations:

- Have more or less than two students change groups for each discussion question.
- Have the same students change groups each time.
- Have different students change groups each time.

4. Fishbowl

In this type of discussion, one pair of students have a discussion while the rest of the class observes. There are many variations of this discussion protocol that can get all students talking to one another.

How to:

1. Two students sit facing each other. The rest of the class forms a circle around them.
2. Teacher poses the first discussion question and gives a time limit for discussion (2-4 minutes, but the time limit depends on the age of your students and their ability to maintain a conversation).
3. The pair begin the conversation. Both students should share their thoughts on the discussion question.
4. Students should support their claims with text evidence and use the discussion strategy that was taught before the discussion started.
5. After the time limit has been reached, the teacher has a couple options: pose a new question to the same students, sub in a new student for one of the original students in the pair, or sub in two new students.
6. This process is repeated until the time for discussion is over and/or all discussion questions have been answered.
7. This type of discussion typically lasts between 15-30 minutes.

Preparation considerations:

- Which two students should be the first pair in the fishbowl?
- Will you have other students enter the center of the fishbowl?
- What will students who are observing be instructed to do? Take notes? Grade the discussion?
- What should students take with them to the discussion? Paper? Pencil? Texts?
- How will you grade student participation?
- How long should each group discussion last?

Variations:

See step 5 in “How to” for several options.

5. Socratic Seminar

In this type of discussion, students sit in a circle and have a free-flowing discussion about an open-ended question that is related to texts they've read.

How to:

1. All students sit in a circle.
2. Teacher poses the discussion question.
3. Students begin the conversation. All students are encouraged to talk, and they don't need to raise their hands to participate.
4. Students should support their claims with textual evidence and use the discussion skill (i.e. acknowledging their peer's idea) that was taught before the discussion started.
5. If the conversation stalls, the teacher may allow for silence or pose another open-ended discussion.
6. Socratic Seminars typically last between 10 and 30 minutes, depending on students' experience participating in discussions, students' ages, and the number of questions posed.

Preparation considerations:

- How will you arrange the desks in your classroom so everyone can sit in a circle?
- What should students take with them to the discussion? Paper? Pencil? Texts?
- How will you grade student participation?
- How long should the discussion last?
- What are the additional open-ended questions that you will ask students when the conversation stalls?

Variations:

- Half of the students sit in an inner circle, while the other half observe from an outer circle. Reverse roles half-way through the discussion. Students should be taking notes on their discussion handout.
- Another option is to allow individual students from the outer circle to join the conversation as the discussion progresses.

Note: Inspiration for this list of discussion protocols came from www.cultofpedagogy.com. "Conversation Stations" is based on the work of Sarah Brown Wessling.

During Discussion: Student Voice Tracker

Note to Teachers: Use this resource to capture notes on student participation during discussion.

Focus Discussion Skill: _____

Student Name	Tally the # of times the student has spoken	Tally the # of times student has used this unit’s focus discussion skill	Additional Notes

CHAPTER OVERVIEW: CHAPTER 9

(This page does not appear on the student copy.)

About this chapter

In this chapter, Jacqueline develops a new friendship and is beginning to create an identity apart from her family through storytelling.

This chapter's skill focus

In this lesson, students will analyze how **particular lines** in a **poem** contribute to an understanding of **character**.
[RL.8.3, RL.8.4]




This chapter's writing prompt

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]

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 Teacher-led, scaffolded and supportive	 Greater student independence	 Student-led, small groups
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>55 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on how Jacqueline's relationships with her family members are changing. 	<ul style="list-style-type: none"> Put students into groups of 3-5. Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding.
<p>↑ Recommended! ↑</p>		

Name _____ Class _____

TEACHER COPY: *Brown Girl Dreaming* — Chapter 9 (Pages 207-229)

By Jacqueline Woodson

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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]	<i>The structure of the poem illustrates that the stories Jacqueline reads have happy endings, which contrast with this moment in her life. She is disappointed when her return home isn't a completely happy ending, since there are signs that her brother is sick.</i> <ul style="list-style-type: none"> HINT: "In the books, there's always a happily ever after." (207) HINT: "On the bus home from Greenville, I wake to the almost / happy ending" (207) HINT: "We are not all finally and safely / home." (207)

	<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><i>It suggests that Jacqueline is interested in learning more about Maria and becoming better friends with her.</i></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>A: <i>The repetition of “no more” contributes to a disappointed and exasperated tone. Jacqueline and her siblings are disappointed that their mother’s rules interrupt their games and activities with their friends.</i></p> <p>B: <i>This suggests that Jacqueline is feeling more at home in New York; she and her siblings have friends they want to spend time with.</i></p>
	<p>4. In “lessons,” Jacqueline’s mother shares a memory of her own childhood:</p> <p>“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).</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>A: <i>These lines and this poem create a nostalgic and regretful mood. Jacqueline’s mother looks back with some regret on the time she chose to spend time with her friends instead of learning from her mother.</i></p> <p>B: <i>It develops the idea that as you grow up, sometimes you pull away from your family, but you may regret it later.</i></p> <ul style="list-style-type: none"> HINT: “Wanting to be with our friends / running wild through Greenville.” (214) HINT: “So she let all of us / stay outside until supertime // And by then, she says, putting our breakfast on the table, // it was too late.” (215)
<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><i>These lines show that Jacqueline loves “trading places” with Maria, but she is also proud of her own family.</i></p> <ul style="list-style-type: none"> HINT: “ready for the first taste / of Maria’s mother’s garlicky rice and beans” (216) HINT: “too busy shoveling the food we love / into our mouths.” (216) HINT: “Your mother makes the best chicken, Maria says... // ... Yeah, I say. / I guess my grandma taught her something after all.” (216)

	<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><i>Jacqueline’s imagination helps her as a writer. Her mind is full of stories that take on a life of their own.</i></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>A: <i>They expect Jacqueline to be like her sister, but those expectations are never met.</i></p> <ul style="list-style-type: none"> HINT: “You look so much like her and she is SO brilliant! / then wait for my brilliance to light up / the classroom. / Wait for my arm to fly into / the air with every answer.” (219) HINT: “And they keep waiting. / And waiting / and waiting / and waiting.” (219) <p>B: <i>Student answers will vary; students may say that:</i></p> <ul style="list-style-type: none"> Jacqueline feels discouraged. Jacqueline feels that her own talents and individuality are not recognized. HINT: “almost call me Odel — then stop / remember that I am the other Woodson // and begin searching for brilliance // at another desk.” (219-220)
	<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>A: <i>Memorizing everything she writes down helps Jacqueline imagine “new worlds” and new stories.</i></p> <ul style="list-style-type: none"> HINT: “writing down words / that are songs and stories and whole new worlds / tucking themselves into / my memory. ” (222) <p>B: <i>Jacqueline learns by paying close attention to the words and stories around her, but her mother thinks she is just daydreaming.</i></p> <ul style="list-style-type: none"> HINT: “copying / lyrics to songs from records and TV commercials, / the words / settling into my brain, into my memory. / Not everyone learns / to read this way ... // ... but I do.” (221-222) HINT: “Stop daydreaming, my mother says.” (222)
<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><i>Jacqueline knows she is not like her sister, but she doesn’t want to be anything other than who she truly is.</i></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><i>This structure reveals that Jacqueline’s dream of being a writer isn’t taken seriously by her family.</i></p> <ul style="list-style-type: none"> <i>HINT: “We hear you making up all those stories... // ... It’s a good hobby, we see how quiet it keeps you... // ... But maybe you should be a teacher, / a lawyer, / do hair...” (229)</i>
<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”? “What is your one dream, / my friend Maria asks me. / Your one wish come true?” (210) In “writing #2,” Jacqueline listens to a song by Sly and the Family Stone: “You can’t leave ‘cause your heart is there, Sly sings. / But you can’t stay ‘cause you been somewhere else.” (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). *5 minutes*



Note: *To ensure test security, answers to the following assessment items are not available at this time.*

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)



Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.*

LESSON OVERVIEW: GRAMMAR AND USAGE ACTIVITIES

(This page does not appear on the student copy.)

How should I use these grammar and usage activities?

In CommonLit 360, grammar and usage activities can be used flexibly according to the needs of your classroom and students. They can be used as warm-up activities, homework, or short, whole-class practice. Students can work independently or in groups as needed. Reviewing the answers as a class will reinforce grammar and usage skills and ensure that students apply these skills to their writing.

Skill Focus

Students will learn how to form and use verbs in the **active and passive voice**.
[L.8.1.B]

Active and Passive Voice at a glance

Active voice verbs clearly show the subject of the sentence that is doing the action, while verbs in the passive voice show a subject that is acted on by the verb.

Examples of Active and Passive Voice

- **Active:** Jaidyn scored the winning basket.
- **Passive:** The winning basket was scored.

What activities are included?

Part	Lesson Activities	Time
Part 1	Analyzing Student Writing: This activity allows students to notice the characteristics of verbs in the active and passive voice.	5 min
Part 2	Active and Passive Voice Review: Students review key points about active and passive voice.	5 min
Part 3	Active or Passive Voice?: In this activity, students will identify whether a sentence is written in the active or passive voice.	10 min
Part 4	Revising Sentences: In this activity, students rewrite sentences from the passive to the active voice or from the active to the passive voice. Students provide a rationale for their revision when necessary.	10 min
Part 5	Writing Active and Passive Sentences: For a given subject, students will write sentences in active and passive voice.	10 min
Part 6	Revising a Paragraph: Students will identify 4 sentences written in passive voice within a paragraph and rewrite the sentences in active voice.	10 min
~50 min total		

Name _____ Class _____

TEACHER COPY:

Grammar and Usage Activities: ACTIVE VS. PASSIVE VOICE

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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:

- What information does Example B contain that Example A does not?

Example B says that Niko is the person who drove the kids to school every day.

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

- Who is driving the kids to school?*

- 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?

They make it clear who is doing the action; they sound clearer and less awkward.



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.	<i>My dad built this swingset.</i>

2	ACTIVE sentence:	Your PASSIVE rewrite:
	Someone destroyed all of the art projects.	<i>All of the art projects were destroyed.</i>
	Explanation: <i>We do not know who destroyed the art projects.</i>	

3	PASSIVE sentence:	Your ACTIVE rewrite:
	The football team was coached.	<i>Mr. Jackson coached the football team.</i>

4	PASSIVE sentence:	Your ACTIVE rewrite:
	The school play was directed by Ms. Carlton.	<i>Ms. Carlton directed the school play.</i>

5	ACTIVE sentence:	Your PASSIVE rewrite:
	Fireworks hurt thousands of people every year.	<i>Thousands of people are hurt by fireworks every year.</i>
	Explanation: <i>The passive sentence emphasizes the great number of people who are hurt, not the fireworks.</i>	

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	<i>My homework fell out of my backpack.</i>
	Passive	My homework	<i>My homework was eaten by the dog.</i>
2.	Active	Charlie's dad	<i>Charlie's dad cooked us breakfast.</i>
	Passive	Charlie's dad	<i>Charlie's dad was told he lost his job.</i>
3.	Active	The dolphin	<i>The dolphin performed tricks for us.</i>
	Passive	The dolphin	<i>The dolphin was captured by the researchers.</i>
4.	Active	The issue	<i>The issue affecting his attendance is transportation.</i>
	Passive	The issue	<i>The issue was discussed by the city council.</i>
5.	Active	My grandmother	<i>My grandmother traveled to all of my softball games.</i>
	Passive	My grandmother	<i>My grandmother was given a good diagnosis by the doctor.</i>



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

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.

YOUR REVISED SENTENCES

- | | |
|---|---|
| 1 | <i>I washed the family van this weekend.</i> |
| 2 | <i>My dad drove it to visit my grandparents.</i> |
| 3 | <i>He washed the tires.</i> |
| 4 | <i>We took a break when we got tired and thirsty.</i> |

CHAPTER OVERVIEW: CHAPTER 10

(This page does not appear on the student copy.)

About this chapter

In this chapter, Jacqueline begins to see herself as a storyteller and a writer.

This chapter's skill focus

In this lesson, students will analyze how **figurative language** and **word choice** in a poem contribute to an understanding of **character**, and how a text's **structure** contributes to its meaning. [RL.8.4, RL.8.5]

This chapter's writing prompt




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]

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p>Teacher-led, scaffolded and supportive</p>	 <p>Greater student independence</p>	 <p>Student-led, small groups</p>
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>55 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on Jacqueline's writing and storytelling. 	<ul style="list-style-type: none"> Put students into groups of 3-5. Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding.
<p>↑ Recommended! ↑</p>		

Name _____ Class _____

TEACHER COPY: *Brown Girl Dreaming* — Chapter 10 (Pages 230-252)

By Jacqueline Woodson

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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]	A: <i>In this line, "sure" means confident and powerful.</i> B: <i>Hope's confident and powerful singing leads Jacqueline to believe that other people may also have a unique, hidden gift.</i> • HINT: <i>"Maybe, I am thinking, there is something hidden / like this, in all of us. A small gift from the universe / waiting to be discovered." (233)</i>

	<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><i>These poems develop the idea that everyone has a unique, hidden gift inside of them. In “hope onstage,” Hope’s singing inspires Jacqueline to think that everyone may have a special “gift.” At the end of “daddy this time,” Jacqueline sees herself through her grandfather’s eyes as a gifted and special person.</i></p> <ul style="list-style-type: none"> ● HINT: “Maybe, I am thinking, there is something hidden / like this, in all of us. A small gift from the universe / waiting to be discovered.” (233) ● HINT: “And when I sing to him, I’m not / just left of the key or right of the tune / he says I sing beautifully. // He says I am perfect.” (236)
	<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>A: <i>It confirms for Jacqueline that she wants to be brave, like the people who sit at the front of the bus.</i></p> <ul style="list-style-type: none"> ● HINT: “See / the ones who take a seat up front, daring / anyone to make them move. And know / this is who I want to be. Not scared / like that. Brave / like that.” (237) <p>B: <i>It shows that even though legal segregation has ended, the legacy of segregation weighs heavily on Black people and influences their decisions.</i></p> <ul style="list-style-type: none"> ● HINT: “Walk straight past Woolworth’s / without even looking in the windows / because the one time my grandmother went inside / they made her wait and wait.” (238) ● HINT: “It’s hard not to see the moment — / my grandmother in her Sunday clothes ... // ... purse, / perfectly clasped / between her gloved hands — waiting quietly / long past her turn.” (238)
<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><i>They create a feeling of worry and apprehension that Jacqueline will lose her grandfather soon.</i></p> <ul style="list-style-type: none"> ● HINT: “When we hug our grandfather, his body / is all bones and skin.” (239) ● HINT: “Soon, I’ll get back to that garden, he says. / But most days, all I want to do / is lay down and rest.” (239)
	<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>	<p><i>They show that Jacqueline is growing as a writer. She is writing poems that follow specific forms (haiku) and modeling her own poems after the work of famous writers (Langston Hughes).</i></p> <ul style="list-style-type: none"> ● HINT: “Jacqueline Woodson. / I’m finally in fourth grade. / It’s raining outside.” (244) ● HINT: “I loved my friend. // He went away from me. ... // ... I love my friend / and still do” (245)

<p>Start Page 246: “the selfish giant”</p> <p>To Page 252: “first book”</p>	<p>6. Consider the poem “the selfish giant.”</p> <p>How does this poem develop the idea “stories / are like air” for Jacqueline? [RL.8.4, RL.8.5]</p>	<p><i>Like air, stories are so important to Jacqueline that it’s almost like she needs them to survive. The poem develops this idea by showing how she insists that her mother help her get a copy of “The Selfish Giant” so she can read it over and over again. Like breathing air, telling stories is something that Jacqueline does naturally and automatically. The poem develops this idea by showing how she effortlessly recites the memorized story to her classmates.</i></p> <ul style="list-style-type: none"> HINT: “She doesn’t understand why / I want to hear such a sad story again and again / but takes me to the library around the corner / when I beg ... // ... I read the story again and again.” (246) HINT: “But I don’t need to bring / the book with me. / The story of the Selfish Giant is in my head now, / living there. Remembered.” (247) HINT: “How can I explain to anyone that stories / are like air to me, / I breathe them in and let them out / over and over again.” (247)
	<p>7. In “the butterfly poems,” how is Jacqueline’s book about butterflies a metaphor for writing in general? [RL.8.4]</p>	<p><i>In this poem, butterflies, which don’t live very long, are a metaphor for any story. Writing preserves a story and makes sure it won’t disappear.</i></p> <ul style="list-style-type: none"> HINT: “But on paper, things can live forever. / On paper, a butterfly / never dies.” (249)
	<p>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.</p> <p>A: How does Jacqueline feel about the rules her story must follow? [RL.8.3]</p> <p>B: What is Jacqueline’s tone in the last stanza of the poem? [RL.8.4]</p>	<p>A: <i>Jacqueline feels that these rules limit her creativity.</i></p> <ul style="list-style-type: none"> HINT: “I don’t know what I am supposed to do / with the fabulous, more interesting part of my story, / where the horses and cows start speaking to me / and to each other.” (251) <p>B: <i>Jacqueline’s tone is determined. She is determined that her imagination won’t be limited in the future and that she will be able to tell stories in her own way.</i></p> <ul style="list-style-type: none"> HINT: “promising myself there’ll come a time / when I can use the rest of my story / and stand when I tell it / and give myself and my horses and my cows / a whole lot more time / than six minutes!” (251)
<p>OPTIONAL: End of Chapter Discussion Questions</p>	<ul style="list-style-type: none"> In “fresh air,” Maria describes the misunderstanding of the rich white people she stayed with upstate: “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) <p>How does the novel as a whole show the richness and beauty of Maria and Jacqueline’s community?</p>	

Name _____

Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 10 (Pages 230-252). 5 minutes



Note: To ensure test security, answers to the following assessment items are not available at this time.

- 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]**
 - He wants to encourage Jacqueline to do well in her upcoming performance.
 - He wants Jacqueline to stay inside with him while her siblings play outside.
 - He wants Jacqueline to believe in herself after he’s gone.
 - He wants Jacqueline to tell him more of her stories.
- In “what everybody knows,” how does Jacqueline’s grandmother react to desegregation in Greenville? **[RL.8.3]**
 - She begins to go to stores where she and other Black people in Greenville previously weren’t allowed to go.
 - She continues to follow the laws because she knows that white people’s attitudes haven’t changed.
 - She encourages Jacqueline to exercise her rights and work for change.
 - She worries what her neighbors will think if they see her downtown.
- 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]**

- She is worried that he will break his promise to the children to take them to Coney Island.
 - She is disapproving and concerned that Robert is involved in risky activities.
 - She thinks that he spoils Jacqueline and her siblings with too many gifts.
 - She is protective of him because of the death of their sister Kay.
- Which quotation *best* supports the idea that Jacqueline doesn’t want anyone to limit her creativity? **[RL.8.1]**
 - “How can I explain that stories / are like air to me, I breathe them in and let them out / over and over again.” (247)
 - “But on paper, things can live forever. / On paper, a butterfly / never dies.” (249)
 - “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)
 - “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)



Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.

CHAPTER OVERVIEW: CHAPTER 11

(This page does not appear on the student copy.)

About this chapter

In this chapter, Jacqueline begins to explore language in ways that are off-limits within her family. She also writes stories and songs to reflect on her experiences and imagine different realities.

This chapter's skill focus

In this lesson, students will analyze how a text's **structure** contributes to its meaning.
[RL.8.3, RL.8.5]

This chapter's writing prompt




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]

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p>Teacher-led, scaffolded and supportive</p>	 <p>Greater student independence</p>	 <p>Student-led, small groups</p>
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>60 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on how Jacqueline's real experiences influence her writing. 	<ul style="list-style-type: none"> Put students into groups of 3-5. Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding.
<p>↑ Recommended! ↑</p>		

Name _____ Class _____

TEACHER COPY: *Brown Girl Dreaming* — Chapter 11 (Pages 253-278)

By Jacqueline Woodson

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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" (256).</i> What mood do these descriptions create? [RL.8.4]	<i>These descriptions create a mood of warmth and celebration.</i> <ul style="list-style-type: none"> HINT: "Whenever there is the smell of pernil and pasteles on / the block, we know / there is a celebration going on ... // ... The music is loud and the cake / is big and he pasteles / that her mother's been making for three days // are absolutely perfect." (256) HINT: "dancing merengue, the women lifting their long dresses / to show off their fast-moving feet, ... // ... until the living room disappears." (256)

	<p>2. What do the last two stanzas of “pasteles & pernil” suggest about Jacqueline and Maria’s friendship? [RL.8.5]</p>	<p><i>Their friendship is close and secure. They feel at ease with each other, like family.</i></p> <ul style="list-style-type: none"> HINT: “our plates balanced on our laps, tall glasses of Malta / beside us. / and for a long time, neither one of us says anything.” (256) HINT: “Yeah, I say, This is only for us. The family.” (256)
<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><i>Jacqueline is drawn to graffiti because it allows people to express themselves freely, in whatever way they want.</i></p>
	<p>4. In “music,” Jacqueline describes playing at Maria’s house:</p> <p>“sing along when / the Ohio Players say, / He’s the funkiest / Worm in the world. / 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>A: <i>Saying and singing the word over and over again changes the word “funky” into just another word, not something bad that Jacqueline is forbidden to say.</i></p> <ul style="list-style-type: none"> HINT: “Say the word so hard and so loud / and so many times, / it becomes something different to us — something / so silly / we laugh just thinking about it.” (263) HINT: “Funky, funky, funky, / we sing again and again until the word is just a sound / not connected to anything / good or bad / right or wrong.” (263) <p>B: <i>Jacqueline wants to be able to explore and experiment with language in ways that aren’t permitted in her family.</i></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><i>By placing these poems close together, Woodson develops the idea that Jacqueline wants to freely explore and experiment with words and writing, beyond the limits of what is permitted by her family.</i></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><i>Jacqueline compares the page of her composition book to a day that is “no longer promising anyone anything.” This comparison suggests that her uncle’s arrest has caused Jacqueline to lose her inspiration. It also suggests that Jacqueline’s uncle has been taken from her and will no longer be there to “promise” her family things.</i></p> <ul style="list-style-type: none"> HINT: “You doing the right thing, Robert? my mother wanted / to know. Yes, my uncle said, I promise you.” (265) HINT: “I pull out / my beat-up composition notebook / try to write another butterfly poem. / Nothing comes.” (265) HINT: “The page looks like the day — wrinkled and empty / no longer promising anyone / anything.” (265)

	<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><i>In reality, Jacqueline is traveling on a bus with other families who are on their way to see their loved ones in prison. In her dream, she is also traveling with other people, but on a train. In contrast to her current reality, Jacqueline dreams of a train full of people who are free, happy, and united with their families.</i></p> <ul style="list-style-type: none"> ● HINT: “The song rocks me gently into and out of dreaming / and in the dream, a train filled with love goes on and on.” (267) ● HINT: “And in the story that begins from the song, the bus / is no longer a bus and we’re no longer going to / Dannemora. But there is food and laughter and / the music.” (267) ● HINT: “and it’s the story of a whole train filled / with love and how the people on it / aren’t in prison but are free to dance / and sing and hug their families whenever they want.” (267)
	<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><i>The reality at Dannemora contrasts with Jacqueline’s dream on the bus because the prison is a threatening place where her uncle doesn’t seem like himself.</i></p> <ul style="list-style-type: none"> ● HINT: “At the gate of the prison, guards glare at us, then slowly / allow us in.” (270) ● HINT: “Gray brick, small windows / covered with wire. Who could see / out from here? The guards check our pockets” (270) ● HINT: “caught / and trapped inside a newer, sadder / uncle.” (272)
<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>A: <i>It reminds her of her family and Greenville, both things she feels like she is losing.</i></p> <ul style="list-style-type: none"> ● HINT: “The song makes me think of Robert and Daddy / and Greenville / and everything that feels far behind me now, everything / that is going // or already gone.” (273-274) <p>B: <i>For Jacqueline, writing is valuable because it allows her to hold on to memories and people she loves.</i></p> <ul style="list-style-type: none"> ● HINT: “I am thinking if I can hold on to the memory of this song / get home and write it down, then it will happen, / I’ll be a writer. I’ll be able to hold on to / each moment, each memory / everything.” (274)
	<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><i>Jacqueline’s writing draws from both her real experiences and her imagination.</i></p> <ul style="list-style-type: none"> ● HINT: “And I’m not. // Well, not really...” (275) ● HINT: “Up in the mountains / far from the sea / there’s a place called Dannemora / the men are not free ...” (275)

	<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><i>The silence in the poem represents the loss of someone who supported and encouraged Jacqueline’s storytelling.</i></p> <ul style="list-style-type: none"> HINT: “I want to tell him all about it / how loud it was when the plane lifted into the sky ... // ... I want to tell him how the stewardess gave us wings / to pin to our blouses ... // ... But / my grandfather is sleeping when we come to his bedside” (276-277) HINT: “This is how we bury our dead — a silent parade / through the streets, showing the world our sadness” (277)
	<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>	<p><i>The poem “how to listen #7” refers to the “silence” of Gunnar Irby’s death, and it suggests that the story of her family will continue to inspire her writing.</i></p>
<p>OPTIONAL: End of Chapter Discussion Questions</p>	<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). 5 minutes



Note: To ensure test security, answers to the following assessment items are not available at this time.

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)



Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.

CHAPTER OVERVIEW: CHAPTER 12

(This page does not appear on the student copy.)

About this chapter

In this chapter, the poems emphasize how important family and cultural history are to Jacqueline's identity.

This chapter's skill focus

In this lesson, students will analyze how an author develops a **theme** over the course of a text. **[RL.8.2]**

This chapter's writing prompt




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]**

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p>Teacher-led, scaffolded and supportive</p>	 <p>Greater student independence</p>	 <p>Student-led, small groups</p>
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>55 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on the different things that contribute to Jacqueline's identity. 	<ul style="list-style-type: none"> Put students into groups of 3-5. Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding.
<p>↑ Recommended! ↑</p>		

Name _____ Class _____

TEACHER COPY: *Brown Girl Dreaming* — Chapter 12 (Pages 283-299)

By Jacqueline Woodson

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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]	<i>It emphasizes how Jacqueline and her grandmother's lives are changing in the wake of her grandfather's death.</i> <ul style="list-style-type: none"> HINT: "After Daddy dies / my grandmother sells the house in Nicholtown / gives the brown chair to Miss Bell" (283) HINT: "After Daddy dies / I learn to double Dutch slowly ... // ... until / one afternoon / gravity releases me" (284)
	2. In "mimosa tree," Jacqueline describes the mimosa tree her grandmother has planted and "the promise / of that tree from back home joining us here" (285). What does the mimosa tree growing in New York symbolize? [RL.8.3]	<i>It symbolizes the connection between her two homes. Jacqueline often felt torn between her homes in Greenville and New York, and the growth of the tree promises that she can have elements of both homes in one place.</i> <ul style="list-style-type: none"> HINT: "My grandmother brought the seeds with her / from back home." (285) HINT: "And on those days, so much light and warmth fills / the room that it's hard not to believe / in a little bit // of everything." (285)

	<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><i>This poem suggests that Jacqueline’s grandfather has “left behind” the traits that Jacqueline has inherited from him as well as memories that Jacqueline and her family cherish.</i></p> <ul style="list-style-type: none"> HINT: “You’ve got your daddy’s easy way, / my grandmother says to me ... // ... I watch you with / your friends and see him all over again.” (288) HINT: “Maybe / I know it when I think of Daddy / and he feels close enough / for me to lay my head against his shoulder.” (288)
<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><i>The image of the birds suggests that Jacqueline has doubts about her mother’s perspective. She sees herself and her family as the birds: they’ve come to New York for a reason but also have a reason to travel back to the South. Jacqueline still sees the South as a home where she feels safe and protected.</i></p> <ul style="list-style-type: none"> HINT: “And I can’t help / thinking of the birds here — how they disappear / in the wintertime, / heading south for food and warmth and shelter. / Heading south / to stay alive” (294)
	<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>A: <i>Jacqueline’s life has been shaped by the decisions that many people made in the past.</i></p> <ul style="list-style-type: none"> HINT: “Maria’s mother never left Bayamon, Puerto Rico, / and my mother never left Greenville.” (295) HINT: “What if the people in Maria’s building didn’t sell / 1279 Madison Street / to Maria’s parents / and our landlord told my mom that he couldn’t rent / 1283 / to someone who already had four children.” (295) <p>B: <i>Jacqueline is grateful for her current life in New York and her friendship with Maria.</i></p> <ul style="list-style-type: none"> HINT: “What if I had laughed instead of saying, / You’re lucky. I wish I had a nickname, too. / You want to go to the park sometime?” (295-296) HINT: “What if she didn’t have a sister and two brothers / and I didn’t have a sister and two brothers” (296) HINT: “I can’t even imagine any of it, Maria says. // Nope, I say. Neither can I.” (296)
	<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>A: <i>She learns that Black people were among the first settlers of her neighborhood.</i></p> <ul style="list-style-type: none"> HINT: “Before any of that, this place was called Boswijck, // settled by the Dutch / and Franciscus the Negro, a former slave / who bought his freedom.” (297) HINT: “There were slaves there. / Those who could afford to own / their freedom / lived on the other side of the wall. / And now that place is called Wall Street.” (298) <p>B: <i>Jacqueline understands that she is a product of the history that has come before her.</i></p> <ul style="list-style-type: none"> HINT: “I didn’t just appear one day. / I didn’t just wake up and know how to write my name.” (298) HINT: “I keep writing, knowing now / that I was a long time coming.” (298)

	<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>	<p><i>The placement of this poem suggests that Jacqueline will use writing to record and better understand her history.</i></p> <ul style="list-style-type: none"> <i>HINT: “Under the back porch / there’s an alone place I go / writing all I’ve heard.” (299)</i>
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). 5 minutes



Note: To ensure test security, answers to the following assessment items are not available at this time.

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)

Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.

CHAPTER OVERVIEW: CHAPTER 13

(This page does not appear on the student copy.)

About this chapter

In this chapter, Jacqueline comes to understand the different parts of her identity and how they support her dream of becoming a writer.

This chapter's skill focus

In this lesson, students will analyze how an author develops a **theme** over the course of a text. [RL.8.2]

This chapter's writing prompt




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]

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 Teacher-led, scaffolded and supportive	 Greater student independence	 Student-led, small groups
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>55 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on the different things that contribute to Jacqueline's identity. 	<ul style="list-style-type: none"> Put students into groups of 3-5. Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding.
<p>↑ Recommended! ↑</p>		

Name _____ Class _____

TEACHER COPY: *Brown Girl Dreaming* — Chapter 13 (Pages 300-320)

By Jacqueline Woodson

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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]	<i>He wants her to trust herself and her abilities. He wants Jacqueline to believe that religion and spirituality are a personal journey that she is in control of.</i>
	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]	<i>These details suggest that Jacqueline has a deep connection to the movement and that many parts of her life have led her to become involved in it.</i> • HINT: "She is beautiful and powerful and has / my same gap-toothed smile." (302)

	<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, “Except us”? (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>A: She understands that there was separation and inequality between Black and white people in her neighborhood in the past, and there still is.</p> <ul style="list-style-type: none"> HINT: “In Bushwick, there’s a street we can’t cross called / Wyckoff Avenue. White people live on the other side. / Once a boy from my block got beat up for walking / over there.” (304) HINT: “Once there were four white families on our block / but they all moved away except for the old lady / who lives by the tree.” (304-305) HINT: “tells us stories of the old neighborhood when everyone / was German or Irish and even some Italians / down by Wilson Avenue. / All kinds of people, she says. And the cookies / are too good for me to say, // Except us.” (305) <p>B: It represents that Jacqueline is gaining a deeper awareness and understanding of the Black power movement. She is feeling inspired to become a part of it.</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>Jacqueline sees herself as someone whose writing can make change and make history.</p> <ul style="list-style-type: none"> HINT: “I want to write this down, that the revolution is like / a merry go-round, history always being made / somewhere. And maybe for a short time, / we’re a part of that history.” (309) HINT: “And after I write it down, maybe I’ll end it this way: // My name is Jacqueline Woodson / and I am ready for the ride.” (309)
<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, “You’re a writer,” three times.</p> <p>How does this repetition emphasize the effect of these words on Jacqueline? [RL.8.5]</p>	<p>A: Jacqueline is beginning to write about Black history and the struggle for equality and civil rights.</p> <ul style="list-style-type: none"> HINT: “Black brothers, Black sisters, all of them were great / no fear no fright but a willingness to fight... // ... In big fine houses lived the whites / in little old shacks lived the blacks / but the blacks were smart / in fear they took no part. / One of them was Martin / with a heart of gold.” (312) <p>B: It emphasizes how Ms. Vivo’s belief in her builds Jacqueline’s confidence as a writer.</p> <ul style="list-style-type: none"> HINT: “You’re a writer, Ms. Vivo says, holding my poem out to me. // And standing in front of the class / taking my poem from her / my voice shakes as I recite the first line” (312) HINT: “But my voice grows stronger with each word because / more than anything else in the world, I want to believe her.” (312)
	<p>6. In “every wish, one dream,” Jacqueline includes references to 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. How do these references contribute to the meaning of the poem? [RL.8.5]</p>	<p>They show that the stories and poems that Jacqueline has read — as well as her memory of them — have contributed to her identity as a writer.</p> <ul style="list-style-type: none"> HINT: “Every story read / every poem remembered: // I loved my friend / and / When I see birches bend to left and right / and / ‘Nay,’ answered the child: ‘but these are the wounds of Love.’” (314)

	<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><i>In this poem, the diversity of the world around her and the stories within it are “promising infinity” to Jacqueline.</i></p> <ul style="list-style-type: none"> ● HINT: “The world / close enough to touch now and children from all over / right in our living room! Telling us their stories.” (315) ● HINT: “The world — my world! — like words.” (315) ● HINT: “This big blue marble / of world and words and people and places / inside my head and // somewhere out there, too. // All of it, mine now if I just listen // and write it down.” (316)
	<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><i>This suggests that many diverse experiences have contributed to Jacqueline’s identity: her family history, memories, and experiences in the wider world. It suggests that she no longer sees herself as being torn between two worlds, but as the product of all of the experiences she has had.</i></p> <ul style="list-style-type: none"> ● HINT: “I believe in the words of my grandfather. / I believe in the city and the South / the past and the present.” (317) ● HINT: “I believe in my mother on a bus and Black people / refusing to ride... // ... I believe in johnny pumps and jump ropes / Malcolm and Martin, Buckeyes and Birmingham, / writing and listening, bad words and good words — I believe in Brooklyn!” (317-318)
	<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>	<p>A: The “many worlds” are the many aspects of Jacqueline’s identity.</p> <ul style="list-style-type: none"> ● HINT: “And all the worlds you are — / Ohio and Greenville / Woodson and Irby / Gunnar’s child and Jack’s daughter / Jehovah’s Witness and nonbeliever / listener and writer / Jackie and Jacqueline —” (319-320) <p>B: The “story” of Jacqueline’s own life.</p> <ul style="list-style-type: none"> ● HINT: “And all the worlds you are — ... // ... gather into one world // called You // where You decide // what each world / and each story / and each ending // will finally be.” (319-320) <p>C: Jacqueline’s understanding of her own identity empowers her to choose the direction of her own life.</p> <ul style="list-style-type: none"> ● HINT: “When there are many worlds / you can choose the one / you walk into each day.” (319) ● HINT: “You can imagine yourself brilliant as your sister ... // ... You can imagine yourself a mother now ... // ... When there are many worlds, love can wrap itself / around you” (319) ● HINT: “gather into one world // called You // where You decide // what each world / and each story / and each ending // will finally be.” (320)
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). 5 minutes



Note: To ensure test security, answers to the following assessment items are not available at this time.

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)

Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.*

LESSON OVERVIEW:

NARRATIVE WRITING GUIDED PRACTICE ACTIVITIES

(This page does not appear on the student copy.)

How should I use these narrative writing activities?

In CommonLit 360, narrative writing activities can be used flexibly according to the needs of your classroom and students. They can be used as short, whole-class practice or homework. Students can work independently or in groups as needed. These activities support students toward writing the unit's narrative and build students' overall fluency with techniques that they can apply to other writing tasks throughout the curriculum.

Skills at a glance

Students will learn how to break down a narrative writing prompt; plan for character, setting, and conflict; and develop description and dialogue in a story.
[W.3.A, W.3.B]

Culminating narrative writing 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. **[W.3]**

What activities are included?

Part	Lesson Activities	Time
Part 1	Understanding the Prompt: This activity provides students with a protocol for understanding the requirements of a narrative writing prompt.	2 min
Part 2	Breaking Down a Sample Prompt: In this activity, students practice breaking down a sample prompt.	5 min
Part 3	Breaking Down the Unit 3 Prompt: Students break down the narrative prompt for this unit as a first step in planning their story.	5 min
Part 4	Planning and Brainstorming: Students create a plan for events, dialogue, and character thoughts in their story.	10 min
Part 5	Reviewing Narrative Techniques: Students review a checklist of narrative techniques that writers use to make their storytelling more effective.	2 min
Part 6	Analyzing Narrative Techniques: In this activity, students analyze the beginning of a story for the author's use of narrative techniques.	8 min
Part 7	Incorporating Key Details: In this activity, students review a collection of quotations from the novel and select the key details that they can incorporate into their own narrative.	10 min
Part 8	Drafting Your Story: Students synthesize their planning to draft a complete narrative.	40 min
~85 min total		

Name _____ Class _____

TEACHER COPY: Narrative Writing Guided Practice Packet

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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?

• *First person; Ralph's point of view.*

2. What pronouns would indicate that point of view?

• *I, me, my, mine*

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

• *Ralph, the narrator, and other characters Ralph interacts with.*

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

• *The events that occurred between Ralph and the narrator; details from the passage.*

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 Jacqueline 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?

- *First person; Odella’s point of view*

2. What pronouns would indicate that point of view?

- *I, me, my, mine*

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

- *Odella and Jacqueline; Jacqueline’s poem; Ms. Vivo’s praise*

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

- *Jacqueline sharing Ms. Vivo’s praise with Odella*
- *Odella’s reaction to the story—her thoughts, words, and actions*

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>	
<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)
<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>
<ol style="list-style-type: none"> 1. <i>Jacqueline runs through the front door of the apartment.</i> 2. <i>She tells Odella what Ms. Velo said about her writing.</i> 3. <i>Dell compliments Jacqueline’s writing.</i> 	<ol style="list-style-type: none"> 1. <i>My mind wanders back to the earliest times of us loving words together</i> 2. <i>And then I think about her telling her stories, how I used to roll my eyes at them because they never seemed like much more to me than lies back then.</i> 3. <i>But now I see that what were lies to me were just small stories to her.</i> 	<ul style="list-style-type: none"> • <i>Jacqueline: “She said I’m a writer! A writer, Dell! Can you believe it? That’s what Ms. Velo said when she read my poem!”</i> • <i>Jacqueline: “I mean, I stole the first four lines from you. But then I added my own.”</i> • <i>Odella: “Jack, I told you you could have them lines. I’m not gonna be a poet, and you’re already one—your teacher even said so.”</i> • <i>Odella: “She was right, Jack. You have a gift. It’s the gift of words. You are a writer.”</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> <ul style="list-style-type: none"> “The minute the doorbell rang, I knew something was wrong.” (1) <p>B. Find Evidence: <u>Underline</u> two examples of precise description or sensory language the narrator uses.</p> <ul style="list-style-type: none"> “set my nerves jangling” (2) “as if it was plugged into my brain” (2) “my thoughts flew to the box” (2) “clean shoes, mirrored shades” (2) <p>C. Turn & Talk: What does the dialogue reveal?</p> <ul style="list-style-type: none"> The author uses dialogue to establish the plot - it explains why the men are there and what they want with the narrator. <p>D. Find Evidence: <u>Underline</u> one example of character thoughts.</p> <ul style="list-style-type: none"> “My thoughts flew to the box in the basement...” (1) “There was no use of protesting. I grabbed my bag and headed out.” (7)

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)
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- “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

"She said I'm a writer!" Jack yells, sprinting through the front door of our apartment. She flings her book bag down the hall as she spins in dizzy circles. "A writer, Dell! Can you believe it? That's what Ms. Vivo said when she read my poem!"

The smile on her face makes me giggle aloud. I can see the tip of her tongue poking through the gap between her two front teeth—something she does when she can barely contain her excitement. I dog-ear the page of my book and get up from the kitchen table to join her in the entryway as she starts to hop in place.

"Okay, hold on a second, Jack," I laugh. "What poem you talking 'bout?"

"The poem I wrote in class today, about Black brother and sisters, fighting for equal rights," she says, still hopping, and then she stops, and looks down at her hands. "I mean, I stole the first four lines from you. But then I added my own." She wrings her fingers and shuffles her feet awkwardly, my sister, the writer in the making.

I sit down on the wood floor and lean against the wall. "Jack, I told you you could have them lines. I'm not gonna be a poet, and you're already one—your teacher even said so." I say, "Read that poem to me."

She lifts her head, and there's that goofy smile again. She rifles through her book bag to find the wrinkly piece of paper, torn from her notebook. She joins me against the wall, smoothing the paper out across her thighs.

*"Black brothers, Black sisters, all of them were great
no fear no fright but a willingness to fight.*

"Those are yours," she says.

"No, yours," I say.

She keeps reading, and my mind wanders back to the earliest times of us loving words together: Me teaching her to write her name, promising her that there were so many words in the universe, it's like they could never end. Her, asking me to read out loud to her when grandma was doing her hair. Her, wanting to be smart like me—"gifted" like me.

And then I think about her telling her stories, how I used to roll my eyes at them because they never seemed like much more to me than lies back then. But now I see. I see that what were lies to me were just small stories to her, words that made a little path to bigger and better stories, ones that we can all enjoy.

Jack finishes up her poem:

*"One of them was Martin
with a heart of gold."*

She looks up at me with a question in her eyes.

"She was right, Jack," I say. "You have a gift. It's the gift of words. You are a writer."

Jack pokes her tongue through her two front teeth and smiles that smile, so big and goofy.

"Someday," she says, "I'm going to write a book of poems."

"I know it," I say, "and this one should go in it."

	Literary Analysis Essay Rubric			
Score	4	3	2	1
Reading Comprehension	Provides an in-depth and accurate analysis of what is stated in the text and/or what can be inferred from the text(s).	Provides an accurate analysis of what is stated in the text and/or what can be inferred from the text(s).	Provides a somewhat accurate analysis of what is stated in the text and/or can be inferred from the text(s).	Provides a minimally accurate analysis of what is stated in the text and/or what can be inferred from the text(s).
Thesis	Thesis is clearly stated and uses compound or complex sentence structure appropriate to the grade-level. Thesis is relevant to the task and specific.	Thesis is adequately stated and uses compound or complex sentence structure appropriate to the grade-level. Thesis is relevant to the task, but may be general or broad.	Thesis is attempted , but may be somewhat confusing or ambiguous.	Thesis is missing or not relevant to the task.
Organization	Demonstrates a logical and clear organizational structure that supports the development of the thesis: <ul style="list-style-type: none"> • A strong introduction and conclusion that make connections between the claim, text, and broader world • Logical grouping and ordering of key points and evidence within body paragraphs • Strong transitions that show how claim, key points and evidence connect 	Demonstrates a satisfactory organizational structure that generally supports the thesis: <ul style="list-style-type: none"> • A recognizable introduction and conclusion • Solid grouping and ordering of key points and evidence within body paragraphs • Some transitions that clearly connect ideas 	Demonstrates a general organizational structure which may lack a sense of direction: <ul style="list-style-type: none"> • Introduction or conclusion may be missing • Some key points and evidence are not grouped logically • Some confusing transitions or connections between ideas 	Demonstrates a weak organizational structure: <ul style="list-style-type: none"> • Introduction or conclusion may be missing • Key points and evidence are not grouped logically • Few transitions or connections between ideas
Evidence	Includes strongest, most relevant text evidence to support thesis and overall analysis of the text(s). Evidence is introduced and contextualized, quoted, or paraphrased accurately.	Includes relevant text evidence to support thesis and overall analysis of the text(s). Most evidence is introduced and quoted or paraphrased accurately.	Text evidence or supporting details may be insufficient or only somewhat relevant, indicating basic comprehension of the text(s). Evidence is introduced inconsistently. Quotations or	Text evidence or supporting details are largely missing, indicating limited comprehension of the text(s). If text evidence is present, it may be copied directly from the text

			paraphrases may be incorrect or incomplete.	with no introduction or context provided.
Analysis	Explanations draw connections between thesis and evidence.	Explanations attempt to draw connections, but may also summarize .	Explanations mostly summarize or restate text evidence, without drawing connections between ideas.	Explanations may be missing or show a lack of understanding.
Writing Conventions and Craft	<p>Illustrates the use of effective and varied sentence patterns.</p> <p>Includes carefully selected academic and domain-specific words and phrases</p> <p>Reflects exceptional control of conventions; errors are few and minor</p>	<p>Reflects a generally controlled writing style but may lack variety in sentence patterns</p> <p>Includes academic and domain-specific words and phrases, but some usage may be incorrect or awkward</p> <p>Reflects control of most writing conventions; contains occasional errors that do not interfere with clarity or message</p>	<p>Uses some awkward constructions or demonstrates repeated use of a particular sentence pattern</p> <p>Uses common words and phrases that are often repetitious</p> <p>Reflects limited control of conventions; contains frequent errors that may begin to interfere with understanding</p>	<p>Demonstrates the use of fragmented or run on sentences that make the essay difficult to read with understanding</p> <p>Demonstrates limited range of vocabulary, or includes words that are misused</p> <p>Reflects numerous errors in conventions that make the text difficult to read</p>

Name _____ Class _____

TEACHER COPY: 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.



SAMPLE STUDENT OUTLINE:

Thesis Statement: *By alternating between poems about her family, her life in New York, and her writing, Jacqueline Woodson develops the theme that our identity can be made up of many things: our family and our past, new relationships and experiences, and our own unique talents.*

Body Paragraph 1: *In the Part IV poems about her family, the narrator Jacqueline reflects on the family relationships that make up an important part of her identity. These poems illustrate the comfort, pride, and strength she draws from her family.*

- *"And Mama knew that wasn't fair / girl inside and boys going off to steal peaches! / So she let all of us / stay outside until suppertime. // And by then, she says, putting our breakfast on the table, // it was too late." ("lessons," 215)*
- *"Y'all know how much I love you? // Infinity and back again, I say / the way I've said it a million times.*

- // And then, Daddy says to me, Go on and add / a little bit more to that." ("daddy gunnar," 230-231)
- "Hope can sing... // ... Maybe, I am thinking, there is something hidden / like this, in all of us. A small gift from the universe / waiting to be discovered." ("hope onstage," 233)
 - "And when I sing to him, I'm not / just left of the key or right of the tune / He says I sing beautifully. // He says I am perfect." ("daddy this time," 236)

Body Paragraph 2: In Part IV poems about her life in New York, Woodson shows how a new friendship is introducing Jacqueline to new experiences and expanding her identity beyond her family.

- "When Maria's mother makes / arroz con habichuelas y tostones, we trade dinners... // ... Your mother makes the best chicken, Maria says. The best / corn bread. The best everything! / Yeah, I say. / I guess my grandma taught her something after all." ("trading places," 216)
- "When I ask Maria where Diana is she says / They're coming later. This part is just for my family... // ... Yeah, I say. This is only for us. The family." ("pasteles & pernil," 256)
- "Wish I had the words / to stop his anger, stop the force of him grabbing my hand, / wish I knew how to say, / Just let me write — everywhere!" ("graffiti," 260-261)
- "My sister falls in love / with the singers but I sneak off / to Maria's house... // ... we sing again and again until the word is just a sound / not connected to anything / good or bad, / right or wrong." ("music," 263)

Body Paragraph 3: The Part IV poems about Jacqueline's first efforts as a writer show how reading and writing are becoming a more important part of who she is. Through writing, Jacqueline is able to draw on the familiar parts of her identity but also create something new; she tells stories that make use of both her memories and her imagination.

- "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." ("reading," 226)
- "How can I explain to anyone that stories / are like air to me, / I breathe them in and let them out / over and over again... // ... Words are my brilliance." ("the selfish giant," 247-248)
- "And in the story that begins from the song, the bus / is no longer a bus and we're no longer going to / Dannemora... // ... and it's the story of a whole train filled / with love and how the people on it / aren't in prison but are free to dance / and sing and hug their families whenever they want" ("on the bus to dannemora," 267)
- "the mountain song starts coming again / more words this time, coming faster / than I can sing them... // ... I am thinking if I can hold on to the memory of this song / get home and write it down, then it will happen, / I'll be a writer. I'll be able to hold on to / each moment, each memory / everything." ("mountain song," 273-274)

SAMPLE STUDENT ESSAY:

Some people argue that our identities are fixed at birth — that identity is something we inherit and can't change. Other people believe that our identities are shaped by the people and the environment around us. Still others say that each of us can create our own identities. The novel *Brown Girl Dreaming* is the story of Jacqueline Woodson's early life and her journey to understand her own identity. One of her most important discoveries is that she doesn't have a single identity, but that she is a beautiful and powerful combination of her past, her environment, and her own choices. Woodson illustrates this idea through the structure of Part IV of the novel. By alternating between poems about her family, her life in New York, and her writing,

Jacqueline Woodson develops the theme that our identity can be made up of many things: our family and our past, new relationships and experiences, and our own unique talents.

In the Part IV poems about her family, the narrator Jacqueline reflects on the family relationships that make up an important part of her identity. These poems illustrate the comfort, pride, and strength she draws from her family. Throughout the novel, family history and memories have been an important part of Jacqueline's life. By sharing memories, Jacqueline and her family stay connected to their past and each other. In the poem "lessons," Jacqueline's mother shares the story of a time when her own mother wanted to teach her to cook, but she didn't want to learn. She looks back on this decision with regret, saying that her mother "let all of us / stay outside until suppertime. / And by then ... // ... it was too late" (215). This poem develops the idea that as you grow up, sometimes you pull away from your family, but these relationships endure. For Jacqueline, it's clear that her family will always be a part of her. Whenever her grandfather calls Jacqueline's family in New York from Greenville, they end their conversation in the same way: "Y'all know how much I love you? // Infinity and back again, I say / the way I've said it a million times. // And then, Daddy says to me, Go on and add / a little bit more to that" (230-231). Their routine illustrates how strong her family relationships are, even when they are not physically together. Jacqueline's family is also a source of confidence in her own identity. In the poem "hope onstage," as she listens to her brother sing for the first time, she begins to think that "there is something hidden / like this, in all of us. A small gift from the universe / waiting to be discovered" (233). Jacqueline's grandfather strengthens her belief that she, too, has a hidden gift. In the very next poem, "daddy this time," Jacqueline sings for her grandfather and she sees that "when I sing to him, I'm not / just left of the key or right of the tune / He says I sing beautifully. / He says I am perfect" (236). Jacqueline's relationship with her grandfather allows her to see herself through his eyes as a gifted and special person. Even though Jacqueline's world is changing, her family remains a source of strength and an essential part of who she is.

In Part IV poems about her life in New York, Woodson shows how a new friendship is introducing Jacqueline to new experiences and expanding her identity beyond her family. Jacqueline's friendship with Maria is the first close relationship she has outside of her family. She describes the Spanish that Maria speaks as "like a song / I am learning to sing" (209). This suggests that she is delighted by what is different about Maria and wants to learn more about her. As they grow closer, Jacqueline enjoys "trading places" with Maria by trading the dinners their mothers prepare. Jacqueline races to Maria's house at dinnertime, "ready for the first taste / of Maria's mother's garlicky rice and beans, / crushed green bananas / fried and salted and warm..." (216). She is eager to experience a culture beyond her own, and she appreciates being considered part of Maria's family. Jacqueline's experiences in New York lead her to explore an identity apart from her family in other ways. She has a strong desire to be playful with language in ways that her family doesn't permit. When her uncle catches Jacqueline trying to write her name in graffiti, Jacqueline wishes she had "the words / to stop his anger, stop the force of him grabbing my hand, / wish I knew how to say, / Just let me write — everywhere!" (260-261). Graffiti represents free expression for Jacqueline, but expressing herself in this way means going against her family's expectations. Similarly, Jacqueline begins to resist her mother's rules about words she can't use. When her mother tells her she can't listen to songs that include the word "funky," she sneaks away to Maria's house where they sing these songs "again and again until the word is just a sound / not connected to anything / good or bad, / right or wrong" (263). These small acts of rebellion illustrate that Jacqueline is beginning to define "right" and "wrong" differently from her family. The presence of these poems alongside poems about Jacqueline's family suggest that while her family remains important to her,

her identity isn't limited by what her family knows or understands.

The Part IV poems about Jacqueline's first efforts as a writer show how reading and writing are becoming a more important part of who she is. In Part IV, Jacqueline begins to embrace the way her mind works differently from other people's, even though this means she's sometimes misunderstood by her family and her teachers. She says, "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). The stories she reads become part of her identity and fuel for her own stories. After she effortlessly recites a book to her class, Jacqueline wishes she could "explain to anyone that stories / are like air to me, / I breathe them in and let them out / over and over again" (247). It's almost as if Jacqueline needs stories to survive, like she needs the air she breathes. Writing and telling stories are also things she does as naturally and automatically as breathing. Through writing, Jacqueline is able to draw on the familiar parts of her identity but also create something new; she tells stories that make use of both her memories and her imagination. In the poem "on the bus to dannemora," Jacqueline invents a story based on the music that's playing on the bus. In her story, the bus is a train and the people on it aren't traveling to see their loved ones in prison. Instead, the "whole train [is] filled / with love and ... the people on it / aren't in prison but are free to dance / and sing and hug their families whenever they want" (267). Through her imaginative stories, Jacqueline transforms her current reality into a different one. In a later poem, "mountain song," Jacqueline writes a song that is inspired by the surrounding mountains but also reminds her of her family. She believes that if she can remember the song "and write it down ... / I'll be a writer. I'll be able to hold on to / each moment, each memory / everything" (274). Throughout Part IV of the novel, Jacqueline becomes a writer by blending her memory, her experiences, and her imagination.

The arrangement of poems in Part IV of the novel illustrates that Jacqueline's is growing into someone who has been formed by her past but is also becoming her own person. By presenting poems about her family, her life in New York, and her writing, Woodson emphasizes that a person's identity can't be defined by just one part of their life. In addition, she suggests that people don't need to feel torn between the different parts of themselves, as Jacqueline once did. In the same way that Jacqueline's memories inspire her writing, the different parts of our identity can exist together and empower us to pursue our dreams.