



LESSON SLIDES

1st
Edition

Grade 4 Unit 1

Brown Girl Dreaming

FREEBIE!

**Lessons 1-5
included. 8.5x11
size**

Grade 4 Unit 1

Brown Girl Dreaming

1st Edition

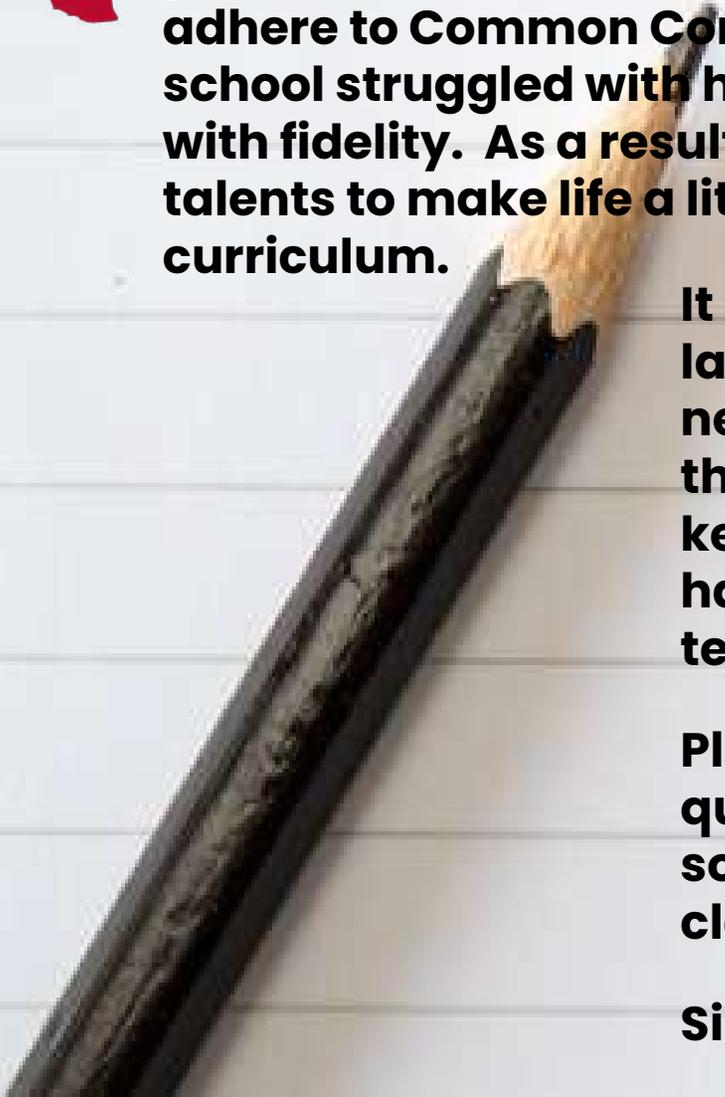
Lessons 1-5





Hello Teachers!

Thank you for your interest in my CKLA slides! I will graduate in the summer of 2023 with my Masters in Education in Curriculum and Instruction from Texas A&M Commerce. I am no longer in the classroom, but my last year teaching, Texas adopted CKLA/Amplify as a solution to the challenges that students faced post Covid. CKLA/Amplify is originally designed for states that adhere to Common Core Standards, and the teachers at my school struggled with how to best implement the curriculum with fidelity. As a result, when I left teaching, I decided to use my talents to make life a little easier for teachers using this curriculum.



It has been a process tweaking the slides the last year so that they have everything that you need. They do take a while to make, but I want them to be accessible to teachers so I try to keep the price low. Thank you to everyone that has given me feedback so that I can best help teachers!

Please feel free to reach out if you have any questions or feedback, or if you need something specific created for your classroom!

Sincerely, Amy aimcourt@gmail.com

Differences from previous versions...

- **Standards and I can statements included**
- **New vocabulary word format with color coded grammar**
- **More anchor charts for writing support**
- **Embedded Pages for original teacher modeling**
- **Cut and paste timers included**
- **More answer keys included**
- **More visuals for ELL students**

Please note as the 2023–2024 school year progresses, I will be adding new material as I create it, so check back often.

Timers to copy/paste to pages

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3:00

A rectangular button with a colorful, abstract geometric pattern in shades of yellow, orange, and blue. The text "5:00" is centered in a large, white, bold font with a black outline.

5:00

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20:00

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25:00

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30:00

CKLA 1st Edition

Unit 1

Brown Girl Dreaming

Warm Up Activity: All About Me



values

what a person believes are important in life; a person's principles



noun

interview

to talk to someone and ask questions to find out more information



verb

stereotype

**an often
oversimplified
or biased mental
picture held to
characterize the
typical
individual of a
group**



noun

**What are some
ways we alike
and different?**



Circle Activity

Come into the circle if.....





Think- Pair-Share

Who am I?

**Example: I am someone
who can run really fast.**

I am someone who.....

Sharing your responses....

**What did you
notice that
was similar
about the
statements?
What are
some
differences?**



Exploring your Values

**What does
identity
mean?**

**What are your
values? What
do you think
is important?**



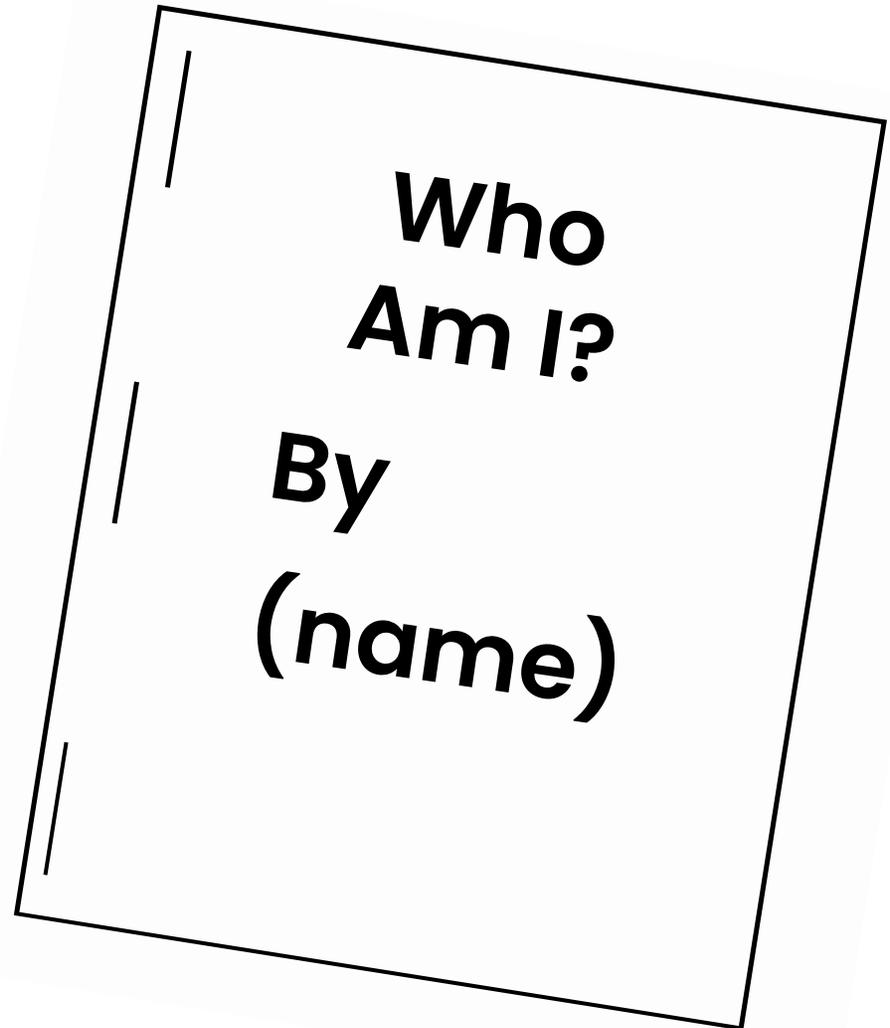
Exploring your Values

Example: I am someone who thinks my family is important.

Example: I am someone who thinks it's important to be kind to others.

Who Am I? booklet

You are
going to
create a
booklet
called
"Who Am
I?"



Who Am I? booklet

**What do I dislike
doing?**

Where have I lived?

Who Am I? booklet

**What are some
groups or clubs
that I belong to?**

**What is important
to me?**

Who Am I? booklet

**What are my
values?**

**Why are my values
important to me?**

Who Am I? booklet

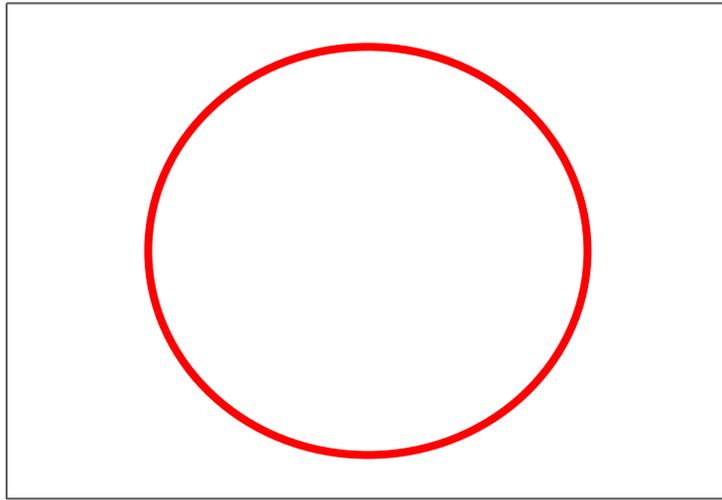
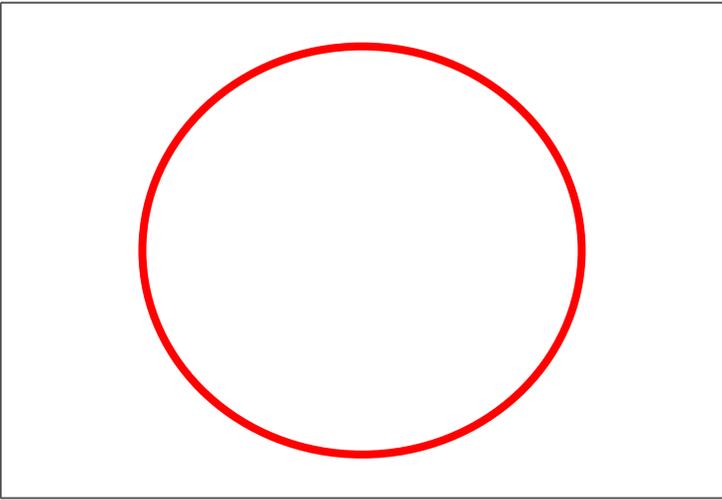
**What do I worry
about?**

What do I wish for?

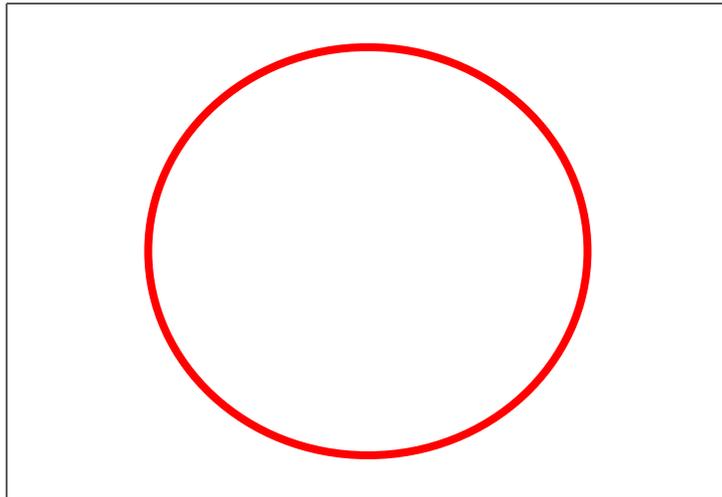
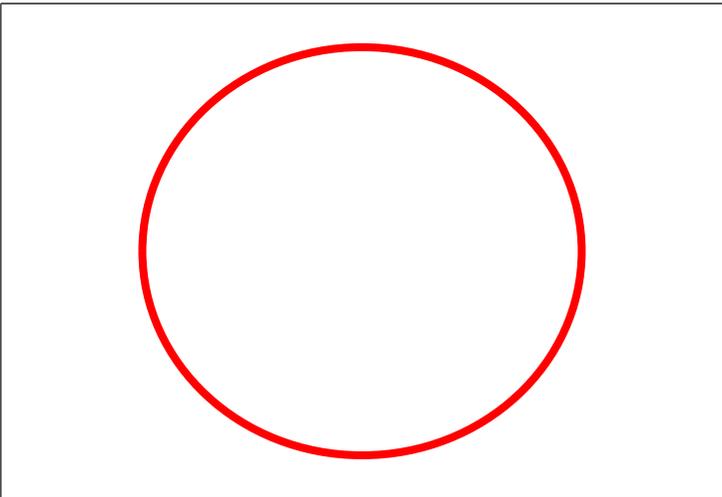
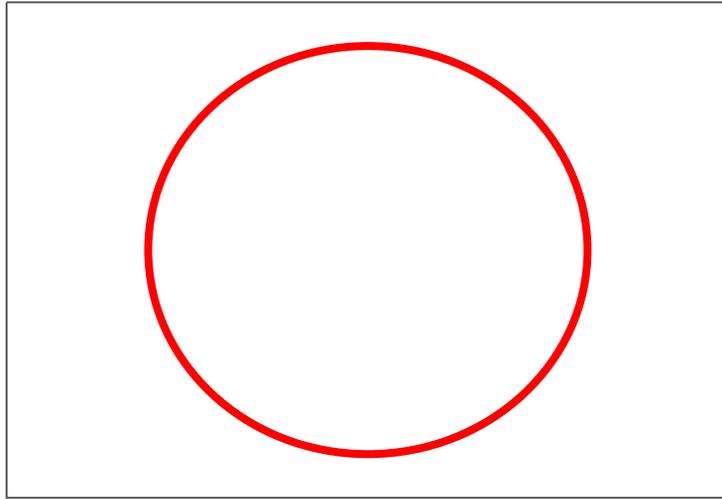
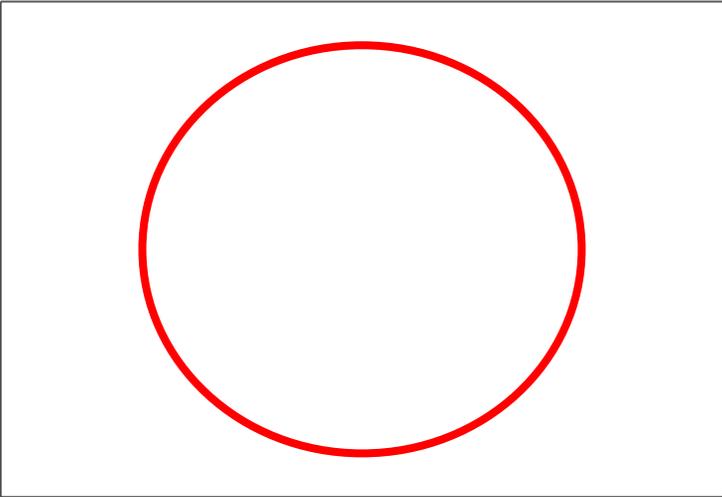


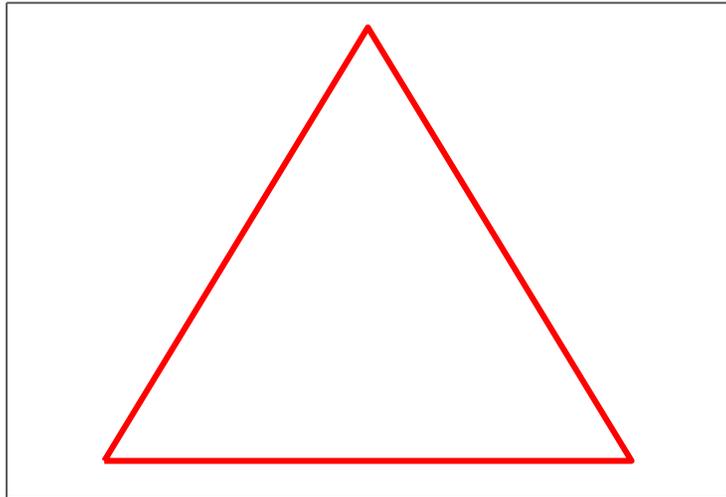
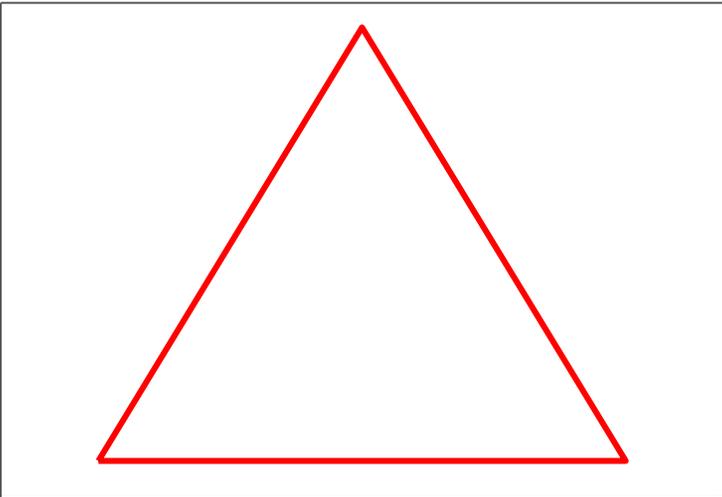
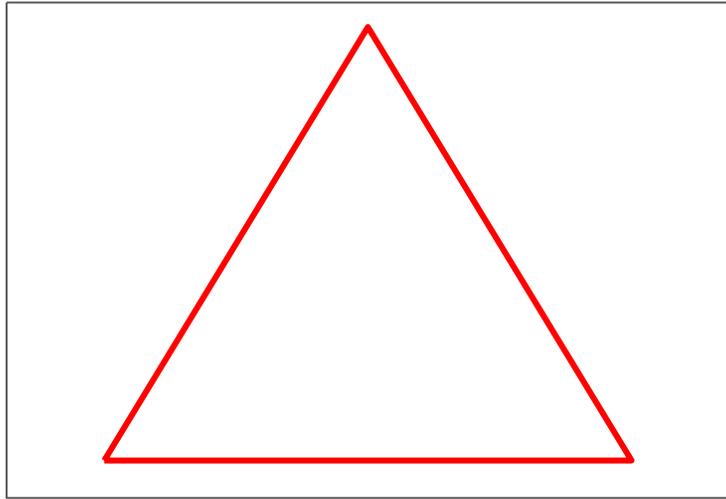
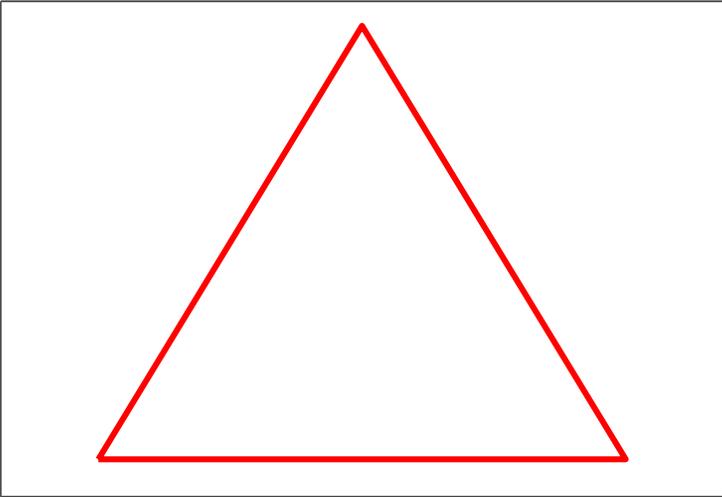
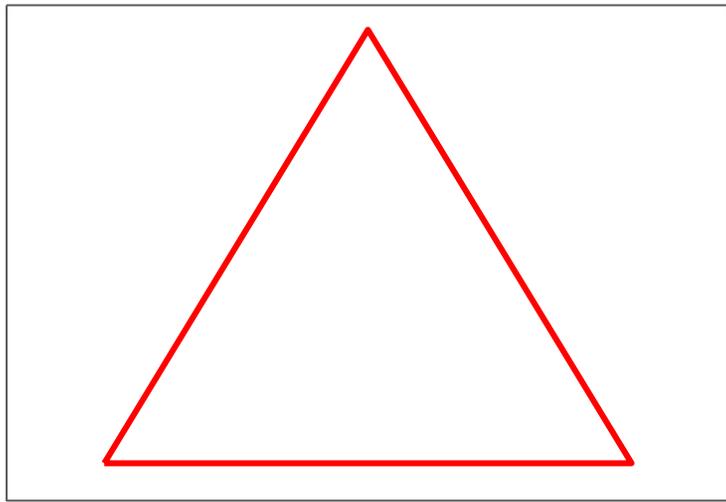
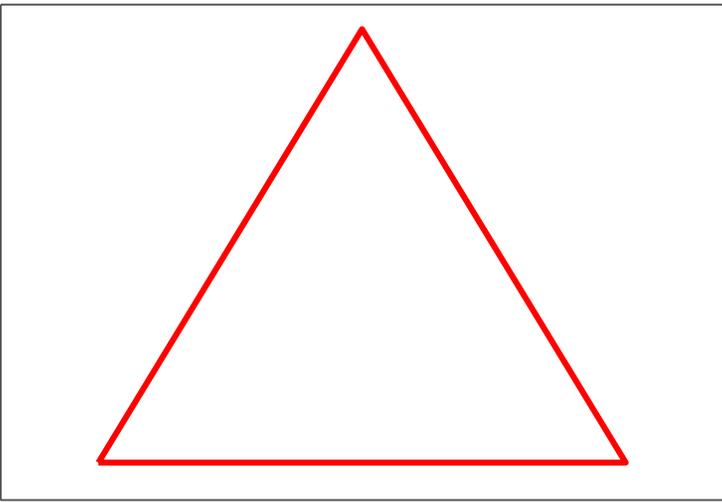
Sharing your booklet

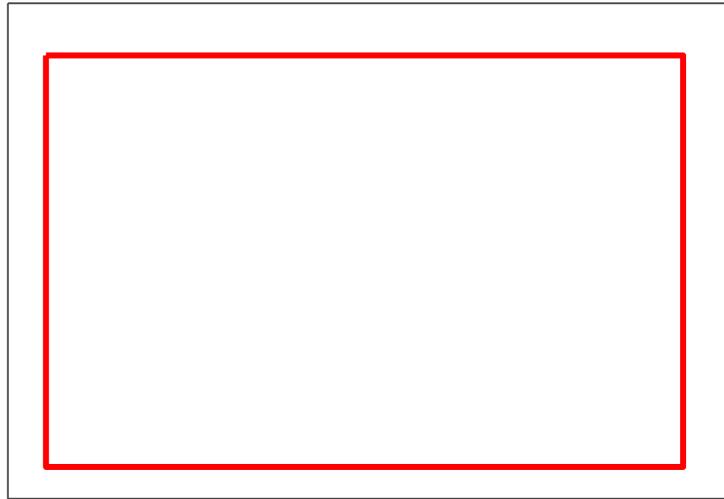
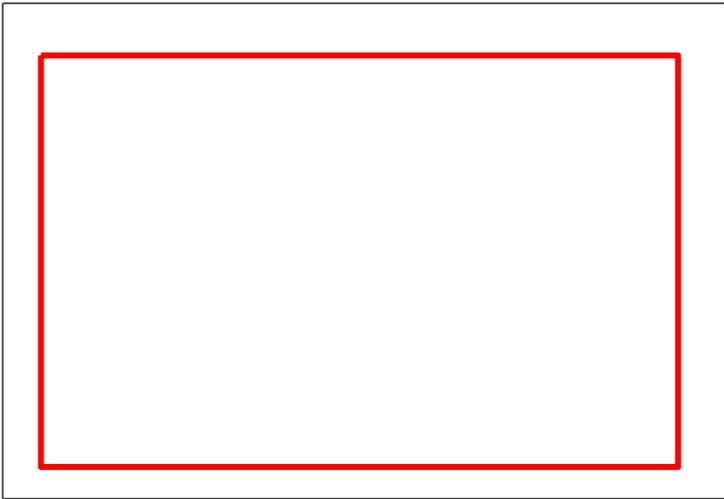
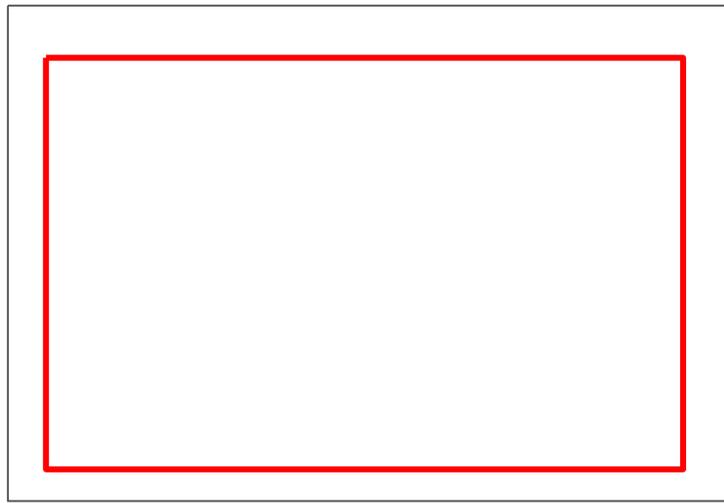
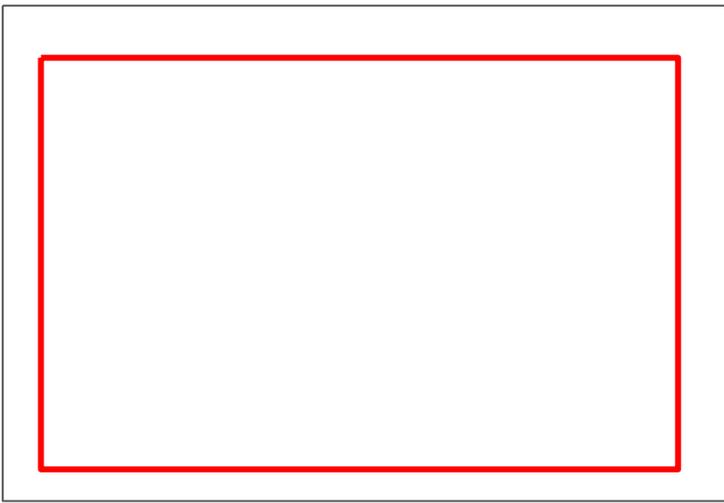
Hold your card on your forehead so that others can see the card. Find another student whose card matches yours. Sit quietly with your partner.

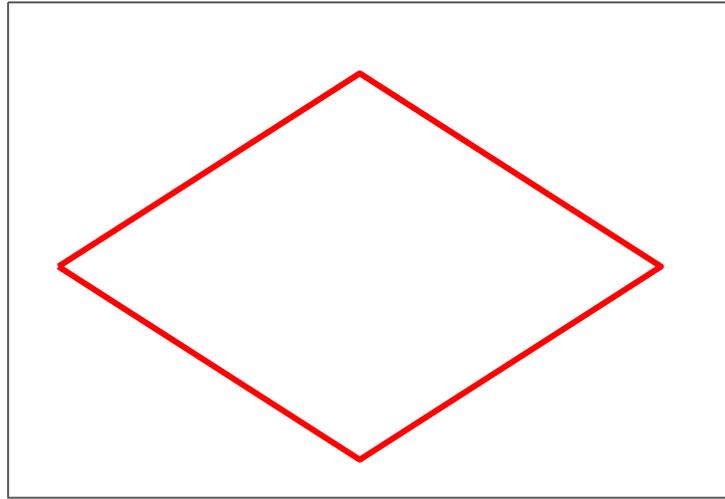
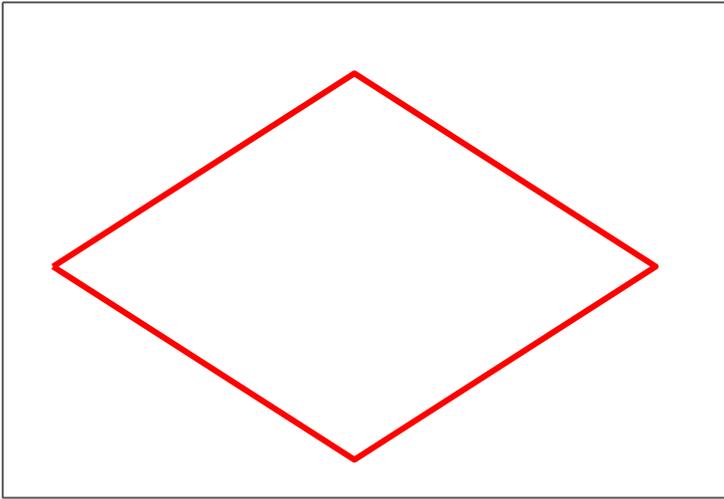
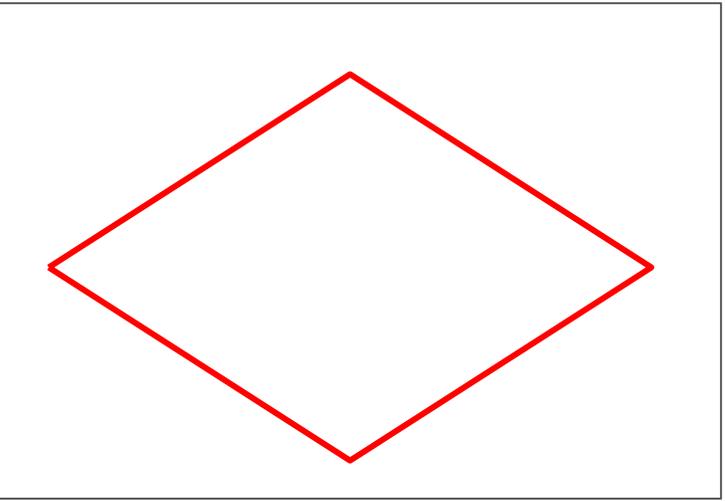
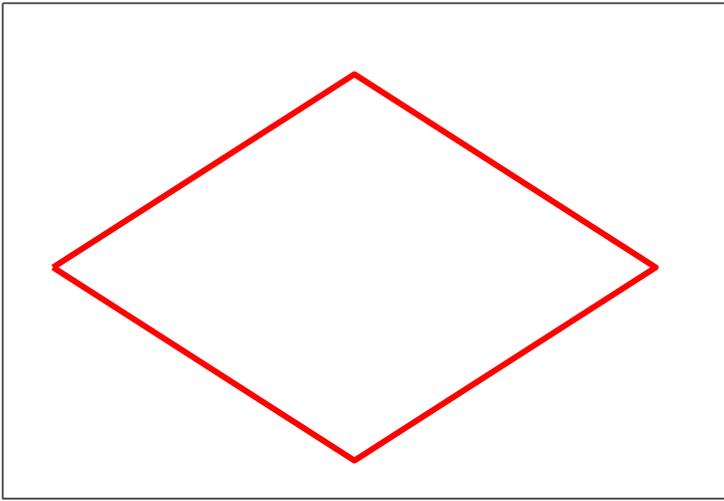
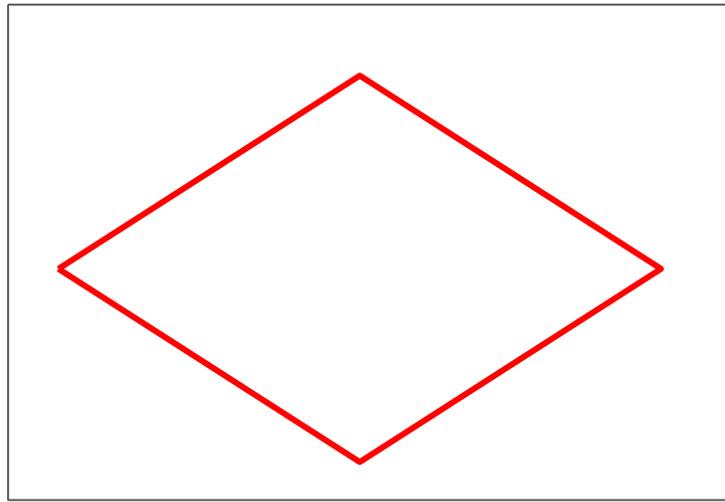
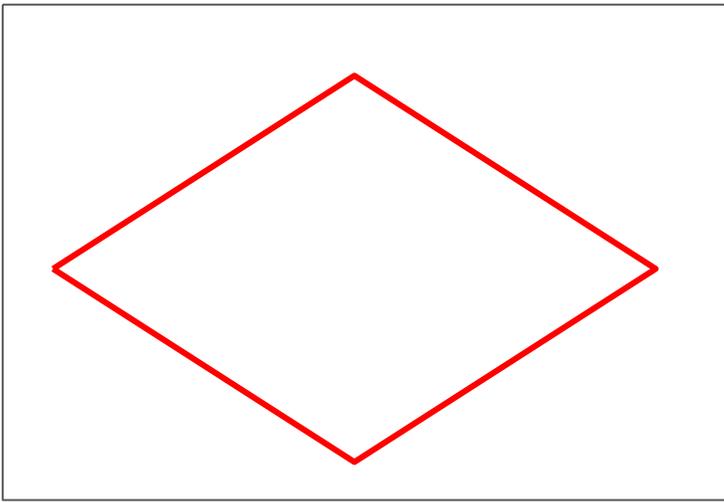


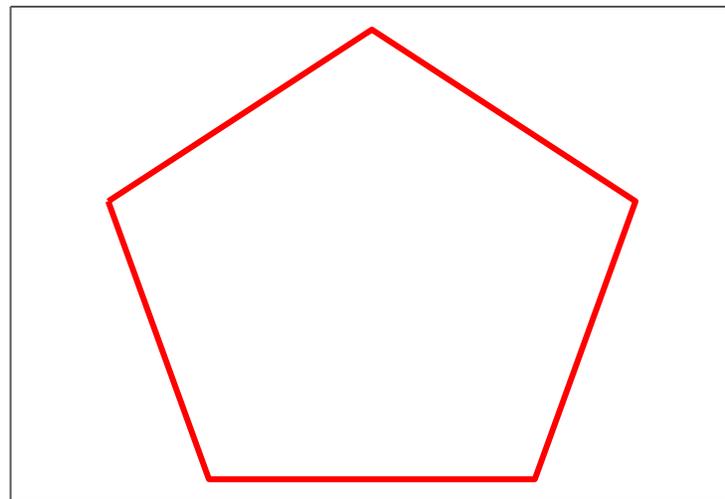
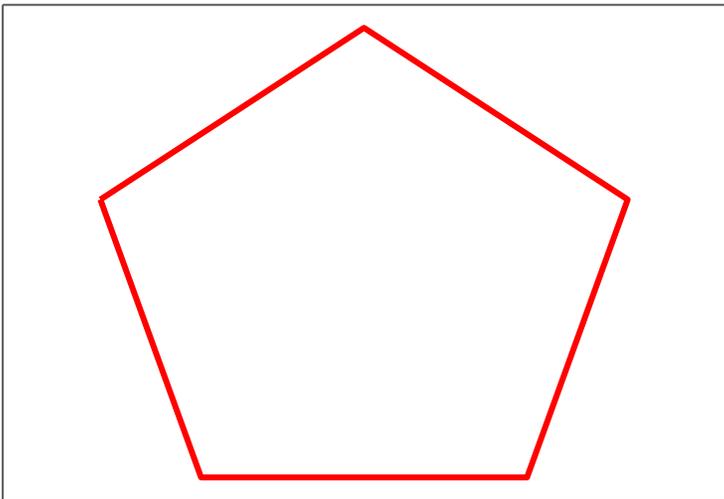
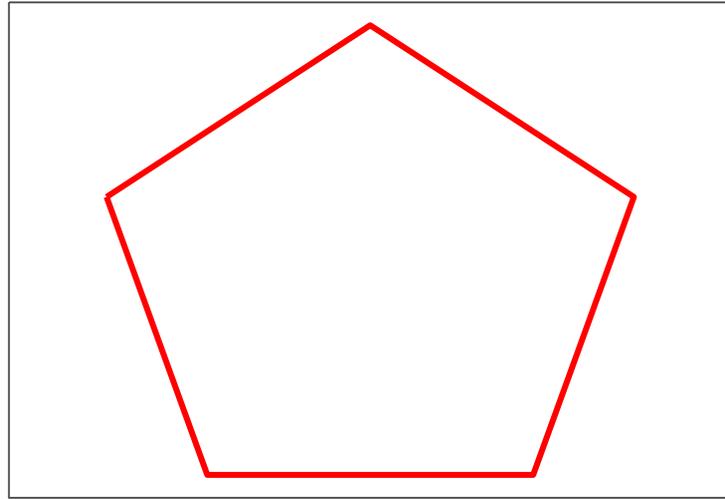
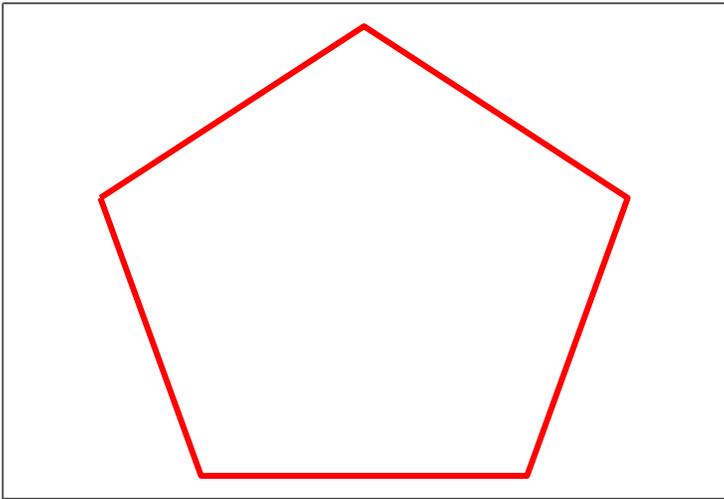
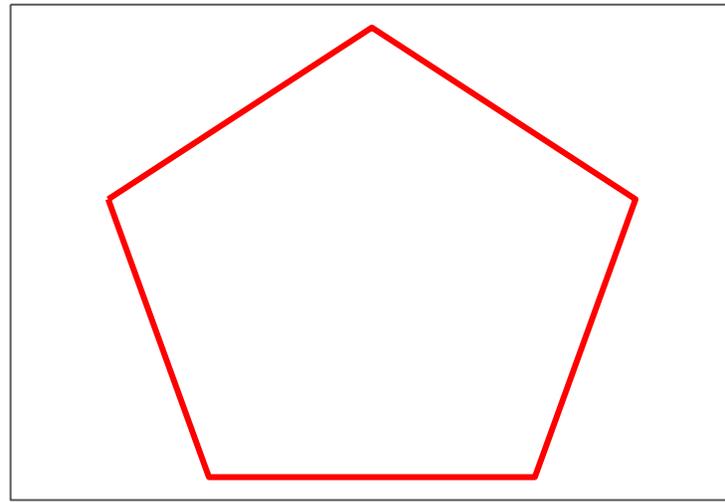
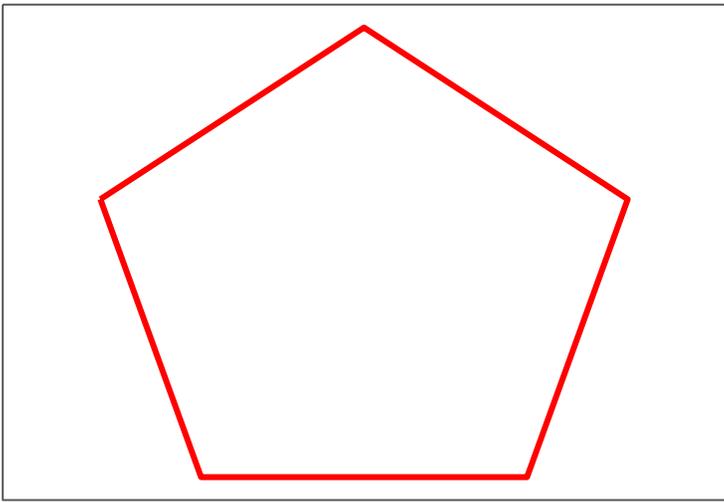
**Printable
partner
matching
cards**











Sharing your booklet

You will ask your partner 3 - 5 questions about different pages in their booklet. Your goal is to learn about your partner's interests, values, and what is important to them.

Modeling the interview



**Share something you
learned about your
partner.**



**What are some ways
the responses were
similar? How were
they different?**



Sometimes people form an opinion about someone without knowing very much about the person and, as a result, oftentimes the opinion they hold is incorrect. For example, sometimes people form opinions and judgments about others based on a person's appearance.

When a large number of people hold an incorrect opinion about a person or group of people, based simply on their appearance, such as the color of the person's skin, it is called a stereotype.

We will be talking about stereotypes in our first unit.

Homework

Thank you for purchasing this product.

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CKLA 1st Edition

Unit 1

***Brown Girl
Dreaming***

Lesson 1



Standards

- **RL.4.3; RL.4.10; RI.4.3 Describe the setting and historical context of *Brown Girl Dreaming*.**
- **SL.4.1; SL.4.1b; SL.4.1c; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1 Ask and answer questions about the text.**
- **L.4.4c Use a glossary in order to determine or clarify the meaning of vocabulary words.**
- **L.4.4a; L.4.6 Determine the meaning of domain - specific vocabulary words.**

Lesson Objectives



By the end of this lesson, students will be able to describe the time period of the Civil Rights Movement in America.

By the end of this lesson, students will be able to describe elements of a memoir.



I Can Statements

- **I can describe the time period of the Civil Rights Movement in America.**
- **I can identify the elements of a memoir.**

Lesson Guiding Question

What are some important events that happened during the Civil Rights Time Period?



Academic Vocabulary

audience

the reader(s) of a text



character

person in a story



compose

**to create something, such
as writing or music**



dialogue

**a conversation between
people or characters**



genre

**a category of literature,
music, or art**



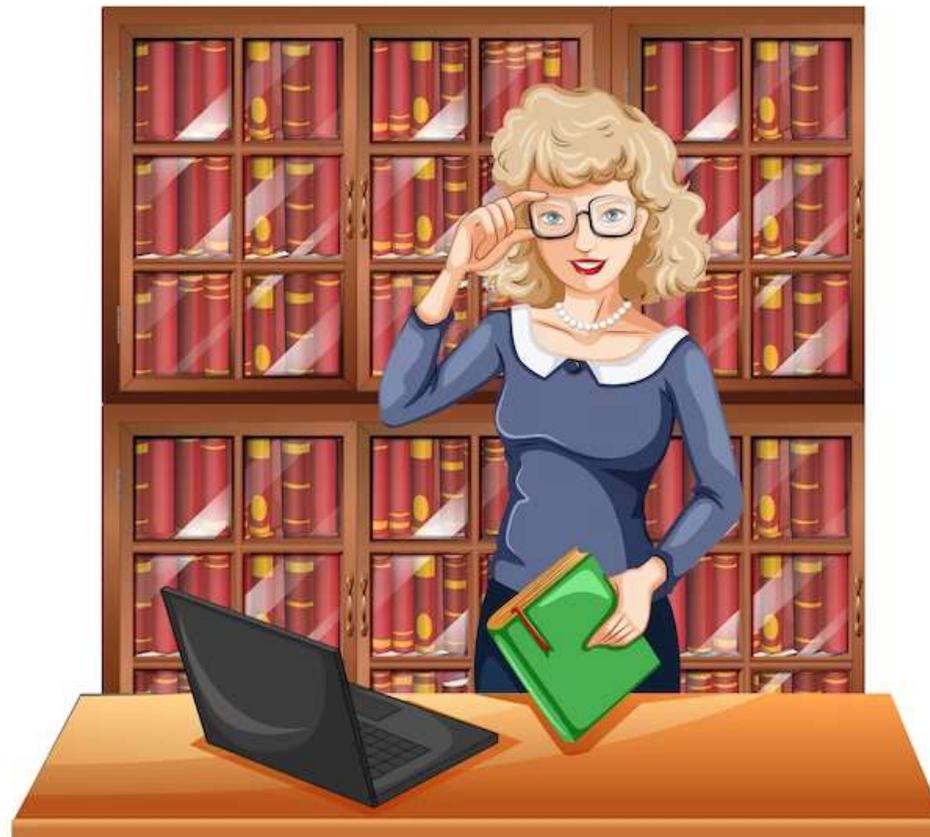
literary

relating to works of literature such as novels, poems and plays



author

person who writes a story



paraphrase

- **to restate something in a different way sequence (verb)**

It is important to paraphrase by putting the notes in your own words. This is especially important to help you avoid plagiarizing, or using another author's ideas or words without giving proper credit.

voice

**the way in which a thought,
feeling, or happening is
expressed**



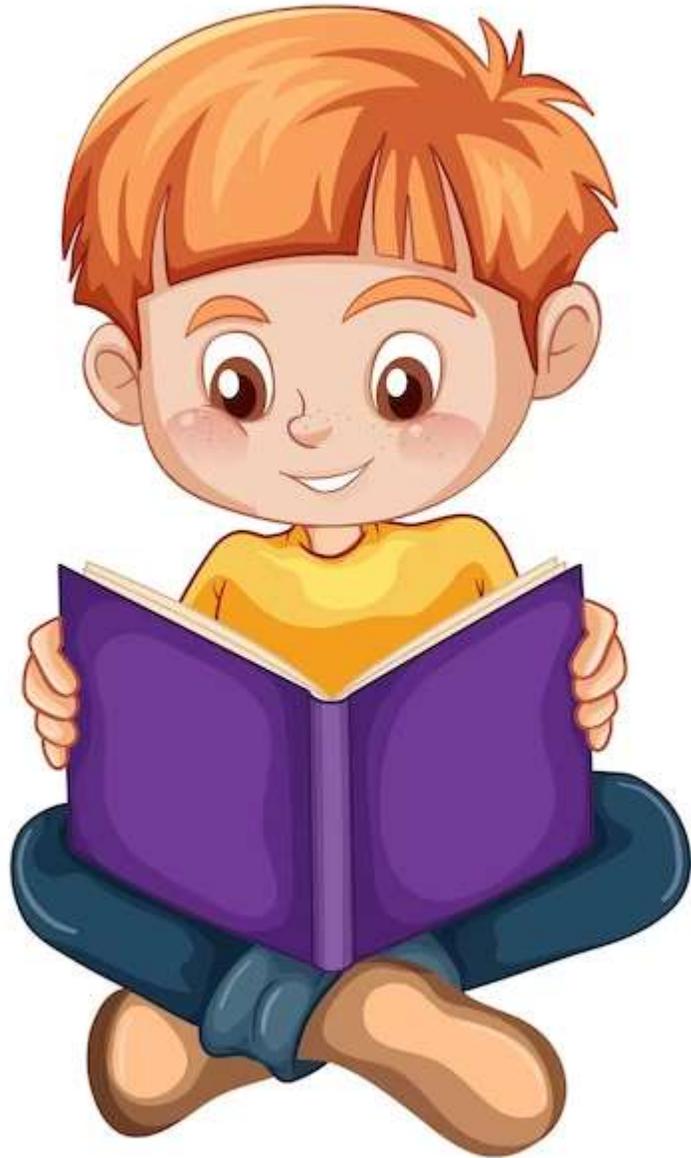
memoir

story about someone's life
that is written by that

person



free verse



**formal rules of
capitalization
and punctuation
that are
required in
prose writing
are often not
used**

prose

**a writing style
that doesn't
follow a
structure of
rhyming or
meter but a
structure
arranged into
sentences and
paragraphs**



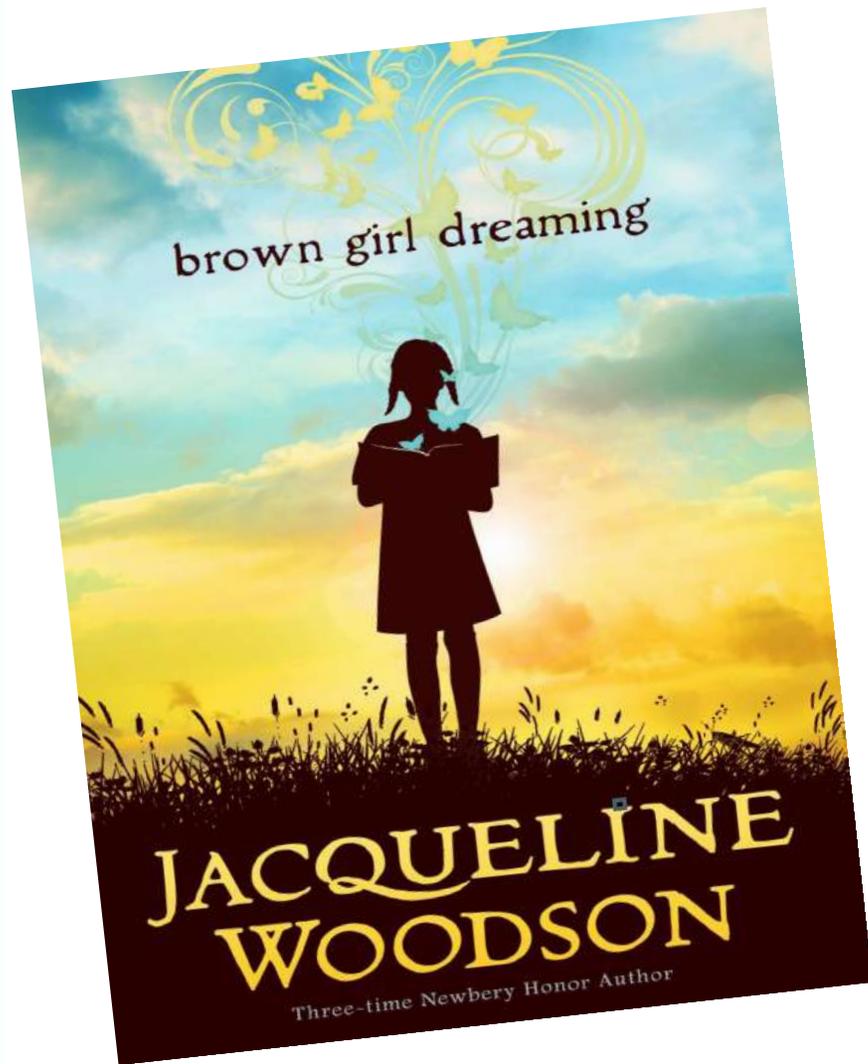
simile

A type of figurative language that compares two things using the words *like* or *as*



I was as quiet as a mouse in the library today.

Previewing the Reader



Brown Girl Dreaming is the name of a memoir that you will read in this unit.

The author of this book is **Jacqueline Woodson**. In this book, she will recount her **experiences** as she grew up.

How to Read A Glossary



A glossary contains definitions of the vocabulary words in the Reader

M

mass, *adj.* widespread, or affecting many people

medieval, *adj.* of or relating to the Middle Ages

melody, *n.* song

merchant, *n.* someone who buys and sells things; the owner of a store
(merchants)

mercilessly, *adv.* done with cruelty or harshness

mighty, *adj.* having great size or strength

multitude, *n.* a large number of things or people

The part of speech is given:

Adj - adjective (describing word)

N - noun (person, place, thing, idea)

V - verb (action)

Discussion Questions

**What does
the title of
the book tell
you about
the author?**



discrimination

the unfair or unjust treatment of a person, or group of people, based on individual characteristics such as skin color, race, or religion



noun

Ms. Woodson was born in the United States during a time in which discrimination was widespread.

Discrimination is the unfair or unjust treatment of a person, or group of people, based on individual characteristics such as skin color, race, or religion.

At the time Ms. Woodson was born, African Americans experienced discrimination and were not treated fairly on the basis of their skin color.

Discrimination still exists today and often is shown not only by individual people but also by groups of people and institutions.

The terms African American and Black may both be used throughout this Unit to refer to the same group of people. Over time, terms that are used to refer to groups of people may change, and many past terms may today be considered inappropriate.



Long before the time Ms. Woodson was born, many African Americans were brought to the United States as enslaved people. They were held in slavery until slavery was abolished, or ended, after the American Civil War. President Abraham Lincoln was the president during the Civil War. The Civil War ended in 1865.

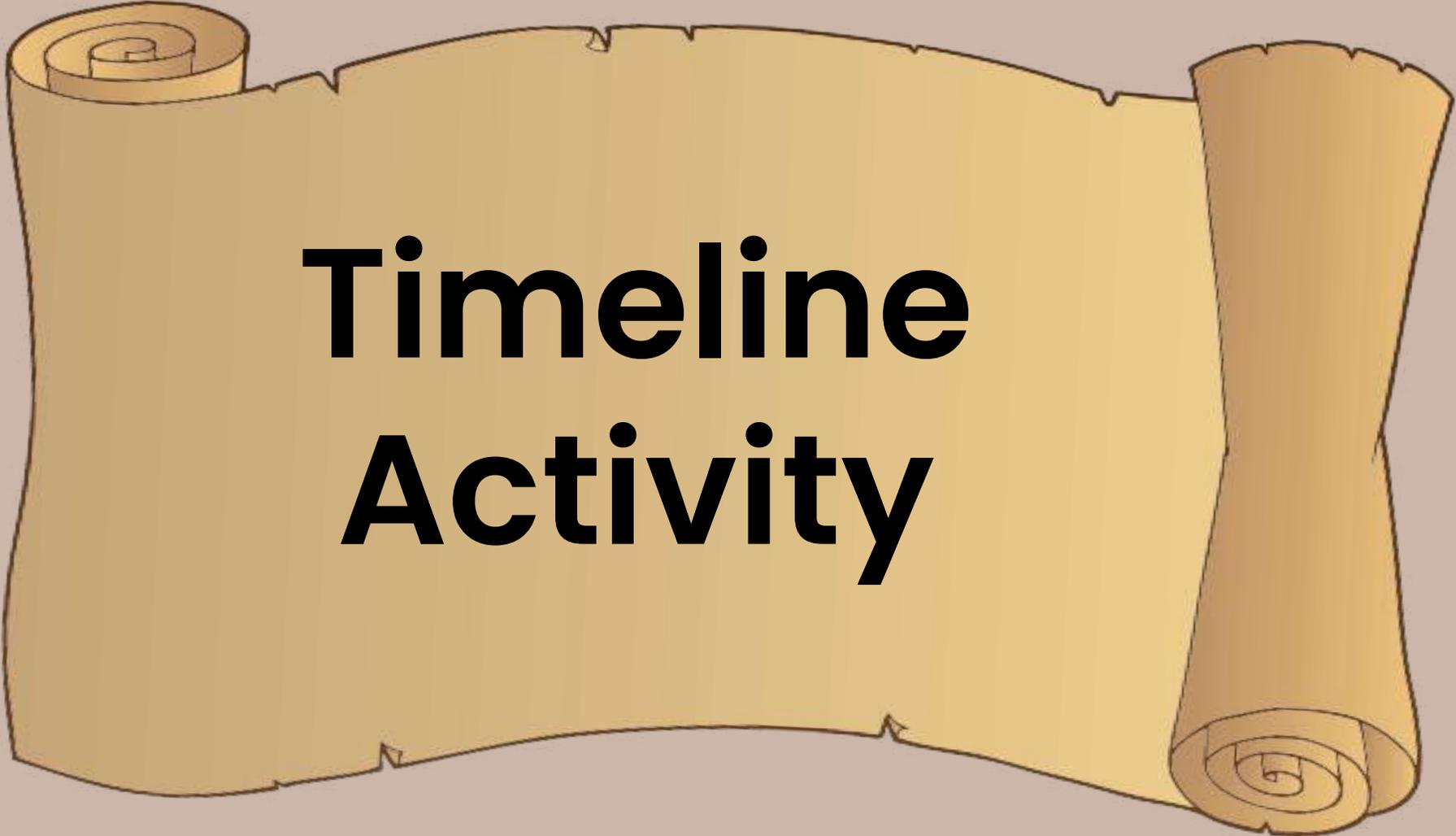


slavery

when a person does not have the freedom to choose how to live his or her life, is forced to work for no pay, and is often separated from family members



noun



**Timeline
Activity**

Abraham Lincoln/End of the United States Civil War



1865

Montgomery Bus Boycott



1955

March on Washington



1963

Rosa Parks & Montgomery Bus Boycott and Start of the Civil Rights Movement



1965

Jacqueline Woodson is born



February 12, 1963

Martin Luther King, Jr.'s March on Washington/"I Have a Dream" Speech



August 28, 1963

Present Day



2023

Even many years after slavery ended in 1865, many African American people were still not treated fairly in the United States. This inequality led to the Civil Rights Movement in the 1950s, 1960s and 1970s. Civil rights in the United States include freedom of speech, the right to vote, and the right to be treated equally under the law. During the Civil Rights Movement, some people marched, campaigned, and demanded equal rights for African Americans.







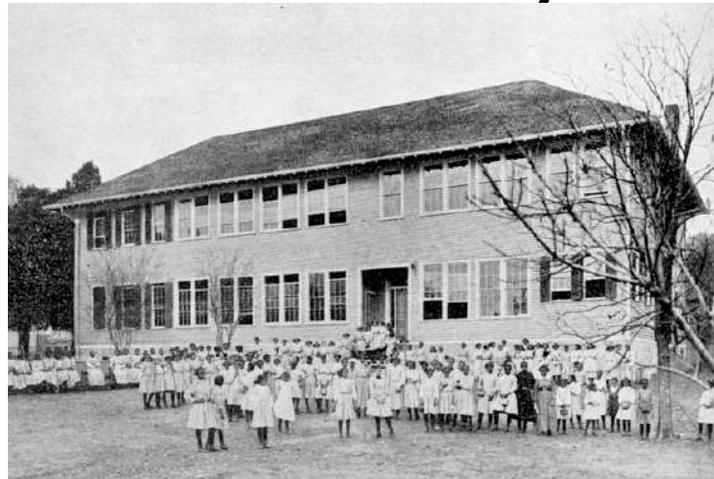
Rosa Parks

Rosa Louise Parks was born a long time ago, in 1913, in Tuskegee, Alabama. Her family name was McCauley. Rosa and her family were African American. Rosa grew up on a small farm with her brother, mother, and grandparents. Rosa was a happy child. She loved her family. However, Rosa lived at a time and in a place where African Americans faced discrimination. This was especially true in the South, where Rosa lived, because in that part of the United States there was segregation. Because of segregation, African Americans and white people did not go to the same schools, eat at the same restaurants, or go to the same movie theaters. When traveling by bus, African Americans were expected to sit in certain seats. It was as if African Americans and white people lived in different worlds.



Example of Segregation in the South

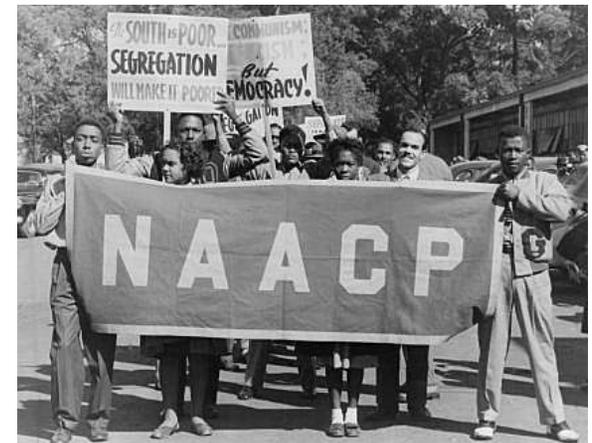
When Rosa was a little girl, she attended a school that was just for African American children. It was an old, one-room schoolhouse that only held classes for five months of each year. Far too often there weren't enough desks or school supplies for the students. Rosa noticed that buses took white children to the new school near where she lived. When Rosa was eleven years old, she was sent to **Montgomery, Alabama, to continue her studies. But when she was sixteen, Rosa had to leave school to care for her grandmother and her mother who had both become ill. To help support the family, Rosa worked in a shirt factory.**





NAACP Activists, Including Thurgood Marshall

When Rosa was nineteen, she married Raymond Parks. Raymond was a barber. He was also actively involved in the Montgomery chapter of the National Association for the Advancement of Colored People (NAACP). This organization wanted to make life in the United States fairer and safer for all African Americans and end segregation in the South. Rosa also became involved and served as the Montgomery chapter secretary. In addition, she returned to high school to earn her high school diploma. Then came the day in Rosa's life when she stood up for what was right. Actually, Rosa did not stand up, and that's the reason why we remember and honor Rosa Parks to this day.





Rosa Boarding the Bus

The evening of December 1, 1955, in Montgomery, Alabama, was cold. The streets were full of people shopping or making their way home from work. By this time, Rosa had a job as a seamstress at a local department store. Her day had just ended, and she had rushed to catch the city bus that would take her home. As Rosa boarded the bus, she could see that it was already quite full. Because the section at the back of the bus where African Americans usually sat was so full, Rosa found a seat near the middle of the bus.





Rosa Sitting on the Bus

The seat Rosa found was just behind the seats reserved for white people. Before long, all the seats on the bus were full and several white people were left standing. Back then, the bus driver had the authority, or power, to move people, and African Americans were the first to be moved. The bus driver noticed the people standing and ordered several African American people on the bus to give up their seats. All of them did as he asked except for Rosa. When the bus driver told Rosa that if she did not stand up, he would call the police to come and arrest her, she quietly responded, "You may do that." When he asked her one more time to stand up, Rosa responded by saying, "I don't think I should have to stand up."





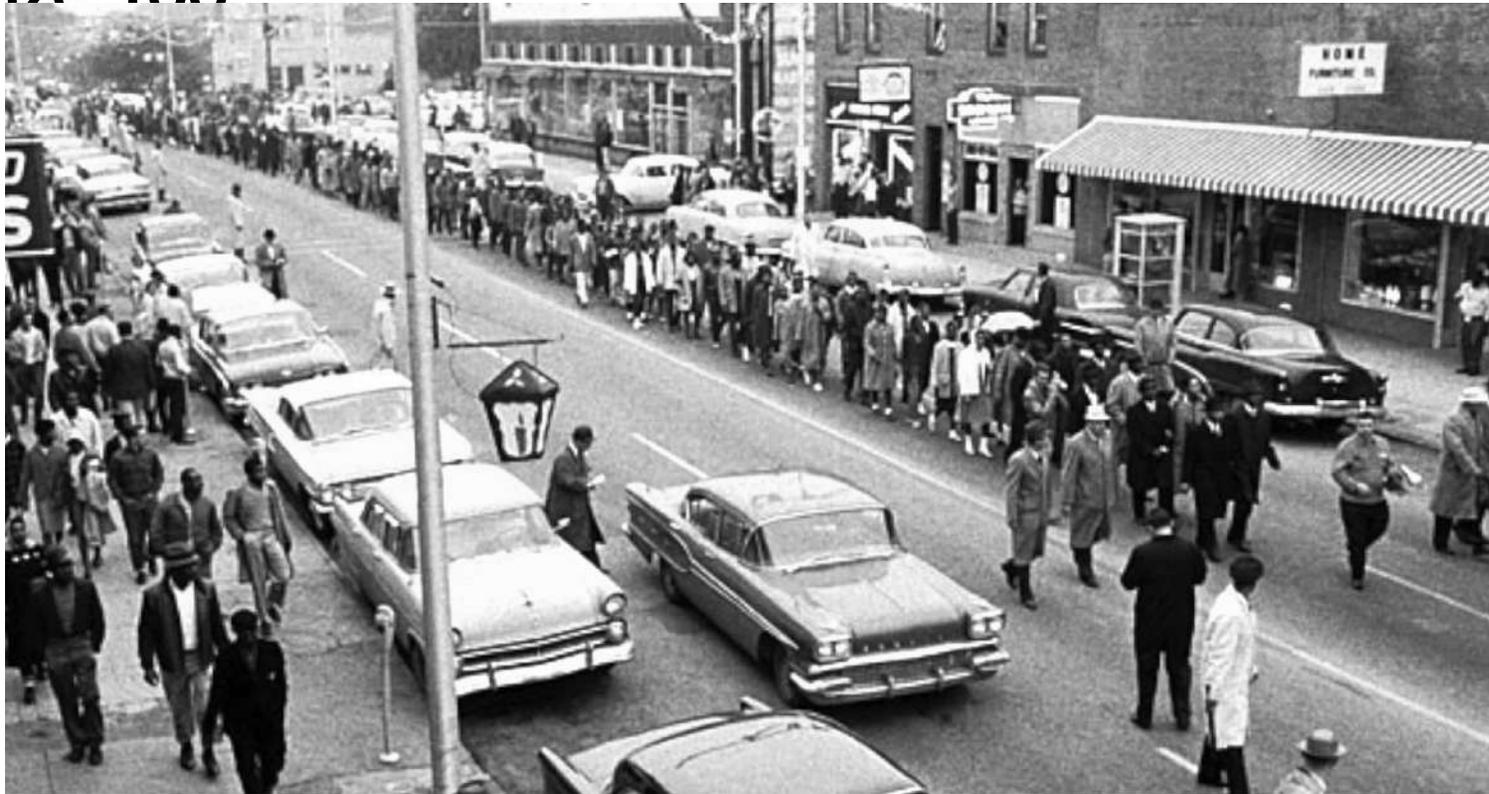
Rosa being fingerprinted

The bus driver made the call, and before long, a police officer arrived. The officer wanted to know why she would not give up her seat. Rosa responded by asking the officer a question. "Why are you always pushing us around?" she asked. Rosa was arrested and taken to the police headquarters. Later that night she was released on bail. The law at that time in Alabama gave bus drivers the right to assign seats, and it also gave them the right to carry guns. As a result, many African American people felt threatened and were frightened to challenge this practice, but Rosa had done so. Rosa later said that she had not planned to protest, but in that moment, her desire for civil rights and her sense of injustice drove her to make that decision. "When I made that decision," Rosa said, "I knew that I had the strength of my ancestors with me." This was the moment that changed history. Rosa had refused to move, and now others would show their support for her



**Crowds of People Walked to
Work**

It was decided that the hundreds of African Americans who rode the city buses to work would walk instead. This kind of action is called a **boycott**. The NAACP began to organize what became known as the **Montgomery Bus Boycott**. African American women's groups began to organize too





Rosa and Martin Luther King Jr

A young man named Dr. Martin Luther King Jr. led the boycott. Dr. King said, "We will walk until justice runs down like water and righteousness like a mighty stream." Beginning on December 5, 1955, people refused to ride the city buses in Montgomery. The boycott lasted for 382 days. Without passengers to ride the buses, the buses couldn't afford to run. At that time in Montgomery, more than seven out of every ten riders on buses were African American. Businesses were disrupted. Many white people supported the boycott, too. On November 13, 1956, the United States Supreme Court decided that Montgomery's segregated bus seating was unconstitutional. That meant that it was against the law. A court order was served on December 20, 1956, and the boycott ended the next day. After that, buses were integrated and African American people could sit wherever they wanted. That boycott became a powerful way for people to peacefully protest.



Rosa Parks's actions helped to start the civil rights movement. In fact, Rosa became known as the "mother of the civil rights movement." Rosa remained an active member of the NAACP and other civil rights groups. She showed her support for Dr. Martin Luther King Jr. by participating in civil rights marches. Rosa became a member of the staff of a Michigan congressman. She worked in his office for twenty-three years— from 1965 until she retired in 1988. Rosa also founded an institution to help young people complete their education.





In her lifetime, Rosa received several awards for her courage and her work. In 1979, the NAACP awarded Rosa its Spingarn Medal. Rosa also received two of the U.S. government's most important civilian honors, or those honors given to people who aren't serving in our military.

Rosa received the Presidential Medal of Freedom in 1996 and the Congressional Gold Medal of Honor in 1999.

Rosa once said, "I'd see the bus pass every day. But to me, that was a way of life; we had no choice but to accept what was the custom. The bus was among the first ways I realized there was a black world and a white world." Incredibly, by her own actions, Rosa Parks changed that world. Rosa became a symbol of the power of nonviolence. Her quiet, courageous act changed America and changed the course of history.



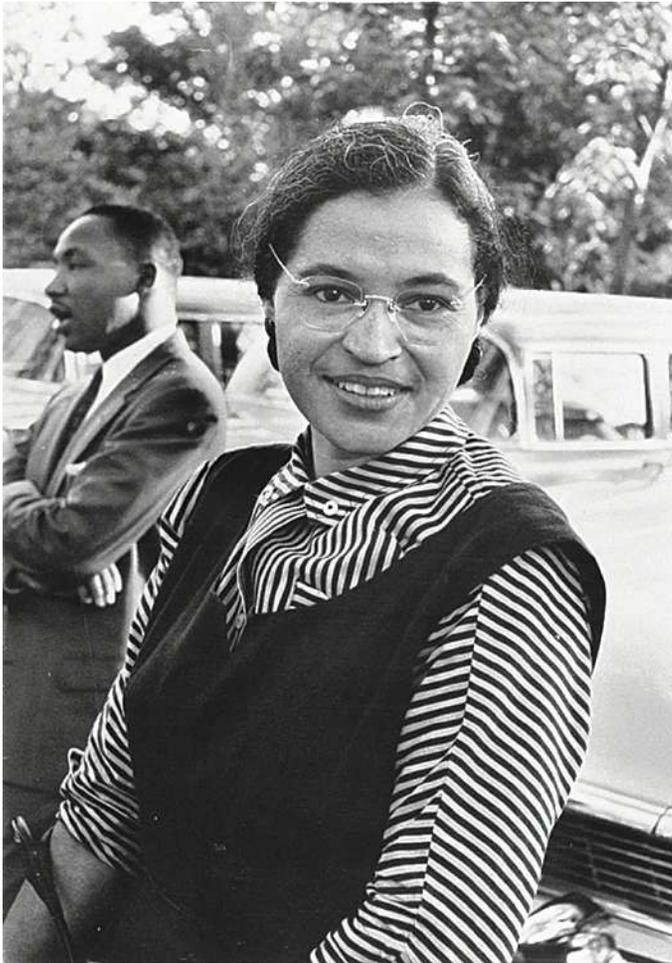
Think-**Pair-Share**

What is the Civil Rights Movement?





Think-**Pair-Share**



**How are
Rosa's
actions
connected to
the Civil
Rights
Movement?**

**Today you will begin a
literary unit.**

**What does the word
literary mean?**



**Literary means
relating to works of
literature such as
novels, poems, and
plays.**

Literature generally refers to written text that has a lasting and/or artistic value. The purpose of informational texts, like newspaper and magazine articles as well as history and science textbooks, is to inform the reader about a particular topic. Sometimes, a single book may be both literary and informational, as is the case with *Brown Girl Dreaming*.

The literary text you will be reading belongs to a genre, or category of literature, known as a memoir; a memoir is a story about someone's life that is written by that person.



**What is the person that
writes the story called?**

the author



What literary elements or characteristics appear in a story?



**characters,
setting, plot
(series of
events), and
dialogue**

Activity Page SR.1

Elements of a Memoir

NAME: _____

SR.1 ACTIVITY PAGE

DATE: _____

| Memoir | |
|--|--|
| Element | Example |
| 1. Uses first person point of view | I, we, me, us, our, ours, my, mine |
| 2. May focus on one or more significant event or personal experience | An event or experience that is first, last, or significant |
| 3. Includes characteristics of a memoir | Setting, characters, plot, dialogue |
| 4. Includes descriptive language | Sensory details, figurative language |
| 5. Makes importance of event or experience clear to reader | Descriptions about how event or experience affected the author |
| 6. May be written in the form of free verse, or poetry | Includes additional sensory details, figurative language |

Characteristics of a Memoir

| Element | Example |
|--|---|
| Uses first person point of view | I, we, me, us, our, ours, my, mine |
| May focus on one or more significant event(s) or personal experience(s) | An event or experience that is first, last, or significant |
| Includes characteristics of a memoir | Setting, characters, plot, dialogue |
| Includes descriptive language | Sensory details, figurative language |
| Makes importance of event or experience clear to reader | Descriptions about how event or experience affected the author |
| May be written in the form of free verse, or poetry | Includes additional sensory details or figurative language |

Sometimes the event or experience is the first or last time the author did or experienced something, such as the author's first day of school, last day of school, first time riding a bike, or first time losing a tooth. Other times, the event or experience is something significant in the author's life that he or she remembers very well. Examples include things like moving, a family tradition, or an injury.

If Rosa Parks wrote a memoir of her life, rather than writing the story about the everyday events in her life, she would likely retell one or more significant events, e.g., perhaps when she was arrested for refusing to give up her seat to a white man on the bus and her fight for equal treatment



Descriptive language is language that describes or tells about something in a vivid way, usually using adjectives or adverbs.

Adjectives describe nouns and **adverbs** describe verbs. **Descriptive language** may include **sensory details** and “**showing language**.”

Sensory details are words or phrases the author uses to activate one or more of the five senses.

“**Showing language**” is language that helps the reader visualize the object, event, or place.

Example of Descriptive Language

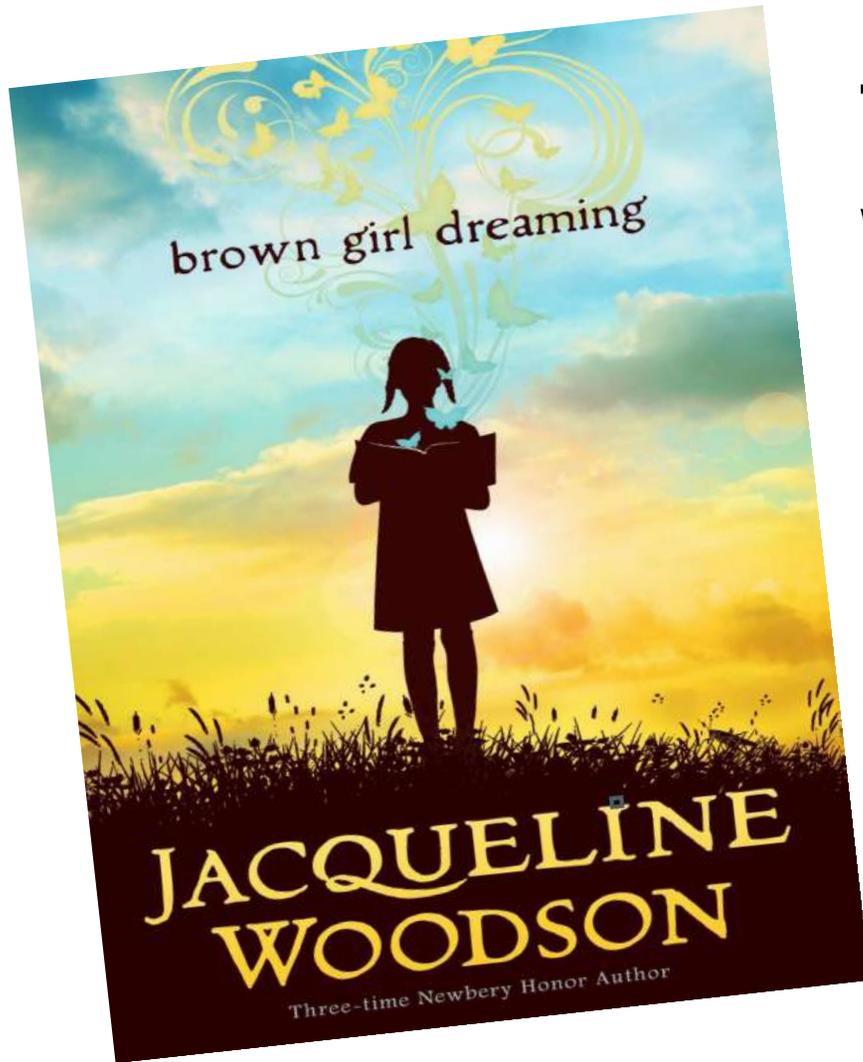
The evening of December 1, 1955, in Montgomery, Alabama, was cold. The streets were full of people shopping or making their way home from work. By this time, Rosa had a job as a seamstress at a local department store. Her day had just ended, and she had rushed to catch the city bus that would take her home.



Jacqueline Woodson was born during the Civil Rights Movement and many of the events described in her memoir will refer to what was taking place in the United States during that time.



Previewing the Reader



What do you notice about the book?

When was the book published?

How is the book arranged?

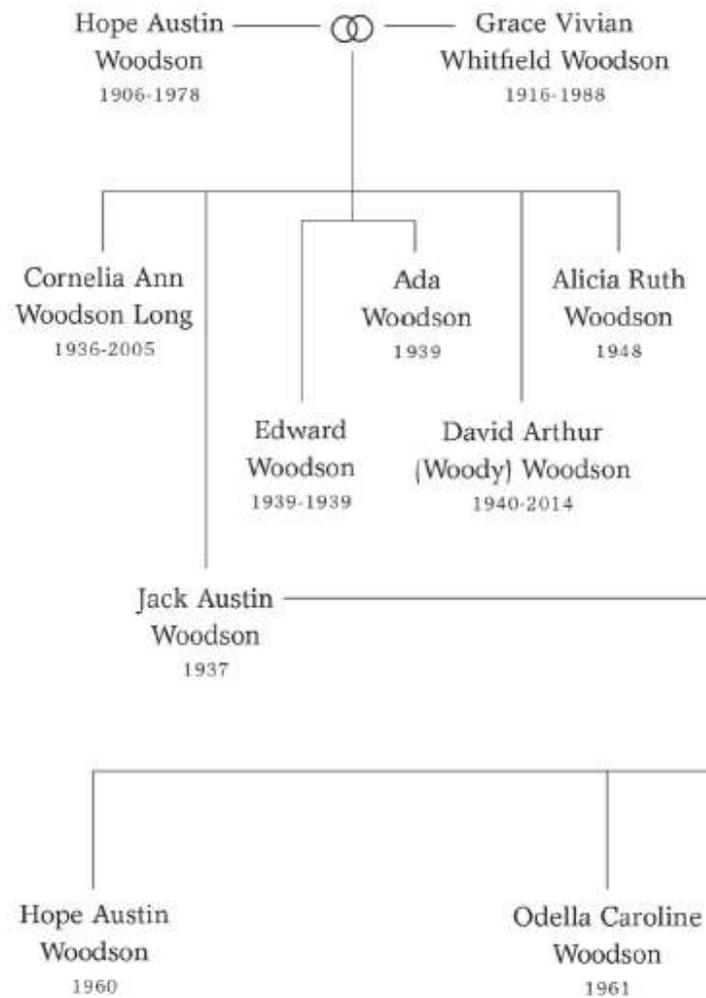
The text is in the form of free verse, rather than in the form of prose.

Examine the Woodson Family Tree. What do you think the vertical and horizontal lines tell you about the relationships between the individuals included on this family tree.

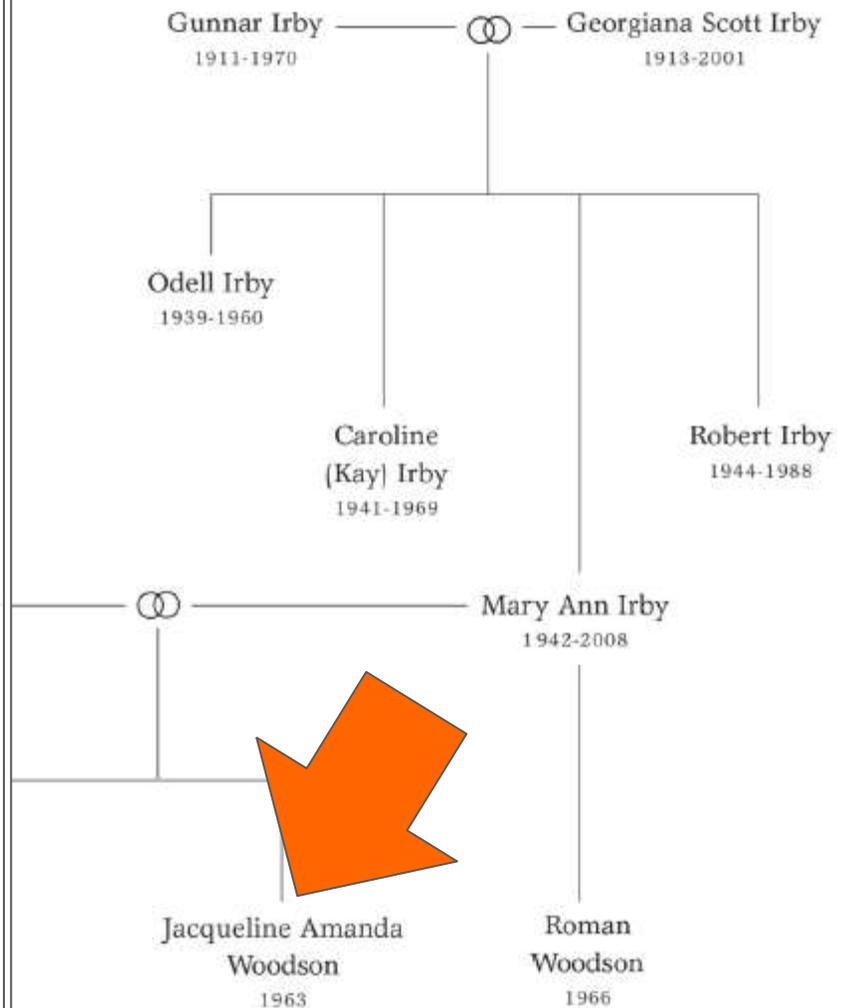
For example, find Jacqueline Woodson's name on the bottom row of the tree and notice the horizontal lines that connect her with Odella Caroline Woodson and Hope Austin Woodson. What does the vertical line that connects Jacqueline Woodson to Mary Ann Irby and Jack Austin Woodson tell them about their relationship

The horizontal line tells us that Jacqueline and Odella are siblings. The vertical lines tells us that Mary and Jack are Jacqueline's parents.

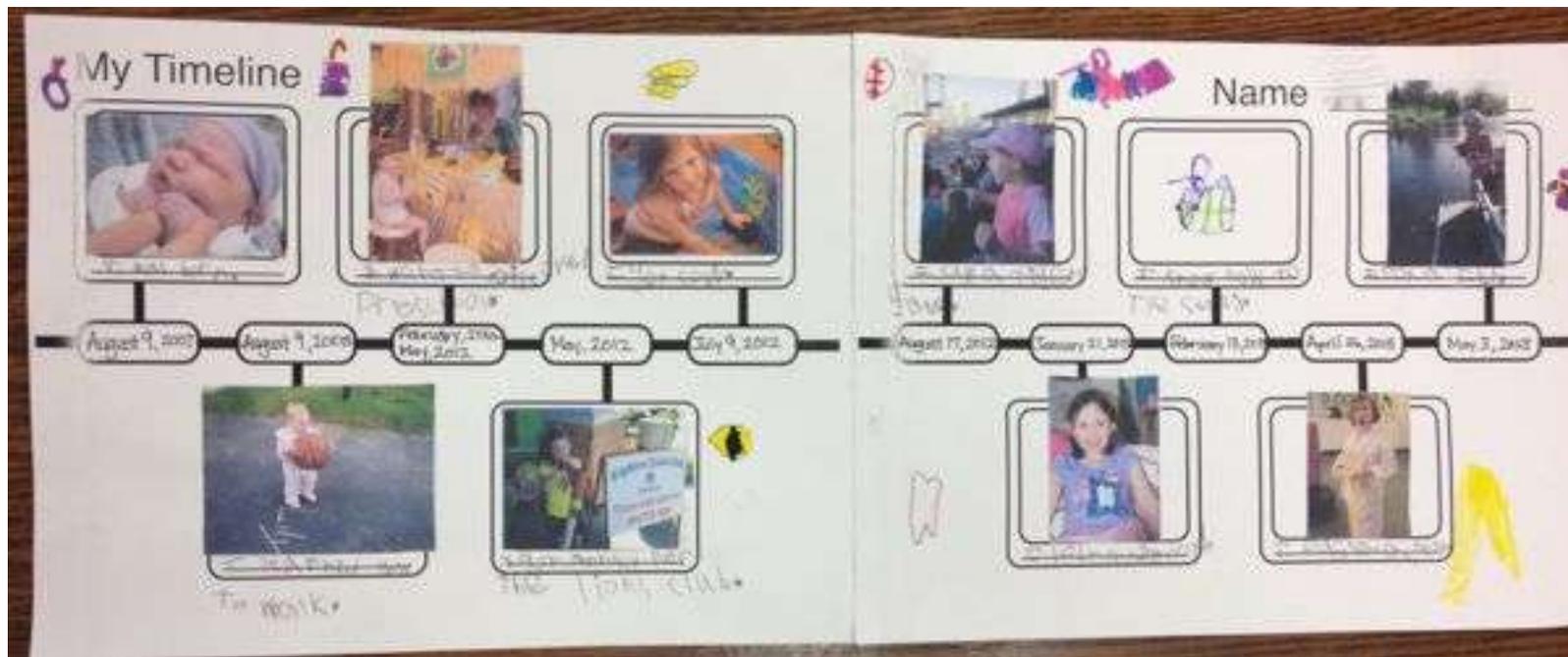
WOODSON FAMILY TREE



IRBY FAMILY TREE



Creating A Personal Timeline



Creating A Family



Discussion Questions

Why might an author choose to write in free verse instead of prose?



Vocabulary

Lesson 1

noun

verb

adverb

adjective

Activity Page 1.1

Vocabulary

NAME: _____

1.1

ACTIVITY PAGE

DATE: _____

Vocabulary for “february 12, 1963” by Jacqueline Woodson

1. **unfree**, *adj.* not able to control one’s own life or choices (1)
2. **dawn**, *n.* the first daylight in a day when the sun is rising (1)
3. **dusk**, *n.* the last daylight in a day when the sun is setting (1)
4. **gourd**, *n.* a large fruit with a hard outer shell (**gourds**) (1)
5. **constellation**, *n.* a group of stars in the sky that looks like an item, an animal, or a person; the group is given a name (1)
6. **explode**, *v.* to burst open because of too much pressure inside (**explodes**) (1)
7. **enslave**, *v.* to capture and put someone under the control of someone else (**enslaved**) (2)
8. **emancipate**, *v.* to set free from slavery or from being under the control of someone else (**emancipated**) (2)

unfree



**not able to
control one's
own life or
choices**

adjective

dawn

the first daylight in a day
when the sun is rising



noun

dusk

**the last daylight in a day
when the sun is setting**



noun

gourd

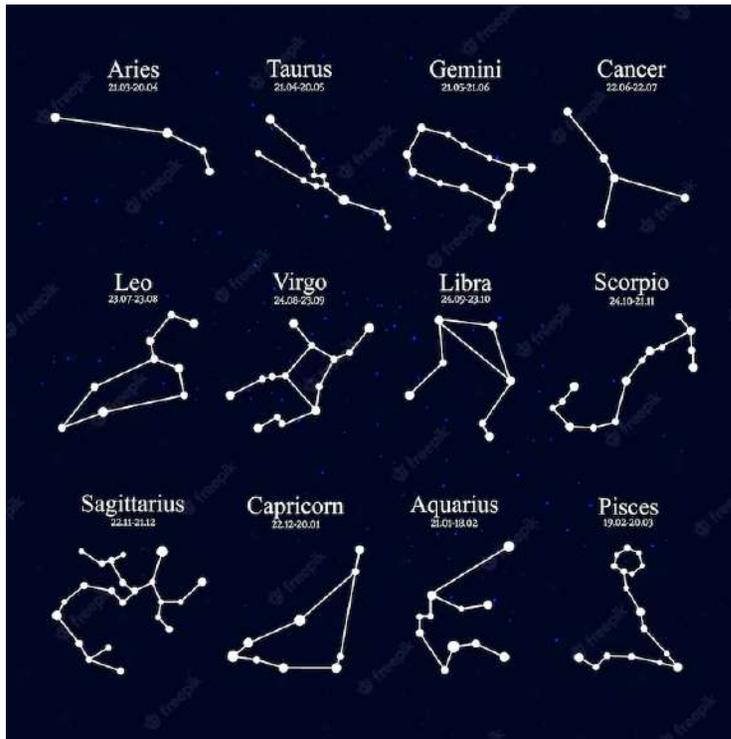
**a large fruit with a hard
outer shell**



noun

constellation

a group of stars
in the sky that
looks like an
item, an animal,
or a person; the
group is given a
name



noun

explode

to burst open because of
too much pressure inside



verb

enslave

to capture and put
someone under the control
of someone else



verb

emancipate

**to set free from slavery or
from being under the
control of someone else**



verb

How to Read A Glossary



A glossary contains definitions of the vocabulary words in the Reader

M

mass, *adj.* widespread, or affecting many people

medieval, *adj.* of or relating to the Middle Ages

melody, *n.* song

merchant, *n.* someone who buys and sells things; the owner of a store
(merchants)

mercilessly, *adv.* done with cruelty or harshness

mighty, *adj.* having great size or strength

multitude, *n.* a large number of things or people

The part of speech is given:

Adj - adjective (describing word)

N - noun (person, place, thing, idea)

V - verb (action)

Activity Page SR.3

Glossary

The glossary is found on SR.3 in your Activity Book.



NAME: _____

SR.3 ACTIVITY PAGE

DATE: _____

Glossary for *Brown Girl Dreaming*

| | |
|----------------------------|--|
| achieve, <i>v.</i> | to do something successfully, or to reach a goal (achieved)(169) |
| allow, <i>v.</i> | to permit (allowed)(72) |
| anchor, <i>v.</i> | to hold something in place (121) |
| apology, <i>n.</i> | a statement in which someone says he or she is sorry for something (apologies)(31) |
| automatically, <i>adv.</i> | done without help, prompting, or encouragement (5) |
| azalea, <i>n.</i> | a shrub that has dark green leaves and colorful flowers (azaleas) (32) |
| bouquet, <i>n.</i> | a bunch of flowers (11) |
| brilliant, <i>adj.</i> | very smart (169) |
| bundle, <i>v.</i> | to gather things and tie or put them into a single package (bundled) (144) |
| calm, <i>adj.</i> | not upset or excited (72) |
| cast, <i>v.</i> | to give off or project across a distance (casting) (144) |
| ceiling, <i>n.</i> | the top surface in a room (131) |
| clasp, <i>v.</i> | to connect with a device that holds things together (clasped) (238) |
| coal, <i>n.</i> | a hard, black substance, found in the earth, that is dug up and burned as fuel (13) |
| collard, <i>n.</i> | a type of green vegetable, similar to cabbage (collards) (49) |
| composition, <i>n.</i> | a piece of writing, such as a story or an essay (154) |
| constellation, <i>n.</i> | a group of stars in the sky that looks like an item, an animal, or a person; the group is given a name (1) |

Activity Page SR.3

Glossary continued



ACTIVITY PAGE

SR.3
CONTINUED

NAME: _____

DATE: _____

| | |
|--------------------------|--|
| curb, n. | the edge of the sidewalk where it curves down to meet the street (31) |
| dandelion, n. | a common plant with bright yellow flowers. After a few days, the dandelion plant's flowers dry out and turn to seed. These seeds are then spread by the wind (313) |
| dare, v. | to challenge someone to do something that takes courage (30) |
| dash, n. | a punctuation mark that is a short, horizontal line (30) |
| dawn, n. | the first daylight in a day when the sun is rising (1) |
| dim, adj. | not well-lit; dark (144) |
| disappear, v. | to go away from view (226) |
| dusk, n. | the last daylight in a day when the sun is setting (1) |
| emancipate, v. | to set free from slavery or from being under the control of someone else (emancipated) (2) |
| embroidered, adj. | cloth that is decorated with stitches in a decorative pattern (32) |
| encyclopedia, n. | a book, arranged alphabetically, that has information on a wide range of topics (249) |
| enslave, v. | to capture and put someone under the control of someone else (enslaved) (2) |
| excel, v. | to do better than others or better than expected (169) |
| explode, v. | to burst open because of too much pressure inside (explodes) (1) |
| face, v. | to stand before, or deal with, something in a way that shows you are brave (14) |
| fan, v. | a piece of writing, such as a story or an essay (fanned) (154) |
| fare, n. | the price that must be paid to ride a bus, subway, plane, or other public transportation (237) |
| fist, n. | a hand when the fingers are curled into the palm (73) |

Activity Page SR.3

Glossary

continued



NAME: _____

DATE: _____

SR.3
CONTINUED **ACTIVITY PAGE**

| | |
|--------------------------------|--|
| fiercely, <i>adv.</i> | strongly or violently (5) |
| firefly, <i>n.</i> | an insect whose lower body flashes a light at night (fireflies)(145) |
| foreman, <i>n.</i> | the leader of a group of workers (53) |
| furrow, <i>n.</i> | a line or crease (12) |
| gather, <i>v.</i> | to slowly collect or build up (gathering)(156) |
| generation, <i>n.</i> | a group of people who were all born around the same time period; the time period between parents and their children (48) |
| gently, <i>adv.</i> | softly (73) |
| gourd, <i>n.</i> | a large fruit with a hard outer shell (gourds) (1) |
| handkerchief, <i>n.</i> | a small piece of cloth that is used to wipe one's nose or face (32) |
| honeysuckle, <i>n.</i> | a vine with sweet-smelling flowers (165) |
| hush, <i>n.</i> | the calm or silence that takes place after noise (154) |
| icebox cake, <i>n.</i> | a cake that does not need to be baked (11) |
| imagine, <i>v.</i> | to form an idea or picture in one's mind (73) |
| immense, <i>adj.</i> | very large (32) |
| infinity, <i>n.</i> | something that never ends or cannot be measured (63) |
| injustice, <i>n.</i> | something that is not fair (4) |
| insist, <i>v.</i> | refuse to give up or change one's mind about something (73) |
| iron, <i>v.</i> | to press wrinkles out of a piece of material or paper (ironed)(63) |
| jut, <i>v.</i> | to stick out (jutting)(158) |
| marble, <i>n.</i> | a very hard stone that comes from the earth and is often used to build things such as buildings, stairs, monuments, etc. (158) |
| memorial, <i>n.</i> | a building or statue that honors a person who is dead, or an important event that happened in the past (13) |

Activity Page SR.3

Glossary continued



ACTIVITY PAGE

SR.3
CONTINUED

NAME: _____

DATE: _____

| | |
|---------------------------|---|
| miss, v. | fail to experience (missed) (48) |
| monument, n. | something built or created to honor a special person or event (13) |
| neatly, adv. | cleanly, or done in an organized way (238) |
| overcome, v. | to beat or defeat (4) |
| pale, adj. | light or lacking color (121) |
| parlor, n. | a room in a house that is often used for conversation or socializing (10) |
| preach, v. | to give advice to a group in public, often connected to religion (74) |
| printing press, n. | a machine used to print words or images on paper or material (53) |
| promise, n. | statement (spoken or unspoken) that something will happen (48) |
| return, n. | something that is sent back or taken back (returns) (19) |
| right, n. | something that a person is entitled to have (72) |
| sizzle, v. | to make a hissing or crackling sound (sizzled) (145) |
| slightly, adv. | by a small amount or degree (136) |
| slyness, n. | the quality of being sneaky or smart (12) |
| soapbox, n. | a box or some type of platform that is used to make an informal or unplanned speech (3) |
| speckle, v. | to mark with dots of color or light (speckling) (143) |
| spiral, v. | to form a curve around a certain point (spiraling) (11) |
| squish, v. | to make a soft sound, like quiet splashing, when pushed together or walked on (165) |
| still, adj. | not moving; quiet; calm (131) |
| sway, v. | to swing back and forth, from side to side (swaying) (158) |
| trunk, n. | a large box or compartment used to store or carry items (trunks) (10) |

Activity Page SR.3

Glossary

continued



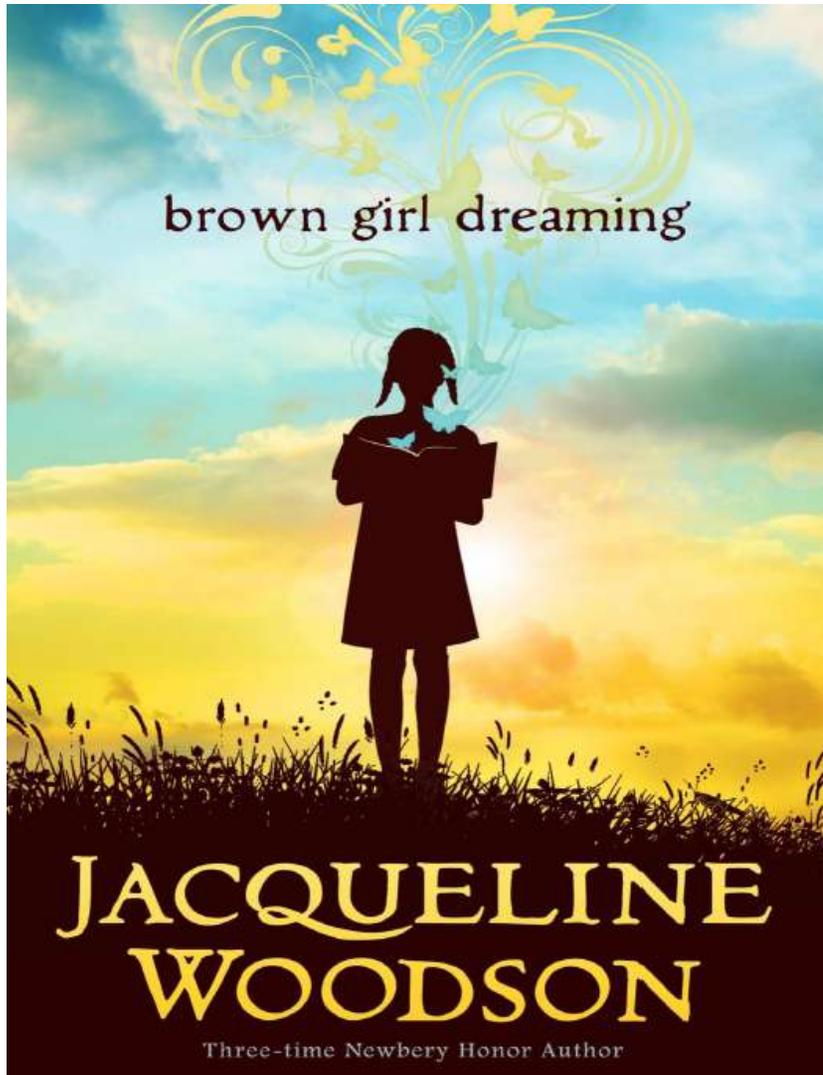
NAME: _____

DATE: _____

SR.3
CONTINUED **ACTIVITY PAGE**

| | |
|-----------------------|--|
| twirl, v. | to spin around (169) |
| unfree, adj. | not able to control one's own life or choices (1) |
| university, n. | a large school that one attends after finishing high school, or the twelfth grade (12) |
| vast, adj. | large (3) |
| waft, v. | to carry or cause to move gently on water or in the air (wafting) (32) |
| whine, n. | a long, high-pitched sound that expresses fear, pain, or complaint (131) |
| windowpane, n. | the sheet of glass that fills a window frame (313) |
| write, v. | to create marks on a paper with a tool such as a pen, pencil, or other instrument (62) |

Reading



Purpose for Reading

Read “february 12, 1963” in order to describe the setting and historical context of *Brown Girl Dreaming*.

february 12, 1963

1 I am born on a Tuesday at University
Hospital
2 Columbus, Ohio,
3 USA—
4 a country caught
5 between Black and White.
6 I am born not long from the time
7 or far from the place
8 where
9 my great-great-grandparents
10 worked the deep rich land
11 unfree
12 dawn till dusk
13 unpaid
14 drank cool water from scooped-out gourds
15 Looked up and followed
16 the sky's mirrored constellation
17 to freedom.
18 I am born as the South explodes,
19 too many people too many years
20 enslaved, then emancipated
21 but not free, the people
22 who look like me
23 keep fighting
24 and marching
24 and getting killed
26 so that today—
27 February 12, 1963

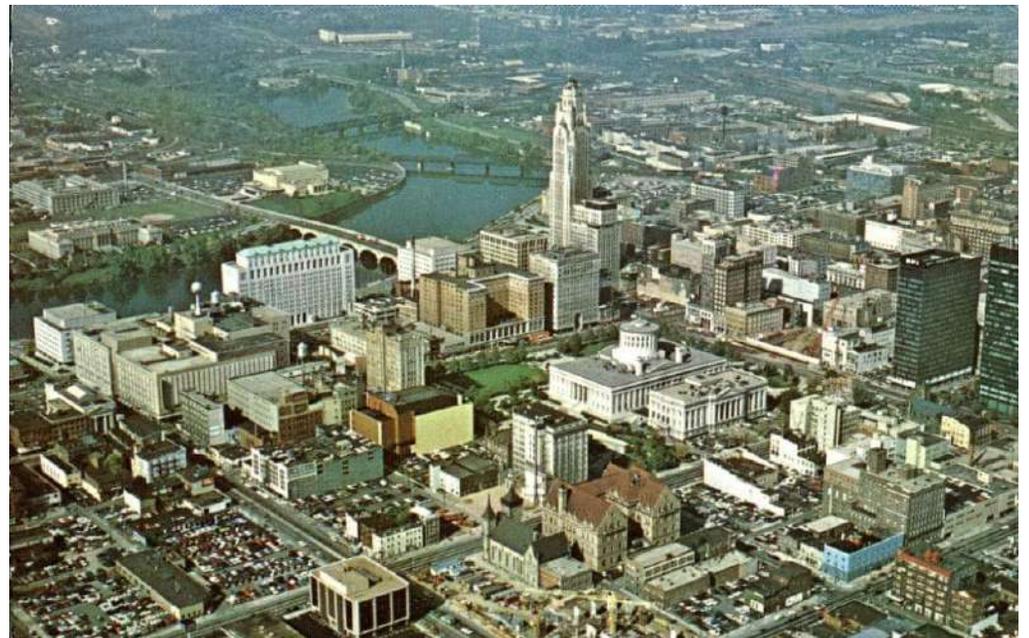
What events were taking place in the United States in February, 1963?

What does the author mean when she says the country was caught between Black and White?

Unfree means not able to control one's own life. Based on what we discussed in the timeline, and on the author's use of the word unfree to describe her great-great-grandparents, what do we know about her great-great-grandparents?

Some enslaved workers tried to escape slavery by running away to the parts of the United States where slavery was against the law. They would escape at night and use **constellations**, or the stars, to guide them in the direction of the states where slavery was not permitted

The author's use of the word **explodes** in this line is an example of **figurative language**. The author does not mean that the South literally explodes. Instead, she means that there is pressure building up in the South because of the discrimination and unfair treatment of African American people in the South at this time.]



**Columbus, Ohio
in the 1960s**



The southeastern region of the United States, moving from Virginia south to Florida, and then from Florida east to Texas, is a region of the United States often referred to as “the South.” When referring to a region such as this, the name of the region is a proper noun and the first letter of the word is capitalized.

28 and every day from this moment on,
29 brown children like me can grow up
30 free. Can grow up
31 learning and voting and walking and riding
32 wherever we want.

33 I am born in Ohio but
34 the stories of South Carolina already run
35 like rivers
36 through my veins.

Discrimination is when a person treats another person or group of people unfairly. Rosa lived in the state of Alabama, which is considered part of the South. She experienced discrimination on the basis of her skin color

What does the author mean by the phrase "**like rivers through my veins?**" What kind of figurative language is this?

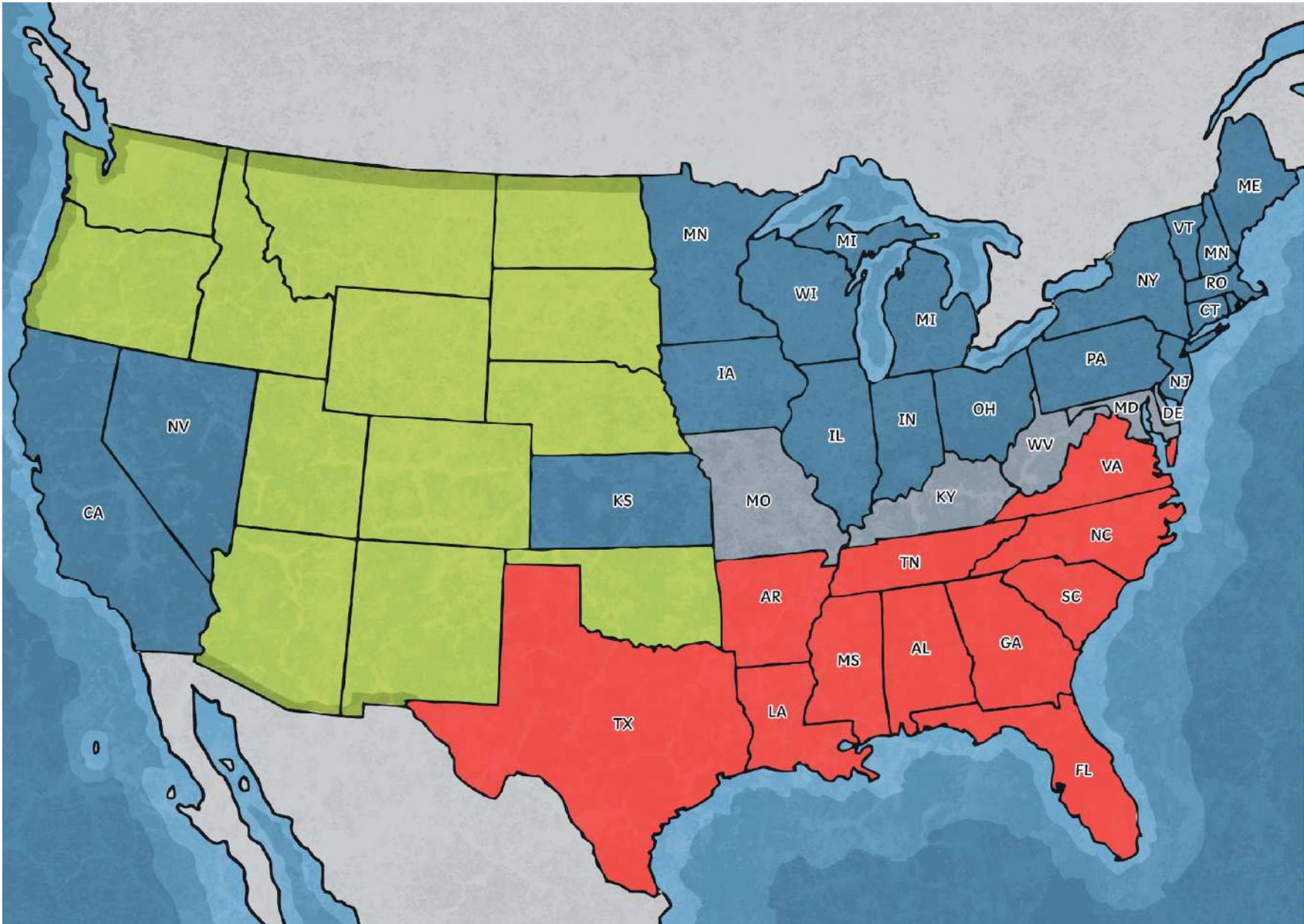
Where is "here?" Where is "there?" What is the difference between the way she is identified in Ohio versus South Carolina? What does this say about the **culture of the two places?**

In the South during the time that Rosa Parks lived, many people believed the stereotype that African Americans were not as capable as white Americans, and therefore could not be equal members of society. Many cases of discrimination took place in all areas of the United States, including in states like South Carolina.



In the South, there were often laws in place that encouraged or supported discrimination of people based on the color of their skin.

In the North, the discrimination was not usually put into laws, but many people in the North also believed similar stereotypes and also discriminated against people because of the color of their skin.





Discussion Questions

What is the setting of the story?

What events were taking place in the United States, especially in the South, at the time the author was born in 1963?

The setting is Columbus, Ohio in 1963. The Civil Rights Movement was taking place in the United States. It started in the 1940s and included the Montgomery Bus Boycott led by Rosa Parks in 1955.

Discussion Questions

How do we know the author is African American?

In Line 22, she said that it was people who look like her were the ones who were not completely free in America at the time of her birth. Also, in Line 29, she said "brown children like me."

Discussion Questions

What does the author mean when she describes people as “emancipated but not free”?

African American people like her great-great-grandparents were no longer enslaved workers, but, in the United States in 1963, they still were treated unfairly, so they were not free to live their lives as they wanted.



Think-**Pair-Share**

**Discuss with a partner
how you think the setting
of the
story may impact the
author's childhood.**

The memoir is set in the South, during the early 1960s. There was a great deal of discrimination against African Americans in the United States, especially in the South at that time, so her memoir may include examples of discrimination she saw or experienced.

Activity Page 1.2

“february 12, 1963”

You will have a few minutes to fill out Activity Page 1.2.

ACTIVITY PAGE

1.2

NAME: _____

DATE: _____

“february 12, 1963”

Respond to each of the following questions by writing your answers in each of the boxes. Be sure to write each of your answers in complete sentences.

Jacqueline
Woodson

When she was born?

Where she was born?

What do we know about her great-great grandparents?

What was happening in the United States in 1963? Use the timeline we created to help with this. What was Martin Luther King, Jr., doing in that year?

Activity Page 1.2

"february 12, 1963"

Answer Key



Jacqueline
Woodson

When she was born?

**February 12,
1963**

Where she was born?

**Columbus,
Ohio**

What do we know about her great-great grandparents?

They worked the deep rich land dawn till dusk. They were unfree. They drank cool water out of scooped-out gourds. They looked up at the stars.

What was happening in the United States in 1963? *Use the timeline we created to help with this. What was Martin Luther King, Jr., doing in that year?*

Martin Luther King gave his I Have a Dream speech later that year. People were marching and fighting and getting killed

Word Work

- enslaved
- emancipated

“I am born as the South explodes, too many people too many years, enslaved, then emancipated.”

African Americans were enslaved for more than two hundred years in the early history of the United States. They were emancipated after the Civil War.

Enslaved means captured or put under the control of someone else. Emancipated is an antonym of enslaved and means to be set free from slavery.

Word Work

- enslaved
- emancipated

What are some differences in the ways people who are enslaved live their lives and the ways people who are emancipated live their lives? Be sure to use the words **enslaved and **emancipated** in your response.**

“If someone is enslaved, he/she _____, whereas if someone is emancipated, he/she _____.”



Discussion

How did the lives of enslaved people change after they were emancipated following the Civil War? In what ways did their lives remain the same?



Homework

Finish Activity Page 1.2

ACTIVITY PAGE 1.2 NAME: _____
DATE: _____

"February 12, 1963"

Respond to each of the following questions by writing your answers in each of the boxes. Be sure to write each of your answers in complete sentences.

Jacqueline Woodson

When she was born?

Where she was born?

What do we know about her great-great grandparents?

What was happening in the United States in 1963? Use the timeline we created to help with this. What was Martin Luther King Jr. doing in that year?

2 Unit 1 | Activity Book

Grade 4 | Core Knowledge Language Arts

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CKLA 1st Edition

Unit 1

Brown Girl Dreaming

Lesson 2



Standards

- **RL.4.1; RL.4.4; RL.4.10; RI.4.3; SL.4.1; L.4.1, L.4.3; L.4.3a; L.4.3c; L.4.4c; L.4.6 Describe the historical events depicted in the text.**
- **W.4.3d; W.4.10 Identify examples of descriptive language in the text.**
- **SL.4.1b; SL.4.1c Compare and contrast the actions of various Civil Rights activists.**
- **L.4.4b, L.4.5c Determine the new meaning of root words when the “in-” prefix is added.**
- **L.4.4c Use a glossary in order to determine or clarify the meaning of vocabulary words.**

Lesson Objectives



Students will be able to describe the historical events depicted in the text.

Students will be able to identify examples of descriptive language in the text.

Students will be able to compare and contrast the various Civil Rights activists.

Students will be able to determine the meaning of new words using the prefix *in-*.

Students will be able to use a glossary to understand the meaning of vocabulary words.



I Can Statements

- I can describe historical events from a text.
- I can identify examples of descriptive language in a text.
- I can compare/contrast the actions of different civil rights activities.
- I can determine the meaning of new words with the prefix *in-*.

Lesson Guiding Question

What are some important events that took place in the United States during the 1960s?



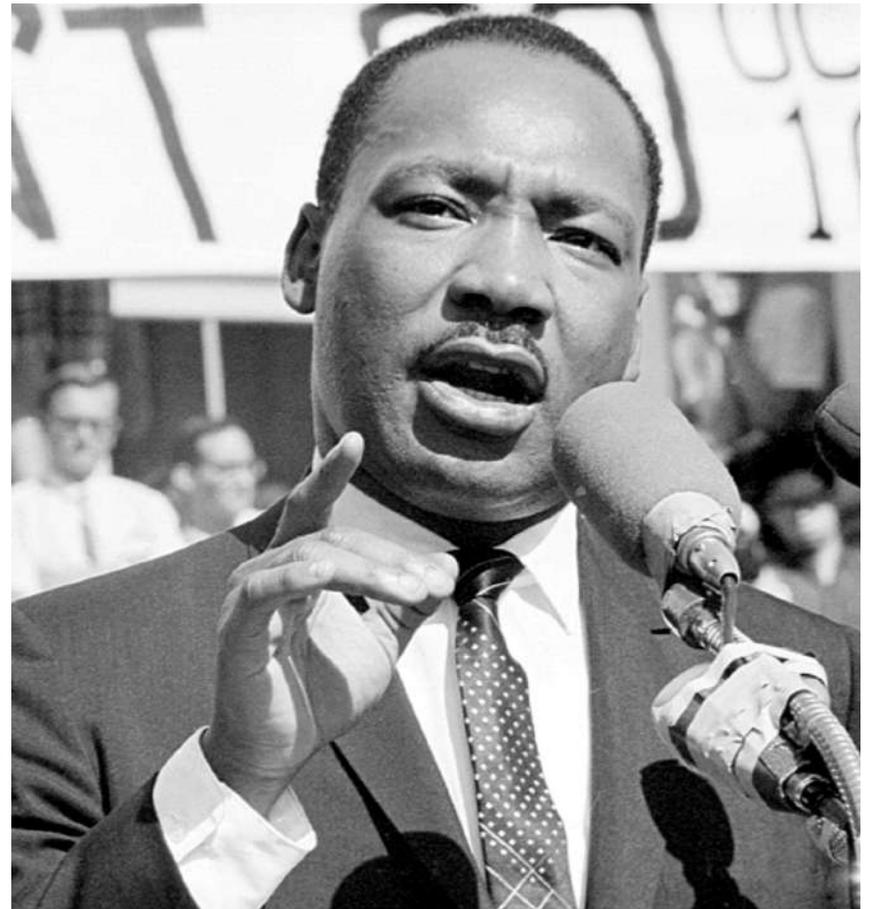
Rosa Parks

Rosa Parks participated in the Montgomery Bus Boycott. There was discrimination against African Americans in the United States at that time, especially in the South; Rosa and other African Americans were not allowed to ride in the front of a bus simply because they were African Americans.

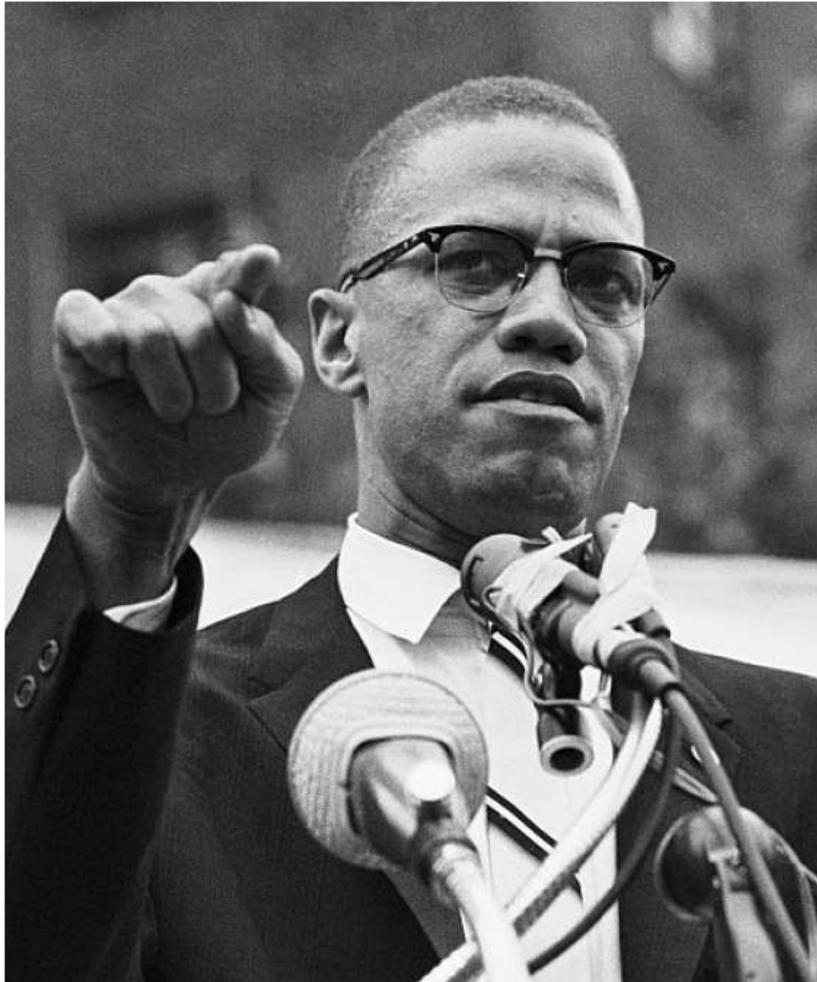


Martin Luther King, Jr.

Martin Luther King, Jr., was an African American minister who, in the 1960s, fought for equal rights for all people; he held a peaceful march on Washington, D.C. in 1963, just a few months after Jacqueline Woodson was born.



Malcolm X



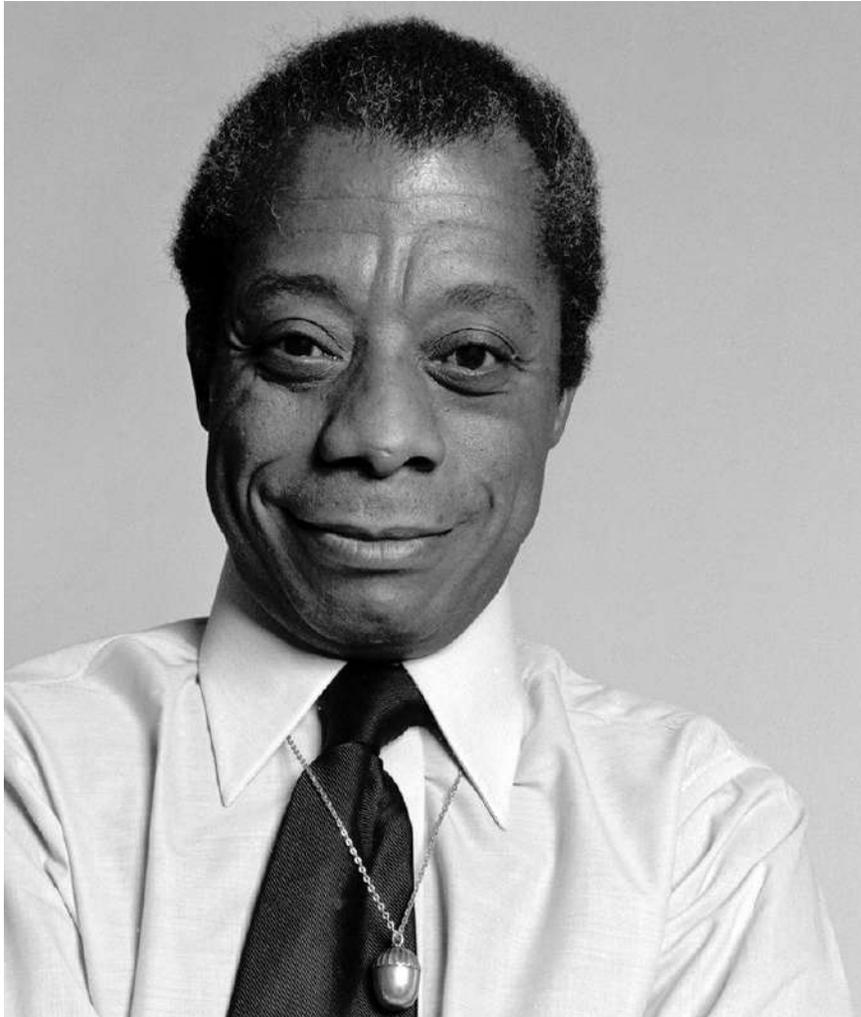
Malcolm X was a civil rights leader who fought for the rights of African Americans in the 1960s. Some considered Malcolm X a controversial figure because the manner in which he advocated for civil rights was more confrontational than the approach taken by Martin Luther King, Jr. His admirers considered him a courageous advocate for the rights of African Americans, a man who condemned white Americans in the harshest terms for the treatment of African Americans; his critics accused him of preaching violence.

Ruby Bridges



Ruby Bridges was a six-year-old African American girl who tried to attend an all-white school, but she was stopped by people who were violating the law by trying to keep her from attending the school. Armed guards had to protect her and still some white people spat upon her and called her names.

James Baldwin



James Baldwin was an important African American author and the grandson of an enslaved person. James Baldwin lived and wrote during the Civil Rights Movement.

Harlem Freedom Rally



1960

Freedom Singers



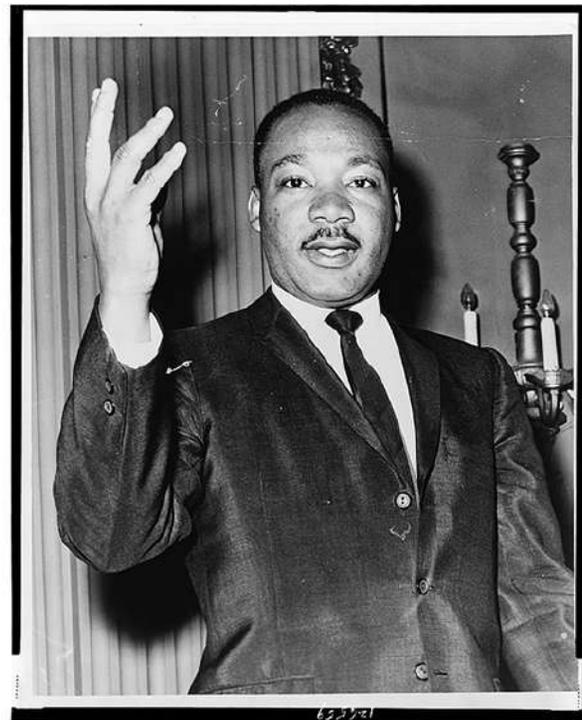
1961 - 1966

What was the Civil Rights Movement in the United States, and when did it take place?



It was a time when some people fought for all people to have equal rights and to stop the discrimination that was taking place against African Americans. It took place over many years; many events in the Civil Rights Movement took place in the late 1950s and the 1960s

Who were some of the individuals who contributed to this movement? What did they do?



Activity Page 1.2

Answer Key



Jacqueline
Woodson

When she was born?

**February 12,
1963**

Where she was born?

**Columbus,
Ohio**

What do we know about her great-great grandparents?

They worked the deep rich land dawn till dusk. They were unfree. They drank cool water out of scooped-out gourds. They looked up at the stars.

What was happening in the United States in 1963? *Use the timeline we created to help with this. What was Martin Luther King, Jr., doing in that year?*

Martin Luther King gave his I Have a Dream speech later that year. People were marching and fighting and getting killed

Vocabulary Lesson

noun

verb

adverb

adjective

Activity Page 2.1

Vocabulary

NAME: _____

2.1 ACTIVITY PAGE

DATE: _____

Vocabulary for “second daughter’s second day on earth”

1. **soapbox, *n.*** a box or some type of platform that is used to make an informal or unplanned speech (3)
2. **vast, *adj.*** large (3)
3. **overcome, *v.*** to beat or defeat (4)
4. **injustice, *n.*** something that is not fair (4)
5. **automatically, *adv.*** done without help, prompting, or encouragement (5)
6. **fiercely, *adv.*** strongly or violently (5)

soapbox

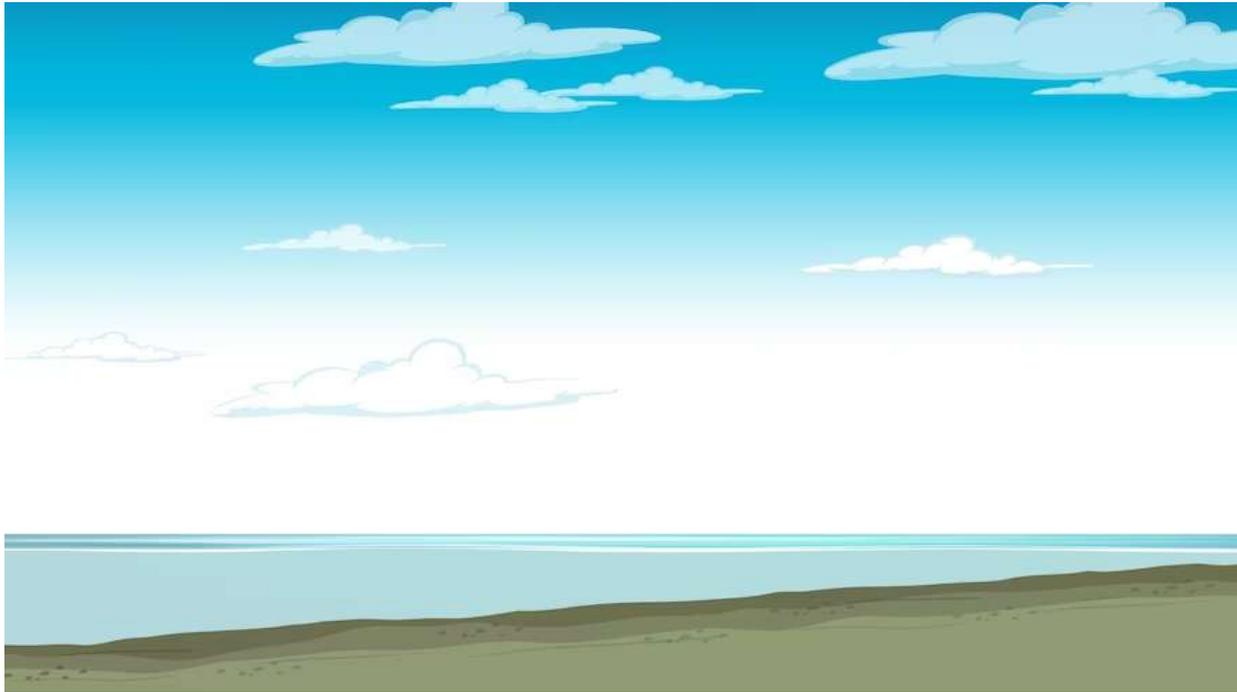


**a box or some type
of platform that is
used to make an
informal or
unplanned speech**

noun

vast

large



adjective

overcome

to beat or defeat



verb

injustice

something that is not fair



noun

automatically
done without help,
prompting, or
encouragement



adverb

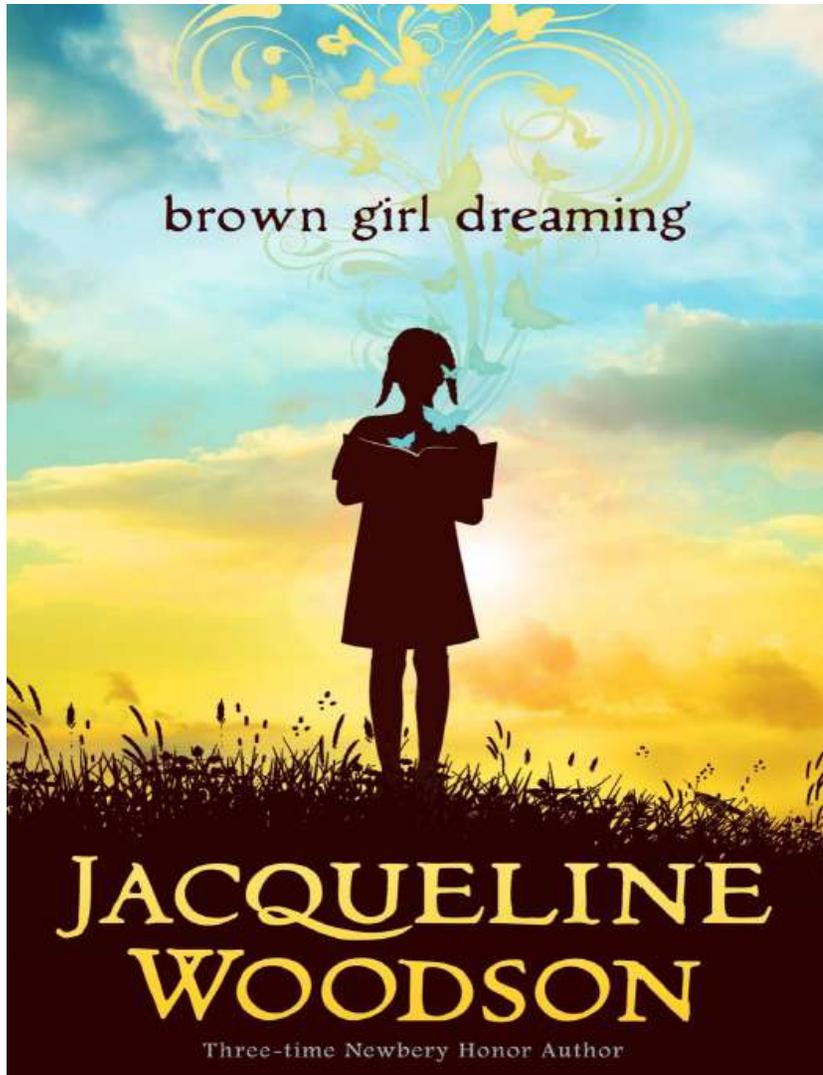
fiercely

strongly or violently



adverb

Reading



Purpose for Reading

Read “second daughter’s second day on earth” in order to find out about important events taking place in the United States during the 1960s

second daughter's second day on earth

- 1 My birth certificate says: Female Negro
- 2 Mother: Mary Anne Irby, 22, Negro
- 3 Father: Jack Austin Woodson, 25, Negro

- 4 In Birmingham, Alabama, Martin Luther King Jr.
- 5 is planning a march on Washington, where
- 6 John F. Kennedy is president.
- 7 In Harlem, Malcolm X is standing on a soapbox
- 8 talking about a revolution.

9 *Outside the window of University*
Hospital,
10 *snow is slowly falling. So much*
already
11 *covers this vast Ohio ground.*

- 12 In Montgomery, only seven years have passed
- 13 since Rosa Parks refused
- 14 to give up
- 15 her seat on a city bus.

16 I am *born brown-skinned, black-*
haired
17 *and wide-eyed.*
18 *am born Negro here and Colored there*

- 19 and somewhere else,
- 20 the Freedom Singers have linked arms,
- 21 their protests rising into song:

22 *Deep in my heart, I do believe*
23 *that we shall overcome someday*

Negro was a term used in many places in the United States at the time to refer to **African Americans**. It was used as a term of racial identification to refer to people whose ancestors originated from Africa. Today the word is usually considered to be **offensive or rude**. The acceptable use of terms to refer to groups of people changes over time, and at one time this term was not considered to be as offensive as it is today.

Harlem is a section of New York City. **Malcolm X** was a civil rights leader who fought for the rights of African Americans in the 1960s. Some considered Malcolm X a **controversial figure** because the manner in which he advocated for civil rights was more confrontational than the approach taken by **Martin Luther King, Jr.** His admirers considered him a courageous advocate for the rights of African Americans, a man who condemned white Americans in the harshest terms for the treatment of African Americans; his critics accused him of preaching violence.

Discussion Questions

Look at the following quotes from Malcolm X. Do you think he would be considered “controversial?”

- **A man who stands for nothing will fall for anything.”**
- **“We are nonviolent with people who are nonviolent with us.”**
- **“Concerning nonviolence, it is criminal to teach a man not to defend himself when he is the victim of constant attacks.”**
- **“If you’re not ready to die for it, put the word ‘freedom’ out of your vocabulary.”**

second daughter's second day on earth

1 My birth certificate says: Female Negro
2 Mother: Mary Anne Irby, 22, Negro
3 Father: Jack Austin Woodson, 25, Negro

4 In Birmingham, Alabama, Martin Luther King Jr.
5 is planning a march on Washington,
where
6 John F. Kennedy is president.
7 In Harlem, Malcolm X is standing on a
soapbox
8 talking about a revolution.

9 *Outside the window of University
Hospital,*
10 *snow is slowly falling. So much
already*
11 *covers this vast Ohio ground.*

12 In Montgomery, only seven years have
passed
13 since Rosa Parks refused
14 to give up
15 her seat on a city bus.

16 I am *born brown-skinned, black-haired*
17 *and wide-eyed.*
18 *am born Negro here and Colored there*

The word **Colored** was used in the past to refer to African American people. The term was meant to be an insult, especially in the South. Today the terms **Colored** and **Negro** are both considered to be offensive; at the present time, the phrase **people of color** is considered to be widely affirming, or positive, and includes many different groups of people.

Look at the author's use of italics in highlighting certain lines of the text, i.e., lines 9-11 and lines 16-18. The **italicized text** in lines 9-11 describes what is immediately happening where and when the author was born, almost as if she can "see" outside the hospital window; in lines 16-18, the italicized text signals what the author is thinking "how she describes herself."

The **Freedom Singers** were a musical group that existed from 1962 to 1966. They sang "Freedom Songs" throughout the northern part of the United States during the Civil Rights Movement.

What do you think the protest songs, and the author, meant by saying "we shall overcome someday"?

19 and somewhere else,
20 the Freedom Singers have linked arms

24 and somewhere else, James Baldwin
25 is writing about injustice, each novel,
26 each essay, changing the world.

27 *I do not yet know who I'll be*
28 *what I'll say*
29 *how I'll say it . .*

30 Not even three years have passed since a brown girl
31 named Ruby Bridges
32 walked into an all-white school.
33 Armed guards surrounded her while hundreds
34 of white people spat and called her names.

35 She was six years old.

36 *I do not know if I'll be strong like Ruby.*
37 *I do not know what the world will look like*
38 *when I am finally able to walk, speak, write . . .*

39 Another Buckeye!

40 *the nurse says to my mother.*
41 *Already, I am being named for this place.*

42 Ohio. The Buckeye State.

43 **My fingers curl into fists, automatically**
44 **This is the way, my mother said,**
45 **of every baby's hand.**

46 *I do not know if these hands will become*
47 *Malcolm's—raised and fisted*
48 *or Martin's—open and asking*
49 *or James's—curled around a pen.*
50 *I do not know if these hands will be*

51 *Rosa's*

52 *or Ruby's*

53 *gently gloved*

54 *and fiercely folded*

55 *calmly in a lap,*

56 *on a desk,*

57 *around a book,*

58 *ready*

59 *to change the world . . .*

James Baldwin (1924–1978) was an important African American author and the grandson of a enslaved person. James Baldwin lived and wrote during the Civil Rights Movement.

Like the author, Ruby Bridges was an African American girl born during the Civil Rights Movement. She lived in the state of Louisiana, which was a state in the South. When Ruby was six years old, the schools in Louisiana were still segregated, i.e., African American children were required to attend separate schools from white children. After the Supreme Court ruled that segregation or separation of students on the basis of the color of their skin, was illegal in **Brown vs the Board of Education, many white schools in the South still remained segregated, refusing to allow African American students to attend.**

Discussion Questions

What does the title tell you about the author's identity?

The title refers to the author's relationship to her family. She is the second daughter in the family, so she must have an older sibling.

Discussion Questions

What events in the Civil Rights Movement does the author refer to in this section of the text?

- **Martin Luther King, Jr.'s plan to march on Washington, which would take place a few months after the author's birth**
- **Malcolm X making speeches in Harlem, New York**
- **Rosa Park's start of the Montgomery Bus Boycott**

Discussion Questions

How did the author describe herself as a newborn baby?



She had brown skin and black hair, and she was “wide-eyed,” or innocent.

Discussion Questions

What do you think is the significance of the line “I am born Negro here and Colored there.”



Discussion Questions

What do you know about Ruby Bridges? Use evidence from the text to support your answer.

She was a six-year-old African American girl who tried to attend an all-white school, but she was stopped by people who were violating the law by trying to keep her from attending the school. Armed guards had to protect her and still some white people spat upon her and called her names.

Discussion Questions



**Use the terms
discrimination
and stereotype
in describing
the manner in
which Ruby
Bridges was
treated.**

24 and somewhere else, James Baldwin
25 is writing about injustice, each novel,
26 each essay, changing the world.

27 I do not yet know who I'll be
28 what I'll say
29 how I'll say it . .

30 Not even three years have passed since a brown girl
31 named Ruby Bridges
32 walked into an all-white school.
33 Armed guards surrounded her while hundreds
34 of white people spat and called her names.

35 She was six years old.

36 I do not know if I'll be strong like Ruby.
37 I do not know what the world will look like
38 when I am finally able to walk, speak, write . . .

39 Another Buckeye!

40 the nurse says to my mother.

41 Already, I am being named for this place.

42 Ohio. The Buckeye State.

43 My fingers curl into fists, automatically

44 This is the way, my mother said,

45 of every baby's hand.

46 I do not know if these hands will become

47 Malcolm's—raised and fisted

48 or Martin's—open and asking

49 or James's—curled around a pen.

50 I do not know if these hands will be

51 Rosa's

52 or Ruby's

53 gently gloved

54 and fiercely folded

55 calmly in a lap,

56 on a desk,

57 around a book,

58 ready

59 to change the world . . .

In Line 39, the author refers to herself as **"Another Buckeye."** Explain that Ohio is referred to as **"The Buckeye State"** because of the Buckeye tree, which grows throughout the state of Ohio.

What is the significance of lines 43-59?

Activity Page 2.2

“second daughter’s second day on earth”

ACTIVITY PAGE **2.2**

NAME: _____

DATE: _____

“second daughter’s second day on earth”

PART I: Respond to each of the following questions by writing your answers in each of the boxes. Be sure to write each of your answers in complete sentences

Jacqueline Woodson

What did the author look like when she was born?

| |
|--|
| |
| |
| |
| |

What did the author say about Martin Luther King, Jr. in this selection?

| |
|--|
| |
| |
| |
| |

What did the author say about Malcolm X in this selection?

| |
|--|
| |
| |
| |
| |

What did the author say about Rosa Parks in this selection?

| |
|--|
| |
| |
| |
| |

Activity Page 2.2

“second daughter’s second day on earth” continued

NAME: _____

DATE: _____

2.2
CONTINUED **ACTIVITY PAGE**

What did the author say about James Baldwin in this selection?

| |
|--|
| |
| |
| |

What did the author say about Ruby Bridges in this selection?

| |
|--|
| |
| |
| |

PART 2: Choose one of the people the author discussed in this selection that made you think of something that you did or may want to do. Write one paragraph in which you describe how you can relate something in your life to the person described by the author in this selection.

| |
|--|
| |
| |
| |
| |
| |
| |



Think-**Pair-Share**

In lines 43-59, what are some of the similarities among the ways the people in the text are using their hands? What are the differences among the ways they are using their hands?

They are the hands of African American people who were alive during the life of the author and during the Civil Rights Movement. They were all using their hands towards a common goal, to bring about fair and equal treatment for African Americans. All of these individuals are now referred to as Civil Rights leaders or Civil Rights Activists.

They that they are the hands of people who are different ages – young children, older adults – and they are all using their hands in different ways. Specifically, Malcolm X used his hands raised in a fist to call for change; Martin Luther King, Jr., used his hands to protest peacefully, inviting people to join him in bringing about change; James Baldwin used his hands to write about discrimination and make people aware that discrimination existed; Rosa Parks used her hands to protest peacefully, folded in her lap, as she refused to move to the back of the bus; and Ruby Bridges used her hands to participate as a student in an all white school.

Word Work – injustice

“... and somewhere else, James Baldwin is writing about **injustice, each novel, each essay, changing the world.”**

When people are treated differently because of the color of their skin, that is an **injustice.**

Injustice means an act that is not just, or fair.

Word Work - injustice

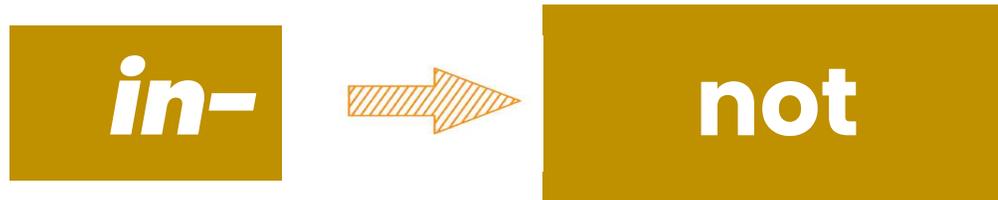
Can you think of an injustice you have seen or heard about? How do you feel about this injustice, and how might you try to address it? Try to use the word **injustice in your response.**

“I saw/heard about an injustice involving _____.”



Word Parts

A **prefix** is a syllable or syllables placed at the **beginning of a root word** to change the word's meaning and/or to form a different word.



**convenient - useful
or easy to use**



**inconvenient - not useful
or easy to use**



correct – having no mistakes; accurate



incorrect – wrong



**dependent - having to
rely upon someone or
something**



**independent - not having
to rely upon someone
or something**



ability – the power to do something



inability – not having the power to do something

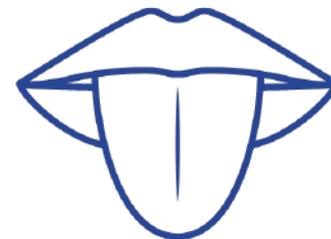


Writing

You will identify descriptive language using a passage from “february 12, 1963.” Refer to the chart on Activity Page SR.1.

Descriptive language is one element of memoirs. Descriptive language allows the reader to visualize a place, object, emotion, or event.

One way authors create descriptive language is through sensory details.



**Close your eyes while I
read lines 6-17 to you.
Listen to descriptive
language and
descriptive details.**

Discussion Questions

What descriptive details did you hear?

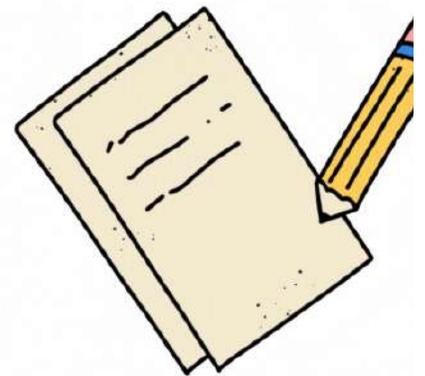
deep rich land; unfree; unpaid; dawn till dusk; drank cool water; scooped out gourds; sky's mirrored constellation

Although the author does not give a great deal of detail about her great-great grandparents, the reader is able to form a picture of them in his or her mind. The sensory details the author provides enable the reader to understand that her ancestors were enslaved; they worked hard, and they sought their freedom.

Scan the text in “second daughter’s second day on earth” and identify and label descriptive language, just as you have modeled in the previous selection.

You may scan the text multiple times, once for each of their five senses.

Record this information in your writing journal.



**Sharing
what you
wrote....**



Homework

Finish Activity Page 2.2 for homework

ACTIVITY PAGE 2.2 NAME: _____
DATE: _____

"second daughter's second day on earth"

PART 1: Respond to each of the following questions by writing your answers in each of the boxes. Be sure to write each of your answers in complete sentences.

Jacqueline Woodson

What did the author look like when she was born?

What did the author say about Martin Luther King, Jr. in this selection?

What did the author say about Malcolm X in this selection?

What did the author say about Rosa Parks in this selection?

4 Unit 1 | Activity Book Grade 4 | Core Knowledge Language Arts

NAME: _____ **2.2** ACTIVITY PAGE
DATE: _____ CONTINUED

What did the author say about James Baldwin in this selection?

What did the author say about Ruby Bridges in this selection?

PART 2: Choose one of the people the author discussed in this selection that made you think of something that you did or may want to do. Write one paragraph in which you describe how you can relate something in your life to the person described by the author in this selection.

Core Knowledge Language Arts | Grade 4 Activity Book | Unit 1 5

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CKLA 1st Edition

Unit 1

Brown Girl Dreaming

Lesson 3



Standards

**RL.4.3; RL.4.10; RF.4.3; RF.4.3a; RF.4.4; RF.4.4a; RF.4.4c;
L.4.6 Describe the author's feelings toward other
characters using details from the text.**

**W.4.3d; W.4.10 Identify descriptive language,
including sensory details, from the text.**

**SL.4.1; SL.4.1a; SL.4.1b; SL.4.1c; L.4.1, L.4.3; L.4.3a; L.4.3c;
RL.4.1**

Ask and answer questions about the text.

**L.4.4b Determine the meaning of words with “-ness”
suffix.**

**L.4.4c Use a glossary in order to determine or clarify
the meaning of vocabulary words.**

Lesson Objectives



By the end of this lesson, students will be able to describe the author's feelings toward other characters using details from the text.

By the end of this lesson, students will be able to identify descriptive language, including sensory details, from the text.

By the end of this lesson, students will be able to determine the meaning of words with the “-ness” suffix.



I Can Statements

- **I can describe the author's feelings towards other characters.**
- **I can identify descriptive language, including sensory details, in a text.**
- **I can determine the meaning of words with the "-ness" suffix.**

Lesson Guiding Question

What are some important events that happened during the Civil Rights Time Period?



Review Activity Page 2.2

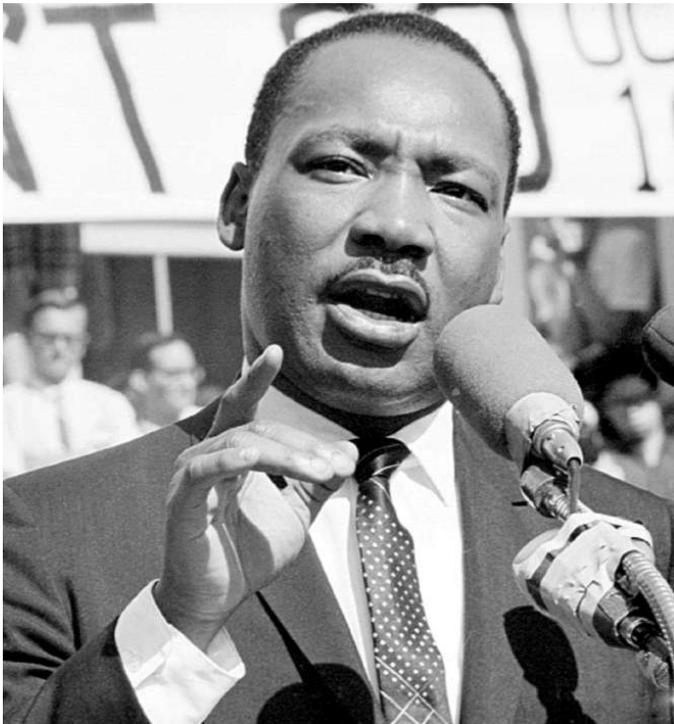
What did the author look like when she was born?

She was brown-skinned, black-haired, and wide-eyed.



Review Activity Page 2.2

What did the author say about Martin Luther King, Jr. in this selection?

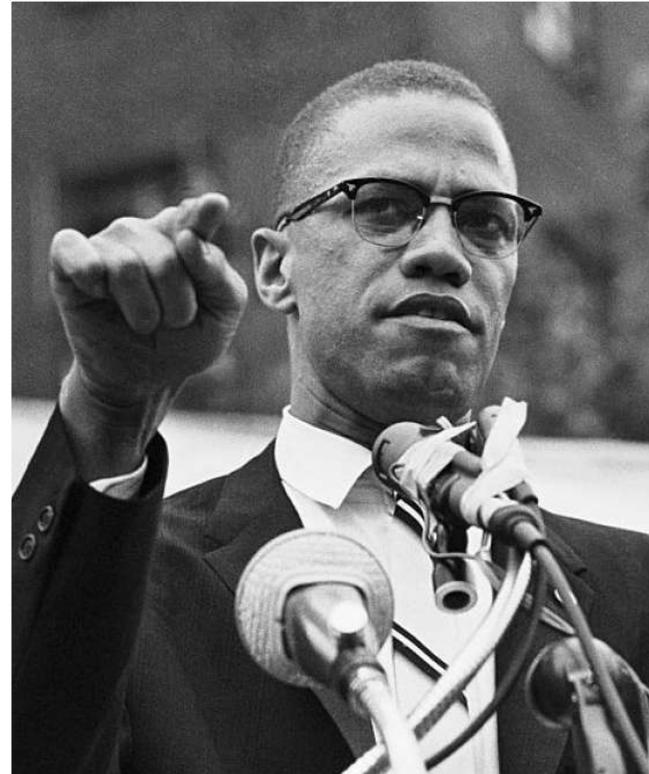


Martin Luther King, Jr. was planning a march on Washington, which would take place a few months after the narrator's birth.

Review Activity Page 2.2

What did the author say about Malcolm X in this selection?

Malcolm X is standing on a soapbox. He is talking about revolution.



Review Activity Page 2.2

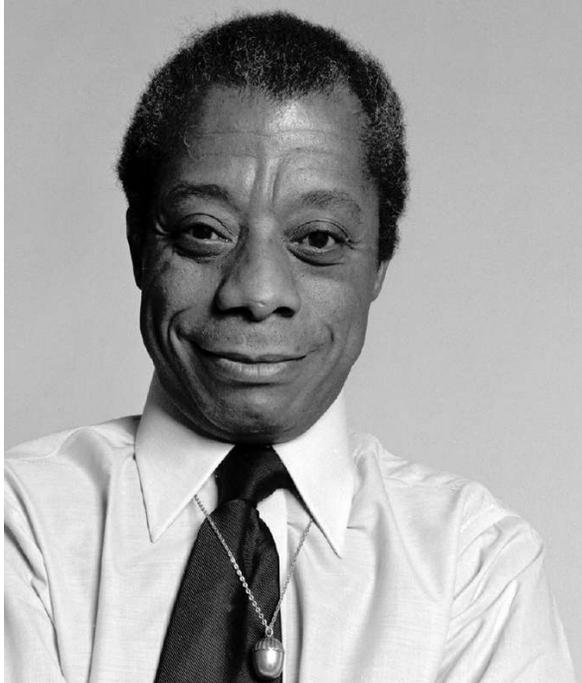
What did the author say about Rosa Parks in this selection?

Rosa Parks refused to give up her seat on the city bus seven years ago.



Review Activity Page 2.2

What did the author say about James Baldwin in this selection?



James Baldwin was writing about injustice and changing the world.

Review Activity Page 2.2

What did the author say about Ruby Bridges in this selection?



She was a six-year-old African American girl who tried to attend an all-white school, but she was greeted by people who were violating the law by trying to keep her from attending the school. Armed guards had to protect her, and white people still spat on her and called her names.

Review Activity Page 2.2

PART 2: Choose one of the people the author discussed in this selection that made you think of something that you did or may want to do. Write one paragraph in which you describe how you can relate something in your life to the person described by the author in this selection.

Vocabulary Lesson

noun

verb

adverb

adjective

Activity Page 3.1

Vocabulary

ACTIVITY PAGE

3.1

NAME: _____

DATE: _____

Vocabulary for “the ghosts of the nelsonville house”

1. **parlor, n.** a room in a house that is often used for conversation or socializing (10)
2. **trunk, n.** a large box or compartment used to store or carry items (trunks) (10)
3. **icebox cake, n.** a cake that does not need to be baked (11)
4. **spiral, v.** to form a curve around a certain point (spiraling) (11)
5. **bouquet, n.** a bunch of flowers (11)
6. **university, n.** a large school that one attends after finishing high school, or the twelfth grade (12)
7. **furrow, n.** a line or crease (12)
8. **slyness, n.** the quality of being sneaky or smart (12)

parlor

a room in a house that is
often used for conversation
or
socializing



noun

trunk

**a large box or compartment
used to store or carry items**



noun

icebox cake

a cake that does not need to
be baked



noun

spiral

**to form a curve around a
certain point**



verb

bouquet

a bunch of flowers



noun

university

a large school that one attends after finishing high school, or the twelfth grade



noun

furrow

a line or crease



noun

slyness

the quality of being sneaky or
smart



noun

Activity Page 3.2

“the ghosts of the nelsonville house”

NAME: _____

3.2 ACTIVITY PAGE

DATE: _____

“the ghosts of the nelsonville house”

1. Describe the house the Woodson family lived in. (Lines 1-4)

2. What image comes to mind when the author describes the sun as “a watery Nelsonville sun”?

3. What season is being described by the author in lines 5 through 11 of this passage? Use specific references from the text to support your answer.

Activity Page 3.2

“the ghosts of the nelsonville house” continued

ACTIVITY PAGE

3.2
CONTINUED

NAME: _____

DATE: _____

4. What kinds of food did the Woodson children have in their house, according to this section of the text?

5. How does the author describe Aunt Alicia? (Lines 32-36)

6. How does the author describe her father, Jack? (Lines 37-41)

Activity Page 3.2

“the ghosts of the nelsonville house” continued

NAME: _____

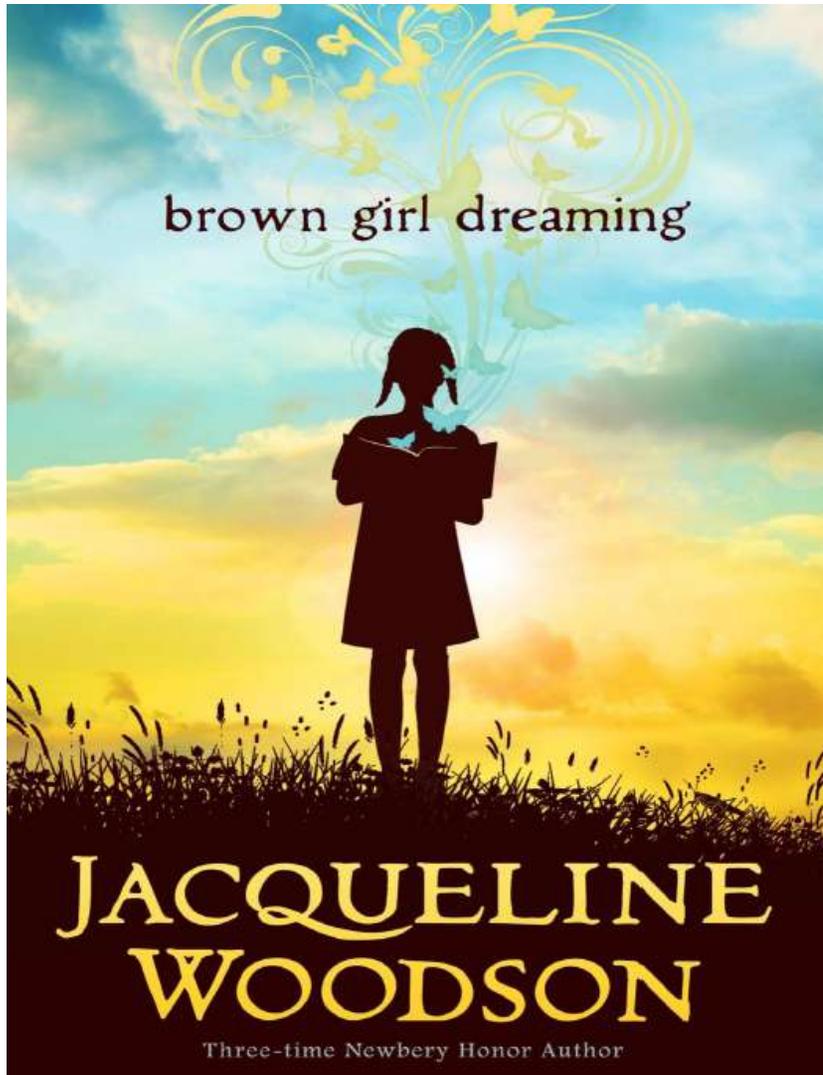
DATE: _____

7. How does the author describe her uncle Woody? (Lines 42-46)

8. How does the author describe her aunts, Anne and Ada? (Lines 47-49)

9. What connection does the author make between herself and her ancestors? (Lines 51-55)

Reading



Purpose for Reading

Read “the ghosts of the nelsonville house” in order to learn about the author’s ancestors and the connection she feels to those ancestors.

the ghosts of the nelsonville house

1 The Woodsons are one
2 of the few Black families in this town, their house
3 is big and white and sits
4 on a hill.

5 Look up
6 to see them
7 through the high windows
8 inside a kitchen filled with the light
9 of a watery Nelsonville sun. In the parlor
10 a fireplace burns warmth
11 into the long Ohio winter.

12 Keep looking and it's spring again,
13 the light's gold now, and dancing
14 across the pine floors.

15 Once, there were so many children here
16 running through this house
17 up and down the stairs, hiding under beds
18 and in trunks,
19 sneaking into the kitchen for tiny pieces
20 of icebox cake, cold fried chicken,
21 thick slices of their mother's honey ham . . .

22 Once, my father was a baby here
23 and then he was a boy . . .

24 But that was a long time ago.

Describe the house in which the Woodson family lived (Question 1)

What image comes into your mind when the author describes the sun as "a watery Nelsonville sun"? (Question 2)

What season of the year is being described by the author in these lines? How do you know? (Question 3)

Trunks are large boxes or compartments that are used to store or carry items.

What kinds of food did the Woodson children have in their house, according to this section of the text? (Question 4)

25 In the photos my grandfather is taller than everybody
26 and my grandmother just an inch smaller.

27 On the walls their children run through fields,
28 play in pools,
29 dance in teen-filled rooms, all of them

30 grown up and gone now—
31 but wait!

33 Look closely:

34 There's Aunt Alicia, the baby girl,
35 curls spiraling over her shoulders, her hands
36 cupped around a bouquet of flowers. Only
37 four years old in that picture, and already,
38 a reader.

39 Beside Alicia another picture, my father, Jack,
40 the oldest boy.
41 Eight years old and mad about something
42 or is it someone
43 we cannot see?

44 In another picture, my uncle Woody,
45 baby boy
46 Laughing and pointing
47 the Nelsonville house behind him and maybe
48 his brother at the end of his pointed finger.

49 My aunt Anne in her nurse's uniform,
50 my aunt Ada in her university sweater
51 *Buckeye to the bone . .*

How does the author describe
Aunt Alicia? (Question 5)

How does the author describe her
father, Jack? (Question 6)

How does the author describe her
uncle Woody? (Question 7)

How does the author describe her
aunts, Anne and Ada? (Question 8)

...

52 The children of Hope and Grace.

53 Look closely. There I am

54 in the furrow of Jack's brow,

55 in the slyness of Alicia's smile,

56 in the bend of Grace's hand ...

57 There I am ...

58 Beginning.

What connections does the author make between herself and her Ancestors? (Question 9)

Activity Book Page 3.2

“The ghosts of the nelsonville house”

Answer Key

NAME: _____

DATE: _____

3.2 ACTIVITY PAGE

“the ghosts of the nelsonville house”

1. Describe the house the Woodson family lived in. (Lines 1-4)

big and white and sits on a hill

2. What image comes to mind when the author describes the sun as “a watery Nelsonville sun”?

it is soft and flowing into the room like water.

3. What season is being described by the author in lines 5 through 11 of this passage? Use specific references from the text to support your answer.

It is winter. The sunlight in winter is softer and not as strong as it is other times of the year, and there is a fire burning in the fireplace, and the author uses the word winter at the very end of the stanza.

Activity Book Page 3.2

“The ghosts of the nelsonville house”

Answer Key

ACTIVITY PAGE **3.2**
CONTINUED

NAME: _____

DATE: _____

4. What kinds of food did the Woodson children have in their house, according to this section of the text?

icebox cake (or a cake that didn't need to be baked); cold fried chicken; honey ham

5. How does the author describe Aunt Alicia? (Lines 32-36)

curly hair spiraling on her shoulders; holding a bouquet of flowers; four years old

6. How does the author describe her father, Jack? (Lines 37-41)

oldest boy; looks mad about something; eight years old

Activity Book Page 3.2

“The ghosts of the nelsonville house”

Answer Key

NAME: _____

DATE: _____

7. How does the author describe her uncle Woody? (Lines 42-46)

baby; laughing and pointing at something unknown

8. How does the author describe her aunts, Anne and Ada? (Lines 47-49)

Anne is in a nurse’s uniform; Ada in a sweater from a university, or college.

9. What connection does the author make between herself and her ancestors? (Lines 51-55)

She sees herself in the way her father furrows his brow; the way her aunt Alicia smiles; and the way her grandmother, Grace, bends her hand.

Discussion Questions

Why do you think the author titled this selection “the ghosts of the nelsonville house”



The “ghosts” are her ancestors – her aunts, uncle, and her father – when they were children, growing up in the house in Nelsonville. She described what each of these ancestors was like and when they lived in that home.

Discussion Questions

What connection does the author seem to have to the ancestors she describes?

She sees part of herself and her personality in the images she has of her father, her Aunt Alicia, and her grandmother, Grace. She sees her identity as linked to that of her ancestors.

Word Work – slyness

“There I am in the furrow of Jack’s brow, in the slyness of Alicia’s smile, in the bend of Grace’s hand . . .”

With her natural slyness, Sophia tricked the child she was babysitting into eating all his vegetables.

Slyness means the quality of being sneaky or tricky.

Word Work - slyness

Have you ever demonstrated slyness, or seen someone else demonstrate slyness? Try to use the word slyness in your response.

**"I demonstrated slyness when I
-----."**



Word Parts

A **suffix** is a syllable or syllables placed at the **end of a root word** to change the word's meaning and/or to form a different word.

-ness



**quality/state of
being** _____

-ness is usually added to an adjective and changes the word into a noun

fresh - made or not stale
(adj)



**freshness - the quality of
being new, or not stale**
(noun)



kind –friendly or helpful
(adj)



kindness – the quality of
being friendly or
helpful (noun)



**weak -not having
strength (adj)**



**weakness - the state
of not having strength
(noun)**

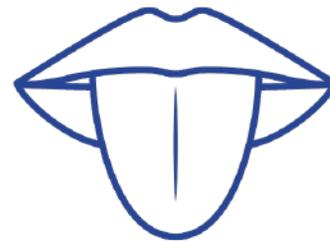


Sensory details

Today you are going to practice identifying a kind of imagery called sensory details. Then you will identify these details in a text and use them as support in our own writing.

sensory details

describe what the narrator saw, heard, felt, tasted, or smelled.



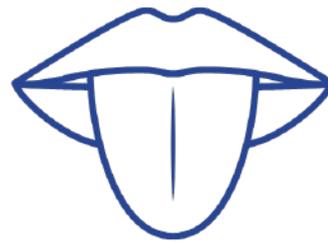
Look at the sensory details you wrote in your journal. Which sense is used most? Least?

Sensory Details - Setting

"the ghosts of the nelsonville house"

| See | Hear | Smell | Taste | Touch |
|-----------------------------------|--------------------------|----------------------------------|----------------------------------|------------------------------------|
| big and white | Children running | Fried chicken | | Fireplace burns warmth |
| High windows | Teen-filled rooms | Thick slices of honey ham | Fried chicken | |
| Filled with light | laughing | | Thick slices of honey ham | |
| Watery sun | | | | Hands cupped around flowers |
| Gold light | | | | |
| Light dancing across pine | | | | |
| Lightsneaking into kitchen | | | | |
| Grandfather taller | | | | |
| Curls spiraling | | | | |
| (cont) | | | | |

**Why is it important for
writers to use
language that appeals
to the sense?**



Describe some of the sounds and smells that you hear at school or at home.



Homework

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CKLA 1st Edition

Unit 1

Brown Girl Dreaming

Lesson 4



Standards

RL.4.3; RL.4.4; RL.4.10 Identify elements of a memoir in “it’ll be scary sometimes,” “no returns,” “february 12, 1963,” “second daughter’s second day on earth.”.

W.4.3d; W.4.10 Use sensory details to describe a setting.

SL.4.1; SL.4.1b; SL.4.1c; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1 Ask and answer questions about the text.

L.4.4; L.4.4a; L.4.6 Use context clues to determine the meaning of the word “face.”

L.4.4c Use a glossary in order to determine or clarify the meaning of vocabulary words.

Lesson Objectives



By the end of this lesson, students will be able to identify elements of a memoir in “it’ll be scary sometimes,” “no returns,” “february 12, 1963,” “second daughter’s second day on earth,” and “the ghosts of the nelsonville house.”

By the end of this lesson, students will be able to use sensory details to describe a setting.

By the end of this lesson, students will be able to use context clues to determine the meaning of unknown words in a text.



I Can Statements

I can identify elements of a memoir in “it’ll be scary sometimes,” “no returns,” “february 12, 1963,” “second daughter’s second day on earth,” and “the ghosts of the nelsonville house.”

I can use sensory details to describe a setting.

I can determine use context clues to determine the meaning of unknown words in a text.

Lesson Guiding Question

What are some important events that took place in the United States during the 1960s?



The Civil War ended in **1865**. The Civil Rights Movement began in the **1940**s, and many important events in the Civil Rights Movement took place in the **1950**s through the **1970**s.

Vocabulary Lesson

noun

verb

adverb

adjective

Activity Page 4.1

Vocabulary

NAME: _____

DATE: _____

4.1 ACTIVITY PAGE

Vocabulary for “it’ll be scary sometimes” and “no returns”

- 1. coal, *n.*** a hard, black substance, found in the earth, that is dug up and burned as fuel (13)
- 2. memorial, *n.*** a building or statue that honors a person who is dead, or an important event that happened in the past (13)
- 3. monument, *n.*** something built or created to honor a special person or event (13)
- 4. face, *v.*** to stand before, or deal with, something in a way that shows you are brave (14)
- 5. return, *n.*** something that is sent back or taken back (**returns**) (19)

coal

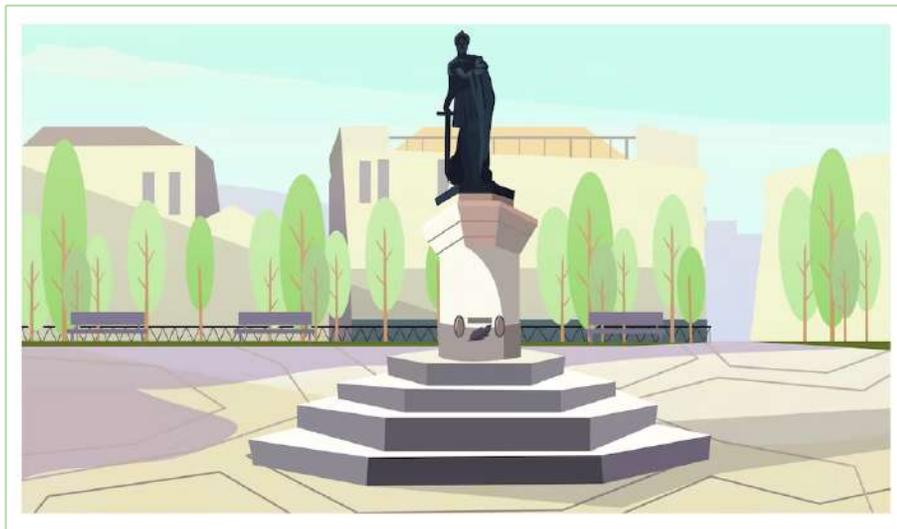
**a hard, black substance,
found in the earth, that is dug
up and burned as fuel**



noun

memorial

**a building or statue that honors
a person who is dead, or an
important event that happened**



noun

monument

**something built or created to
honor a special person or
event**



noun

face

**to stand before, or deal with,
something in a way that
shows } brave**



verb

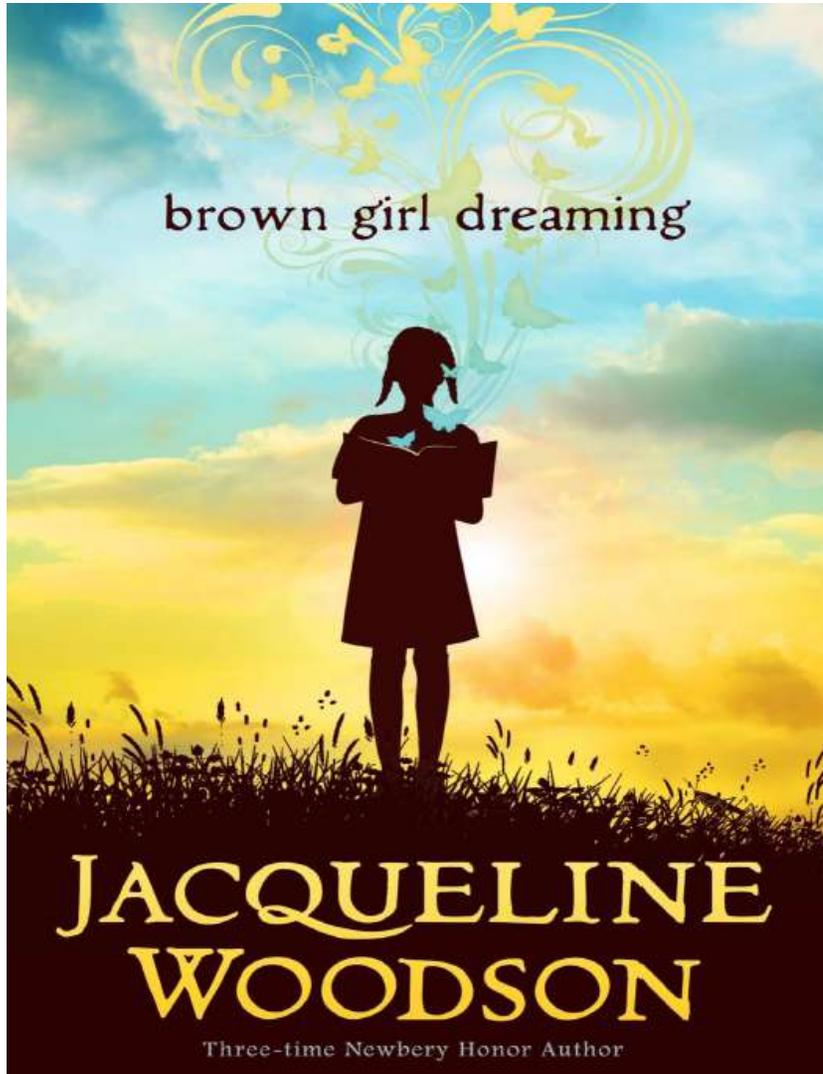
return

something that is sent back
or f



noun

Reading



Purpose for Reading

Read “it’ll be scary sometimes” and “no returns” to identify elements of memoirs in those verses, as well as in “february 12, 1963,” “second daughter’s second day on earth,” and “the ghosts of the nelsonville house.”

In this selection, the author talks about past generations in her family. What does the word generation mean?

A generation is a group of people who are generally around the same age.

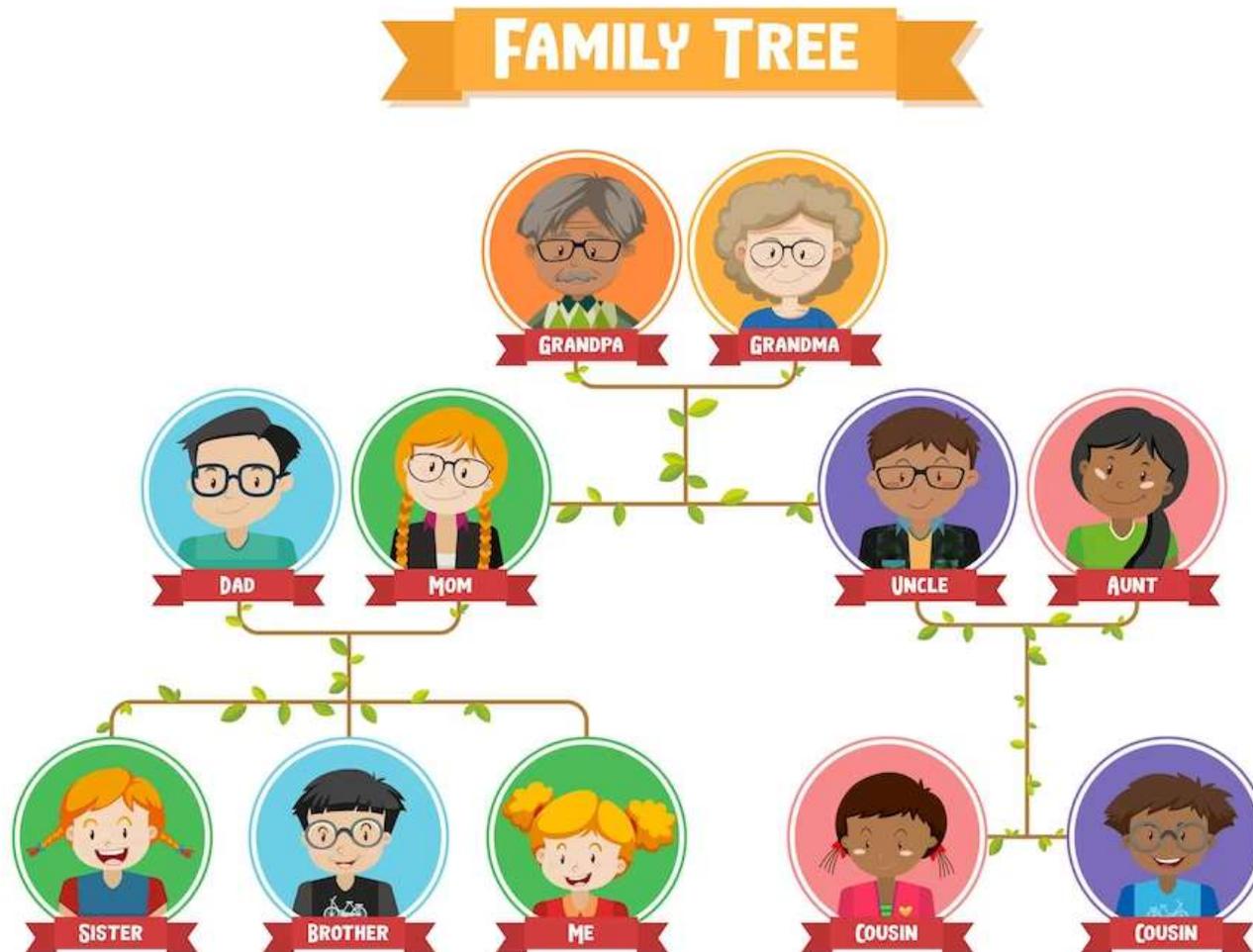
You and your brothers and sisters belong to one generation.

Your parents, aunts, and uncles belong to another generation.

Your grandparents belong to a third generation.



Family Tree Diagram for Generations



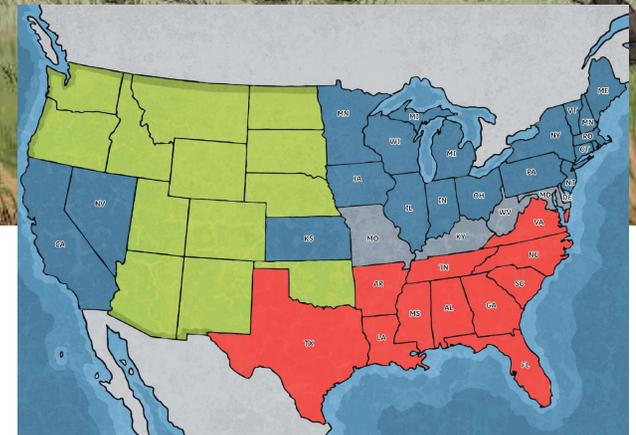
The Civil War was a war fought in the United States between 1861 and 1865 between states in the north (the Union) and states in the south (the Confederacy), primarily because the South wanted to continue using enslaved workers.

The author's great-great grandfather fought on the side of the Union in the Civil War, or for the states in the North. He was fighting against the Confederacy, or the South, which was where slavery was practiced.

How does the difference in setting, or place, affect her great-great grandfather's role in the Civil War?

He was born and lived in Ohio, a Union state where African Americans were free, so he fought against slavery during the Civil War. If he had lived in the South, or the Confederacy, he likely would have been enslaved.

The Civil War was fought between the Northern and the Southern states. The Northern states remained the United States of America and called themselves the Union.



it'll be scary sometimes

1 My great-great-grandfather on my father's side

2 was born free in Ohio,

3 1832.

4 Built his home and farmed his land,

5 then dug for coal when the farming

6 wasn't enough. Fought hard

7 in the war. His name in stone now

8 on the Civil War Memorial:

9 *William J. Woodson*

10 *United States Colored Troops,*

11 *Union, Company B 5th Regt.*

12 A long time dead but living still

13 among the other soldiers

14 on that monument in Washington, D.C.

15 His son was sent to Nelsonville

16 lived with an aunt

17 William Woodson

18 the only brown boy in an all-white school.

19 *You'll face this in your life someday,*

20 **my mother will tell us**

21 **over and over again.**

22 *A moment when you walk into a room and*

23 *no one there is like you.*

24 *It'll be scary sometimes. But think of William Woodson*

25 *and you'll be all right.*

What event was taking place during the time the author's great-great grandfather was alive?

What was the author's great-great grandfather doing during the Civil War?

What does the author mean when she says her great-great grandfather was "a long time dead but living still among the other soldiers on that monument in Washington, D.C."?

How was the author related to William Woodson? How do you know?

What situation did the author's mother say was scary sometimes? How did the author's mother suggest she should handle that scary situation?

Discussion Questions

**Have you ever experienced something like the author's mother did here?
How did you handle the situation?**

no returns

1 When my mother comes home
2 from the hospital with me,
3 my older brother takes one look
4 inside the pink blanket, says,
5 Take her back. We already have one of those.

6 Already three years old and still doesn't understand
7 how something so tiny and new
8 can't be returned.

How does the **author's brother respond** to her when her mother brings her home from the hospital as a baby?

The author says in these lines that her brother is "**already three years old and still doesn't understand how something so tiny and new can't be returned.**" Would you expect a three-year-old to really understand that?

Discussion Questions

Do you have any siblings? Are they younger or older than you? If they are younger, do you remember when that sibling became part of your family? How did you feel? Did you feel similar to the way the author's brother did?



Activity Page 4.2

Elements of a Memoir

Work with a partner to complete Activity Page 4.2

ACTIVITY PAGE

4.2

NAME: _____

DATE: _____

In previous lessons, you've learned about the elements included in a memoir. On this Activity Page, you will record two of those elements – the setting and the significant, or important, event – from each of the selections you read.

| Elements of a Memoir | | |
|---|---------|-------------------|
| Selection | Setting | Significant Event |
| "february 12, 1963" | | |
| "second daughter's second day on earth" | | |
| "the ghosts of the nelsonville house" | | |
| "it'll be scary sometimes" | | |
| "no returns" | | |
| "greenville, south carolina, 1963," "home," and "our names" | | |

Activity Page 4.2

Elements of a Memoir

continued

NAME: _____

DATE: _____

4.2
CONTINUED

ACTIVITY PAGE

| Elements of a Memoir | | |
|--|---------|-------------------|
| Selection | Setting | Significant Event |
| "ribbons," "sometimes, no words are needed" and "leaving greenville" | | |
| "new york city," "brooklyn, new york," and "herzl street" | | |
| "first grade" and "brooklyn rain" | | |
| "what everybody knows now" | | |

Activity Page 4.2

Elements of a Memoir

Answer Key

| Elements of a Memoir | | |
|---|---|---|
| Selection | Setting | Significant Event |
| "february 12, 1963" | Columbus, Ohio University Hospital | The narrator is born. |
| "second daughter's second day on earth" | Columbus, Ohio University Hospital | The narrator's second day, Martin Luther King plans a march, Malcolm X stands on a soapbox and talks of revolution, James Baldwin writes |
| "the ghosts of the nelsonville house" | Nelsonville, Ohio the Woodson house | The narrator is in her grandparents' house; she describes her family and sees herself in their pictures |
| "it'll be scary sometimes" | Civil War memorial in Washington, D.C. Nelsonville, Ohio | Remembering her greatgreat-grandfather who served in the Civil War, and his son, the only African American in an allwhite school |
| "no returns" | Columbus, Ohio | Mother brings narrator home, brother tells her to take the baby back |
| "greenville, south carolina, 1963," "home," and "our names" | Greenville, South Carolina, 1963 | Mother and children moved to South Carolina to live with grandparents; moving to South, facing more discrimination on places like buses |

Activity Page 4.2

Elements of a Memoir

Answer Key

| Elements of a Memoir | | |
|--|--|--|
| Selection | Setting | Significant Event |
| "ribbons," "sometimes, no words are needed" and "leaving greenville" | Greenville, South Carolina; the narrator's grandparents' home | Wearing a ribbon in her hair is a sign of childhood; the narrator wants to grow up and stop wearing the ribbon. The narrator feels comfort and safety when with her grandfather . the narrator's mother tells her they are moving away from Greenville to a home up north |
| "new york city," "brooklyn, new york," and "herzl street" | Arrival in New York City; First residence in Brooklyn (on Bristol Street); Second residence in Brooklyn (on Herzl Street | Narrator did not have a good first impression of New York City The building was in poor condition (the ceiling fell), so the family moved Narrator found some comforting connections on Herzl Street to the life she knew in Greenville, South Carolina |
| "first grade" and "brooklyn rain" | first grade classroom in P.S. 106; at home on a rainy day | Jacqueline attends first grade and learns that she loves school and her teacher the narrator does not like rainy days in New York the way she loved them in South Carolina |
| "what everybody knows now" | Greenville, South Carolina, with the narrator's grandmother; going on a bus to downtown Greenville; in Woolworth's, a store | Laws were passed to make discrimination illegal; it was still taking place, e.g., the woman in the store ignoring the grandmother, and the grandmother, like other African Americans, , going out of her way to avoid problems with white people |

Word Work – face

“You’ll face this in your life someday.”

Delonte will have to face his fear of public speaking to give his oral presentation in class.

Face is a verb that means to deal with something in a way that shows you are brave.

Word Work – face

Can you think of something you had to face bravely? Try to use the word face in your response.

“I had to face _____”



Making Choices

**Caroline looked at her face
in the mirror.**

Noun or **verb**?



Making Choices

Jamil forgot to apply sunscreen and got a sunburn on his face.



Noun or **verb**?



Making Choices

Corbin knew he had to face his mother and tell her he was the one who broke the window.



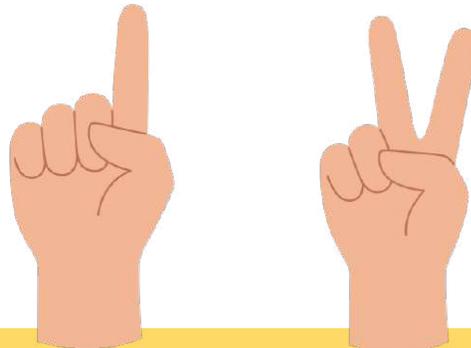
Noun or **verb**?



Making Choices

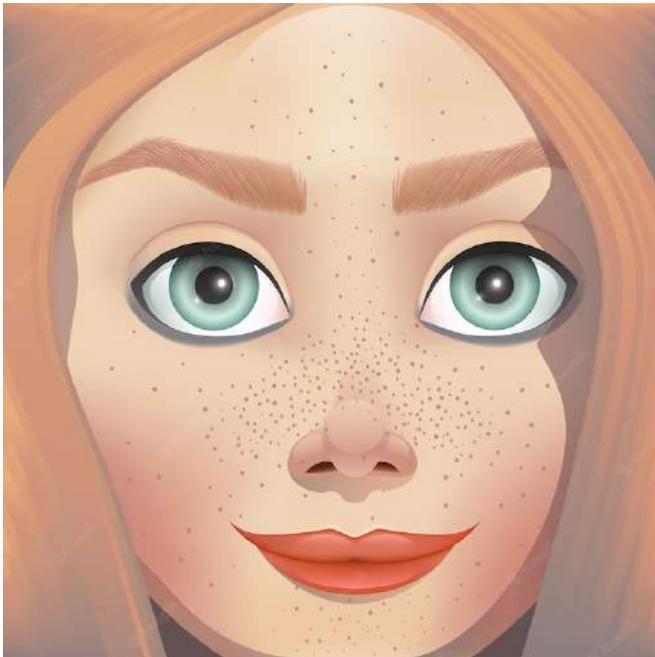
Angel turned to face the audience during her speech, even though seeing all those people made her nervous.

Noun or **verb**?



Making Choices

**Teresa has many freckles
on her face.**



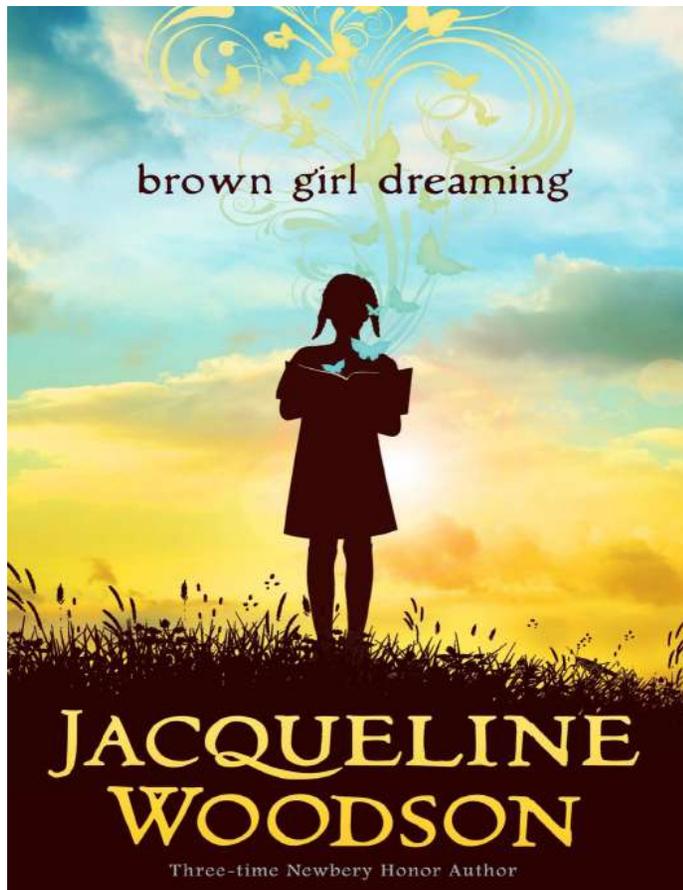
Noun or **verb**?



Writing

The last two lessons, we learned how to scan text for sensory details. Sensory details can help the reader imagine a setting so they feel as if they are there. Today you will practice using sensory details to describe a setting.

**Close your eyes as I read
lines 1–21 of “the ghosts of
the nelsonville house”.**



**What are some
examples of
descriptive
details you
heard in the
text?**

the ghosts of the nelsonville house

1 The Woodsons are one
2 of the few Black families in this town, their house
3 is big and white and sits
4 on a hill.

5 Look up
6 to see them
7 through the high windows
8 inside a kitchen filled with the light
9 of a watery Nelsonville sun. In the parlor
10 a fireplace burns warmth
11 into the long Ohio winter.

12 Keep looking and it's spring again,
13 the light's gold now, and dancing
14 across the pine floors.

15 Once, there were so many children here
16 running through this house
17 up and down the stairs, hiding under beds
18 and in trunks,
19 sneaking into the kitchen for tiny pieces
20 of icebox cake, cold fried chicken,
21 thick slices of their mother 's honey ham . . .

22 Once, my father was a baby here
23 and then he was a boy . . .

24 But that was a long time ago.

**Practice:
Scanning for
Descriptive
Language**

Practice: Scanning for Descriptive Language

Sensory Details – Setting

“the ghosts of the nelsonville house”

| | |
|-----------------------|--|
| see | big; white; on a hill; high windows; kitchen filled with light; a watery sun; light's gold and dancing; pine floors; hiding |
| hear | children running; sneaking into the kitchen |
| smell | tiny pieces of icebox cake; cold fried chicken; thick slices of honey ham |
| taste | tiny pieces of icebox cake; cold fried chicken; thick slices of honey ham |
| touch feel | fireplace burns warmth; long Ohio winter |

Besides your sense of sight, your sense of hearing can provide a lot of detail about a setting. When you write, you can use sound to enrich your setting descriptions.

What sounds do you hear in the classroom



What might a reader imagine about a setting if you describe the rumble of bus engines, the whine of sirens, and honking horns?



In your writing journal, describe a moment when you were in a very quiet place or a very noisy place.



**Describing a
quiet or noisy
place**

A sheet of white lined paper with a red margin line on the left side. The paper is set against a light blue background. The lines are horizontal and evenly spaced, providing a template for writing.

Teacher modeling

**Sharing
what you
wrote....**



Homework

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CKLA 1st Edition

Unit 1

***Brown Girl
Dreaming***

Lesson 5



Standards

RL.4.3; RL.4.4; RL.4.10; RF.4.3; RF.4.3a; RF.4.4; RF.4.4a; RF.4.4c Identify the setting and significant events described in “greenville, south carolina, 1963,” “home,” and “our names.”

W.4.3d; W.4.10 Write “showing” sentences that include sensory details and descriptive language.

SL.4.1; SL.4.1a; SL.4.1b; SL.4.1c; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1 Ask and answer questions about the text.

L.4.4a; L.4.6 Identify examples of items that are able to waft.

L.4.4c Use a glossary in order to determine or clarify the meaning of vocabulary words.

Lesson Objectives



By the end of this lesson, students will be able to identify the setting and significant events described in “greenville, south carolina, 1963,” “home,” and “our names.”

By the end of this lesson, students will be able to write “showing” sentences that include sensory details and descriptive language.

By the end of this lesson, students will be able to identify examples of items that are able to waft.



I Can Statements

I can identify the setting and significant events described in “greenville, south carolina, 1963,” “home,” and “our names.”

I can write “showing” sentences that include sensory details and descriptive language.

I can identify examples of items that are able to waft.

Lesson Guiding Question

What are some important events that took place in the United States during the 1960s?



What was the Civil Rights Movement in the United States, and when did it take place?

It was a time when people fought for all people to have equal rights and to stop discrimination against minority groups, especially African Americans. It took place in the late 1940s, 1950s, the 1960s, and the 1970s.



What event was Rosa Parks participating in 1955?



the Montgomery Bus Boycott

Why was she participating in the boycott?



There was discrimination against African Americans in the United States at that time, especially in the South, and Rosa and other African Americans were not allowed to ride in the front of a bus simply because they were African Americans.

Describe the author in *Brown Girl Dreaming* and what her family was experiencing during this time period.

She was an African American who lived first in Ohio and then in South Carolina with her grandparents. Her family was experiencing discrimination, especially in South Carolina in the 1960s.

Vocabulary Lesson

noun

verb

adverb

adjective

Activity Page 5.1

Vocabulary

ACTIVITY PAGE

5.1

NAME: _____

DATE: _____

Vocabulary for “greenville, south carolina, 1963,” “home,” and “our names”

1. **dare, v.** to challenge someone to do something that takes courage (30)
2. **dash n.** a punctuation mark that is a short, horizontal line (30)
3. **curb, n.** The edge of the sidewalk where it curves down to meet the street (31)
4. **apology, n.** a statement in which someone says he or she is sorry for something (apologies) (31)
5. **immense, adj.** very large (32)
6. **azalea, n.** a shrub that has dark green leaves and colorful flowers (azaleas) (32)
7. **waft, v.** to carry or cause to move gently on water or in the air (wafting) (32)
8. **handkerchief, n.** a small piece of cloth that is used to wipe one's nose or face (32)
9. **embroidered, adj.** cloth that is decorated with stitches in a decorative pattern (32)

dare



**to challenge
someone to do
something that
takes courage**

verb

dash

a punctuation mark that is a
short, horizontal line



noun

curb

the edge of the sidewalk
where it curves down to meet
the street



noun

apology

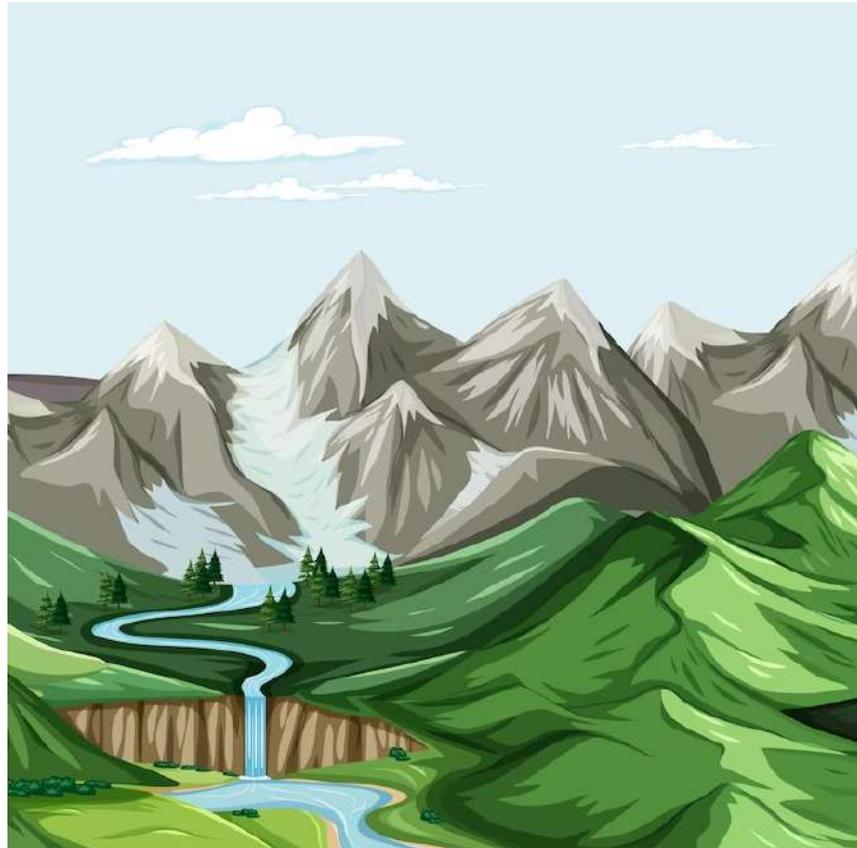
**a statement in which
someone says he or she is
sorry for something**



noun

immense

very large



adjective

azalea

shrub that has dark green leaves and colorful flowers



noun

waft

to carry or cause to move
gently on water or in the air



verb

handkerchief

a small piece of cloth that is
used to wipe one's nose or
face



noun

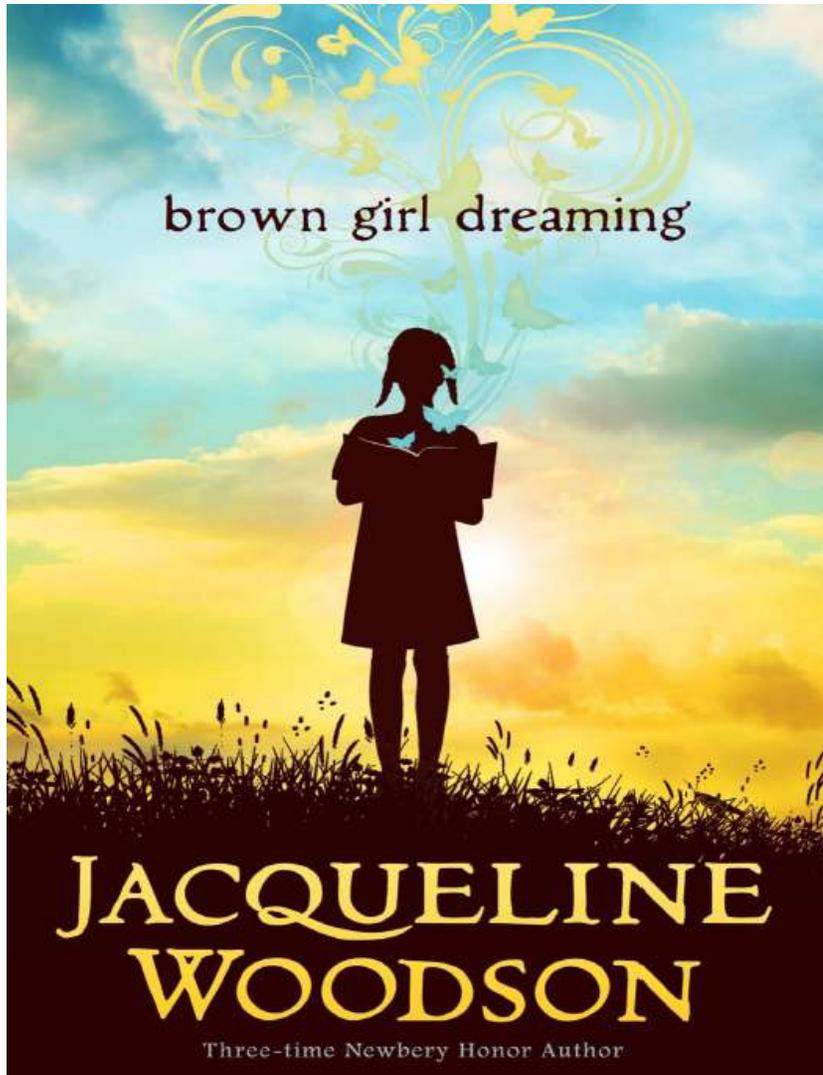
embroidered

cloth that is decorated with
stitches in a decorative
pattern



adjective

Reading



Purpose for Reading

Read “greenville, south carolina, 1963,” “home,” and “our names” in *Brown Girl Dreaming* to learn about the setting and significant events the author describes.



Activity Page 5.2

“Greenville, south carolina, 1963,” “home,” and “our names”

NAME: _____

5.2

ACTIVITY PAGE

DATE: _____

“greenville, south carolina, 1963,” “home,” and “our names”

1. Why did the narrator’s mother move her children to the back of the bus? (page 30, lines 1-6)

2. What line(s) of the text suggest that perhaps at another point in time her mother may have chosen a seat closer to the front of the bus?

3. What is another example you’ve heard in this unit about someone who was asked to give up a seat on the bus because she was African-American?

4. Why do you think the narrator’s mother gave her children strict directions about how to behave, i.e., “Sit up straight. ... Take your fingers out of your mouth?”

Activity Page 5.2

“Greenville, south carolina, 1963,” “home,” and “our names” continued

ACTIVITY PAGE

5.2
CONTINUED

NAME: _____
DATE: _____

5. What does the narrator’s mother mean by the phrase *This isn’t Ohio?* (page 30, line 17)

6. Why did the narrator’s mother say to “step off the curb if a white person comes toward you, and not to look them in the eye”? (page 31, lines 22-23)

Activity Page 5.2

“Greenville, south carolina, 1963,” “home,” and “our names” continued

NAME: _____

DATE: _____

5.2
CONTINUED

ACTIVITY PAGE

7. In lines 28 and 29 on page 31, the author says her brother is three years old and his wide eyes are open to the world. What does she mean by this? Compare this to line 17 on page 3, where the author says she was wide-eyed at birth, or innocent and unaware of problems like discrimination. How is the descriptive language in these lines different, even though it also refers to “open eyes”?

8. The mother’s actions and behavior changes in lines 30-32 on page 31. Compare the mother’s actions in these lines with the way she was described as acting in lines 22-26. What words would you use to describe the mother’s attitude in these lines.

Activity Page 5.2

“Greenville, south carolina, 1963,” “home,” and “our names” continued

ACTIVITY PAGE

5.2
CONTINUED

NAME: _____

DATE: _____

9. Why do you think this selection is called “home”? (page 32)

10. Why might the narrator’s grandparents say “Welcome home,” and why might her mother be crying? (page 32, lines 10-14)

Activity Page 5.2

“Greenville, south carolina, 1963,” “home,” and “our names” continued

NAME: _____

DATE: _____

5.2
CONTINUED **ACTIVITY PAGE**

11. In the story “home,” how do you think the author feels about her grandparents’ house? Use evidence from the text to support your answer.

12. Remember that the narrator’s grandparents’ house is in South Carolina and that in the selection “greenville, south carolina, 1963,” evidence of discrimination is described. Describe the differences the author and her family feel when they are at her grandparents’ home compared to how they feel when they are riding the bus in Greenville.

Activity Page 5.2

“Greenville, south carolina, 1963,” “home,” and “our names” continued

13. What are the different ways the author and her siblings are referred to while they are in South Carolina? (page 45, lines 1-13)

14. Who are Gunnar, Sister Irby, and MaryAnn?

greenville, south carolina, 1963

1 On the bus, my mother moves with us to the back.
2 It is 1963
3 in South Carolina.
4 Too dangerous to sit closer to the front
5 and dare the driver
6 to make her move. Not with us. Not now.
7 Me in her arms all of three months old. My sister
8 and brother squeezed into the seat beside her. White
9 shirt, tie, and my brother 's head shaved clean.
10 My sister 's braids
11 white ribboned.

12 Sit up straight, my mother says.
13 She tells my brother to take his fingers
14 out of his mouth.
15 They do what is asked of them.
16 Although they don't know why they have to.
17 This isn't Ohio, my mother says,
18 as though we understand.
19 Her mouth a small lipsticked dash, her back
20 sharp as a line. DO NOT CROSS!
21 COLOREDS TO THE BACK!
22 Step off the curb if a white person comes toward you
23 don't look them in the eye. Yes sir. No sir.
24 My apologies.
25 Her eyes straight ahead, my mother
26 is miles away from here.

27 Then her mouth softens, her hand moves gently
28 over my brother 's warm head. He is three years old,
29 his wide eyes open to the world, his too-big ears
30 already listening. We're as good as anybody,
31 my mother whispers.

32 As good as anybody.

Why did the author's mother move her children to the **back of the bus**?

What line(s) of the text suggest that perhaps at another point in time her mother may have chosen a **seat closer to the front of the bus**?

Who is **another person** you learned about who was treated unfairly on a bus because she was African American?

Why do you think the author's mother gave her children **strict directions about how to behave**, i.e., "Sit up straight. ...Take your fingers out of your mouth?"

What does the author's mother mean by the phrase **This isn't Ohio**?

greenville, south carolina, 1963

1 On the bus, my mother moves with us to the back.
2 It is 1963
3 in South Carolina.
4 Too dangerous to sit closer to the front
5 and dare the driver
6 to make her move. Not with us. Not now.
7 Me in her arms all of three months old. My sister
8 and brother squeezed into the seat beside her. White
9 shirt, tie, and my brother 's head shaved clean.
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22 Step off the curb if a white person comes toward you
23 don't look them in the eye. Yes sir. No sir.
24 My apologies.
25 Her eyes straight ahead, my mother
26 is miles away from here.

27 Then her mouth softens, her hand moves gently
28 over my brother 's warm head. He is three years old,
29 his wide eyes open to the world, his too-big ears
30 already listening. We're as good as anybody,
31 my mother whispers.

32 As good as anybody.

Why did the author's mother say to "step off the curb if a white person comes toward you, and not to look them in the eye"?

In lines 28 and 29, the author says her brother is three years old and his wide eyes are open to the world. What does she mean by this? Compare this to Line 17 on page 3, where the author says she was wide-eyed at birth, or innocent. How is the descriptive language in these lines different, even though it also refers to "open eyes"?

The mother's actions and behavior changes in these lines. Compare the mother's actions in these lines with the way she acted in lines 22-26..

home

- 1 Soon ...
- 2 We are near my other grandparents' house,
- 3 small red stone,
- 4 immense yard surrounding it.
- 5 Hall Street.
- 6 A front porch swing thirsty for oil.
- 7 A pot of azaleas blooming.
- 8 A pine tree.
- 9 Red dirt wafting up
- 10 around my mother 's newly polished shoes.
- 11 Welcome home, my grandparents say.
- 12 Their warm brown
- 13 arms around us. A white handkerchief,
- 14 embroidered with blue
- 15 to wipe away my mother 's tears. And me,
- 16 the new baby, set deep
- 17 inside this love

Why do you think this selection is called "home"?

Why might the author's grandparents say "Welcome home," and why might her mother be crying?

How do you think the author feels about her grandparents' house? Use evidence from the text to support your answer.

The author, her mother, and her siblings are going to her grandparents' home in South Carolina.

The author's grandparents' house is in South Carolina. In the first selection that you read in this chapter, "greenville, south carolina, 1963," evidence of discrimination is described.

Describe the differences that the author and family feel when they are at her grandparents' home compared to how they feel when they are riding the bus in Greenville.

Our names

- 1 In South Carolina, we become
- 2 *The Grandchildren*
- 3 *Gunnar's Three Little Ones*
- 4 *Sister Irby's Grands*
- 5 *MaryAnn's Babies*

- 6 And when we are called by our names
- 7 my grandmother
- 8 makes them all one
- 9 HopeDellJackie
- 10 but my grandfather
- 11 takes his sweet time, saying each
- 12 as if he has all day long

- 13 or a whole lifetime.

What are the different ways the author and her siblings are referred to while they are in South Carolina?

Who are Gunnar, Sister Irby, and MaryAnn?

By writing about the names that the author and her siblings were called when they were in South Carolina, she is once again calling attention to different factors or things that influence her identity and that of her siblings.

Factors that Influence Identity



Word Work –waft

“Red dirt wafting up.”

**When my father bakes cookies,
the delicious smells waft
throughout the house.**

Waft is a verb that means to carry or cause to move gently on water or in the air.

Word Work – waft

Think about something you have seen or smelled wafting through the air. Be sure to use the word waft in your response.

“I saw/smelled _____ wafting through the air.”





Making Choices



**Can an elephant waft
through the air?**

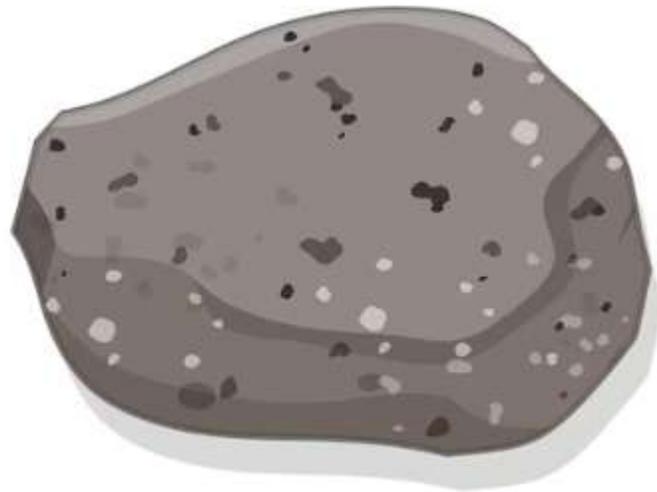




Making Choices



**Can a rock waft through the
air?**





Making Choices



Can a leaf waft through the air?

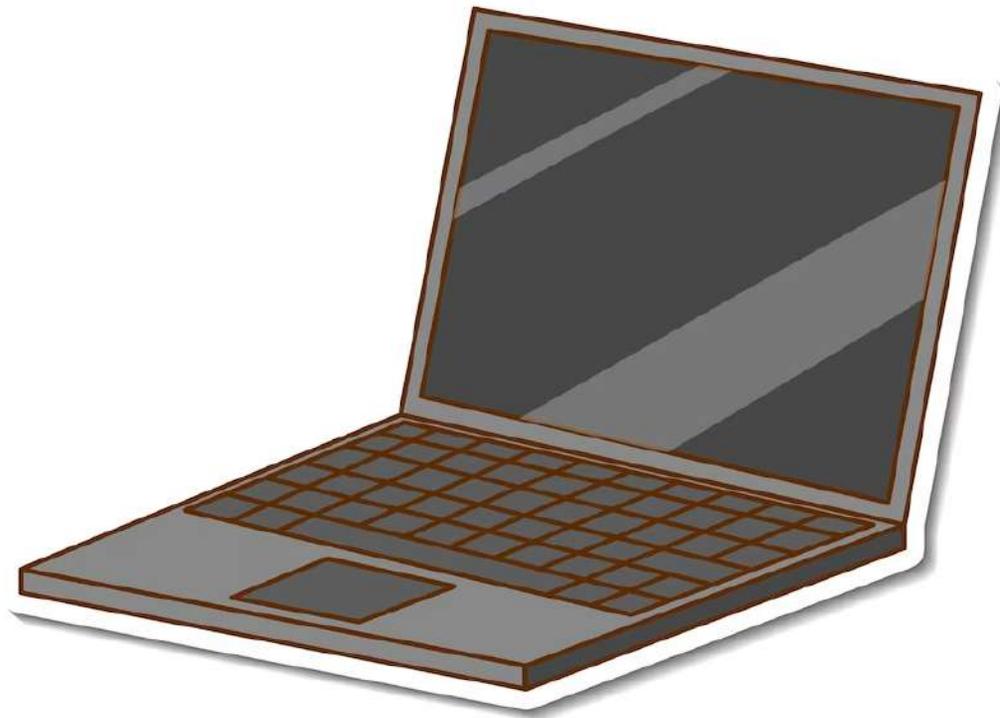




Making Choices



**Can a laptop waft through
the air?**





Making Choices



Can a piece of paper waft through the air?



I am going to demonstrate something and you should observe me carefully. Pay close attention to my movements, body language, facial expressions, and tone of voice.



**What kinds of
things did you
observe?**

**What kinds of
things did you
observe?**

Using descriptive language in your writing that shows rather than tells about things also makes your writing more interesting and powerful.

| Showing | Telling |
|---|-------------------------|
| My teacher stubbed her toe and hobbled all around the room, clenching her teeth, and groaned over and over again. | My teacher was in pain. |

In this game, you will act out an event, without using words. The other students in the group will determine what event is being acted out.

Then you will take turns acting and guessing what your group members are acting out. For example, as a group member is acting, the other members write down what they are seeing/hearing in their Writing Journals. When the student who is acting is finished, the other team members read the descriptions of what they saw and make a guess. Once they guess the correct event/situation, a different team member takes a turn at acting. The cycle continues until all group members have have an opportunity to act out an event/situation.

Activity Page 5.3

Showing Vs. Telling

NAME: _____

DATE: _____

Showing Versus Telling

Rewrite the following telling sentences as showing sentences, including sensory details and descriptive language.

1. My mother was tired.

2. David admires his older brother.

3. The bus driver was frustrated.

4. My little sister is funny.

5. Gran is so thoughtful.

Activity Page 5.3

Showing Vs. Telling

continued

ACTIVITY PAGE

5.3
CONTINUED

NAME: _____

DATE: _____

6. My dog was ashamed.

7. The children were amused.

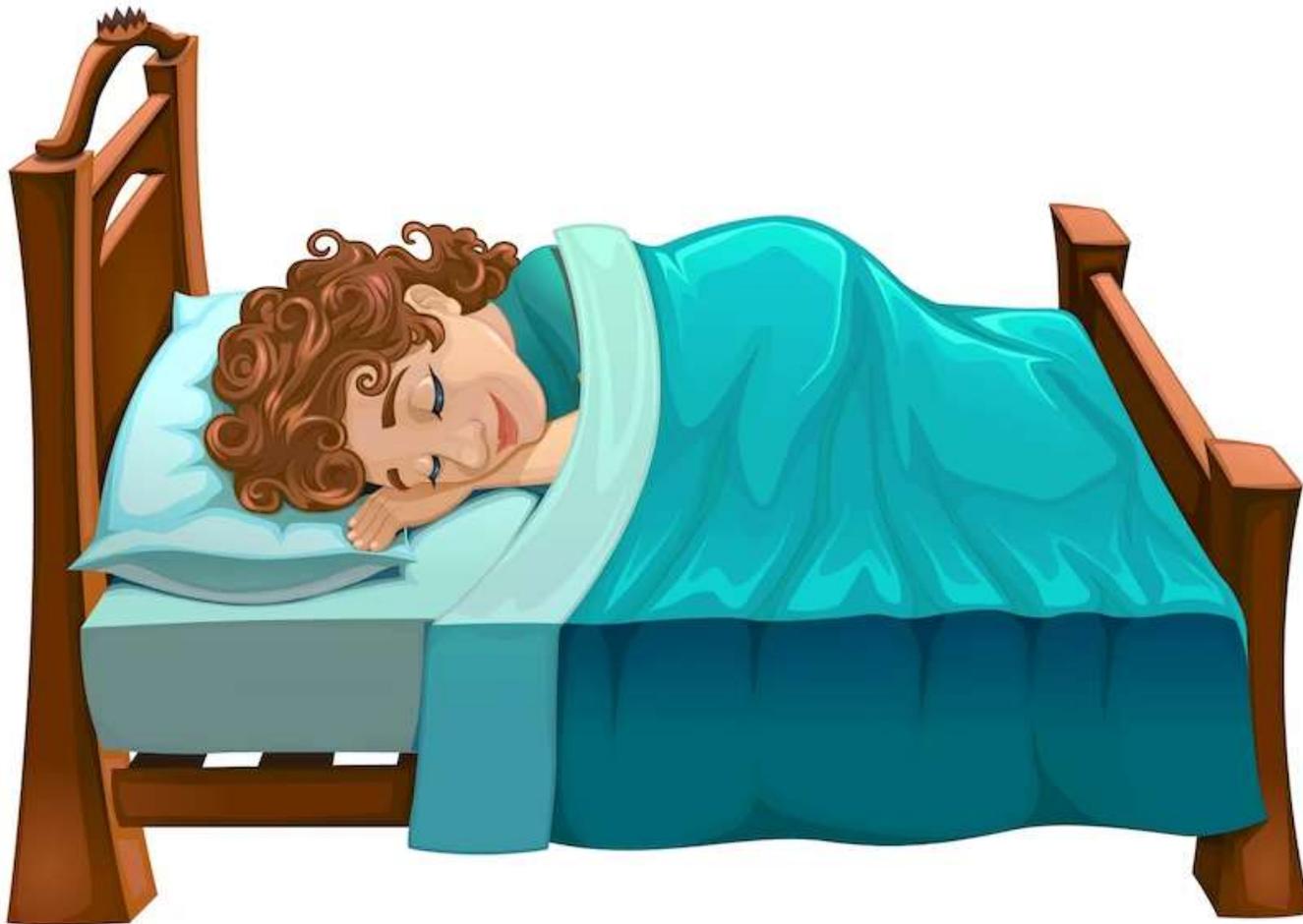
8. My aunt looked scared.

9. The kittens were playful.

10. My grandfather is proud of me.

Activity Page 5.3

1. My mother was tired.



Activity Page 5.3

2. David admires his older brother.



3. The bus driver was frustrated.



4. My little sister is funny.



5. Gran is so thoughtful.



6. My dog was ashamed.



7. The children were amused.



8. My aunt looked scared.



Activity Page 5.3

10. My grandfather is proud of me.



Homework

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