

**Macomb ISD: ELA MS Unit Correlated to the Common Core State Standards—Unit 7.3 Revised
Disposition: Persistent Pursuits—Theme: Powerful nurturing can expand potential.**

Introduction

The teaching plans that follow for Middle School ELA Unit 7.3, Persistent Pursuits, *Bad Boy* by Walter Dean Myers are designed to be a framework for discussing the fiction, informational, and media selections and will help teachers model for students how to read, think critically, discuss, and write effectively and successfully. Students will learn strategies that will improve their word study abilities, fluency, listening, reading comprehension, critical reading, and writing. By using these comprehension strategies, models, and discussion questions, teachers will be teaching to the Common Core State Standards (June 2010), the Michigan English Language Arts Standards, and the Grade Level Expectations (June 2004) and helping students prepare for success on state/national testing. The best reason to use these methods, models, and materials is that students will understand text more deeply and critically, and they will relate the ideas and concepts in texts to their own lives. This will make text more interesting and challenging to students, as well as improve their thinking skills and strategies.

The coding in the left-hand column on each page refers to the Common Core State Standards (June 2010).

CCSS Coding Key:

- **RL.7.1: Reading Literature.Grade 7.Standard Number**
- **RI.7.1: Reading Information.Grade 7.Standard Number**
- **W.7.1: Writing.Grade 7.Standard Number**
- **SL.7.1: Speaking and Listening.Grade 7.Standard Number**
- **L.7.1: Language.Grade 7.Standard Number**
- **RH/SS.7.1: Reading in History/Social Studies.Grade 7.Standard Number**
- **RS/T.7.1: Reading in Science and Technical Subjects.Grade 7.Standard Number**
- **WH/SS/S/T.7.1: Writing in History/Social Studies, Science, and Technical Subjects.Grade 7. Standard Number**

As teachers, we often assume that if students have read or listened carefully to a selection that they would be able to write effective and complete answers to questions. This is not often the case. Students can benefit from being explicitly taught to answer response to literature (open-ended, constructed response) questions. Nancy C. Boyles in her book, *Teaching Written Response to Text* (Maupin, 2001), points out that students need explicit instruction. Her definition goes like this: “Explicit instruction:

- begins with setting the stage for **learning**,
- followed by a clear **explanation** of what to do (telling),
- followed by **modeling** of the process (**To:** showing),
- followed by multiple opportunities for **practice** (**With:** guiding)
- until independence is attained.” (**By:** independence)”

The answer format in her book has been adapted to provide the model in this unit of Focus Question, Answer Plan, and Possible Answer for teachers and students to use. The focus questions, modeled answers, and formats (not worksheets) can be used to set up discussion about and learning from the selections toward a deeper understanding of the issues and content of the selections and of the author’s craft. If students are guided through and practice this questioning procedure, they will be more ready to think about, have the discussions regarding, and write answers to questions similar to these focus

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questions that are asked about other novels, videos, and articles. Their thinking and writing skills and strategies will improve.

This revision includes an important feature called **Close and Critical Reading**, which will enhance students' critical thinking and comprehension. As Dr. Elaine Weber points out, "Close and critical reading is the ability to comprehend information, analyze how it is presented, determine the purpose and perspective of the author, establish what it means, and apply it to your life." She continues with: "The following four questions are used to move students from comprehending the information to the final application to their own lives. These four steps or modes of analysis are reflected in four types of reading and discussion:

- What a text says—restatement
- What a text does—description
- What a text means—interpretation
- What a text means to me (so what)—application

A critical literacy skill developed through the lessons in each genre unit is fluent oral reading. Many activities are included which help teachers and students become increasingly proficient in oral reading for an audience. The inclusion of the reader's theater, choral reading, and paired reading is intentional; it is expected that time will be spent practicing and perfecting oral reading skills. Students need opportunities to read text as the author intended it to be read. They should be taught to pay close attention to punctuation, dialogue, sentence rhythm, etc., so they can read with proper intonation, pace, and emphasis. Students should also hear oral reading only when it has been practiced and reflects the author's message. For all of these reasons, teachers and students should practice reading any text before reading to an audience. Cold reads for either students or teachers is not appropriate.

These plans were written by a group of grade-level educators who all know that as teachers we take lesson plans like these and add our own special touches to make them better and better suited to our students. The reading selections and writing assignments were chosen by grade-level educators for their appeal to students' interests. Some lessons will require more than one class session. Each teacher will have to choose what will become homework and what will remain class work. If you have enough novels to send the chapter reading home, you are welcome to do so.

The following selections are included in this unit:

The following selections are included in this unit:

Myers, Walter Dean. *Bad Boy: A Memoir*. Harper Tempest 2001. Print. (memoir) (S, T)

T = One copy is needed for teacher read aloud.

S = Provide a copy for each student.

Both pre-assessments and post-assessments correlated to Data Director are provided separately for use by educators teaching this unit. Pre-assessments are short assessments intended to be given before students begin the units to determine if students can read and understand the text and have prior knowledge and text knowledge needed to be successful completing the unit. Teachers will be able to use the results to pre-teach concepts and skills that students need. Post Assessments consist of the following:

- 20 multiple choice questions (8 on anchor, 8 on linking, and 4 cross-text) plus a 6-point short answer (26 points)
- Close and Critical Reading on an excerpt or the total text and linking text (24 points)
- Grammar - excerpt from text with questions based on GLCE's/ACT 1-12 categories (20 points)
- Writing based on the genre chart for each grade level (20 points)

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- Listening, viewing or research (rotating) (10 points)

(Total: 100 points)

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Lesson 1

<p>Reading, Speaking/ Listening, Language</p> <p>RL.7.2, RL.7.4, SL.7.1, SL.7.4, SL.7.6, L.7.1, L.7.3-4, L.7.6</p>	<p>Note to Teachers: The disposition for seventh grade is Persistent Pursuit. As you teach this unit, please keep this disposition in mind. We want students to pursue (chase, follow, hunt, go after, etc.) ideas and understanding with persistence (stick-to-it-ive-ness, steadfastness, grit endurance, perseverance, tenacity, grit, etc.).</p> <p>Introduce this unit by telling students that together you will be talking, reading, speaking, listening, viewing, and writing about the disposition: Persistent Pursuits and the theme: Powerful nurturing can expand potential. (See Appendix #1a.) Tell them that they will be reading the memoir of Walter Dean Myers, an award-winning author of many books that are popular with teenagers, including <i>Monster</i> and <i>Scorpions</i>. Walter Dean Myers tells the story of his life as a quick-tempered, strong boy who was always ready for a fight, but he also loved to read and hoped to be a writer. He grew up in a poor family in Harlem. “His hopes for a successful future diminished as he came to realize fully the class and racial struggles that surrounded him.” Tell them that they will also be reading, listening to, or viewing selections that are related in some way to the disposition, theme, and/or anchor text.</p> <p>Note to Teacher: Make sure that students understand the word <i>nurturing</i> as it is used in the theme and as it applies to the memoir. The following synonym sets for <i>nurture</i> may help:</p> <ul style="list-style-type: none"> • foster: help develop, help grow; "nurture his talents" • bring up; "raise a family"; "bring up children" • raising: the properties acquired as a consequence of the way you were treated as a child wordnetweb.princeton.edu/perl/webwn <p>To introduce the idea of persistence, view the short video clip “Dog Escapes Pen” at one of the following websites: http://www.ebaumsworld.com/video/watch/950616/ www.youtube.com/watch?v=UuNEl0ttmCc</p> <p>Conduct a class discussion that focuses on the video and its link to the theme.</p>
<p>Speaking/ Listening, Language, Writing</p> <p>SL.7.1, SL.7.4, SL.7.6, L7.1-3, L.7.4, L.7.6, W.7.3, W.7.4, W.7.10</p>	<p>Using Appendix #1b explain or review Quick Writes and then have students do a Quick Write in response to the question:</p> <p>Lesson 1 Quick Write</p> <p>Describe a time when a significant person (parent, coach, teacher, friend, etc.) has impacted your life, giving you guidance and support or nurturing.</p> <p>As time permits, have students share and discuss their writing.</p> <p>Remind students that when we write we go through steps known as the writing process: NOTE: For a Quick Write students will only go through brainstorming and drafting.</p> <p><u>Brainstorming</u> Brainstorming is thinking and talking about the topic or theme of the writing</p>

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and relating it to your own personal life. Brainstorming is asking questions like: “When and how have I been persistent **and** received help in reaching a goal? What could I write about it? What details can I choose to support my purpose? How should I organize my writing? (outline, list, graphic organizer, etc.)

Drafting

Drafting is getting ideas down on paper, trying to organize as the writer is drafting. Drafting is asking questions like: “How will I start my writing to get my reader to want to read it? What details, examples, anecdotes, and/or explanations should I write to show my reader how I have been persistent **and** received help in reaching a goal?? How shall I end my writing?”

Revising

Revising, the real work of writing, begins when the writer makes sure that the writing has everything it should have, that it will appeal to the reader (audience) and tell or prove what it is supposed to do (accomplish the purpose). Revising is asking questions like: “Will my reader (audience) know what my point (purpose) is? Is my point or central idea clear and connected to the theme or topic? Have I given important and relevant details, examples, and/or anecdotes to support my point? Is my writing well organized with a beginning that makes my audience want to read on, a middle that makes and supports my point, and an end that satisfies my audience? Have I used interesting words and a variety of sentence lengths and types to engage my reader?”

Proofreading and Editing

Proofreading and editing means making sure that the audience can read and understand the words and the point. Proofreading and editing involves asking questions like: “Have I checked and corrected my spelling, punctuation, and capitalization to help my audience understand what I have written? Have I read my work to a friend or myself to make sure it sounds good? Have I looked my writing over to make sure that it’s neat and it invites my audience to read it?”

Publishing

Publishing is putting writing in its final form for an audience. Publishing involves asking: “Is my final copy just the way I want my audience to see it?”

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Lesson 2

<p>Reading, Speaking/ Listening, Language, Writing</p> <p>RI.7.1-4, RI.7.10, RS/T.7.1-4, RS/T.7.10, SL.7.1-3, SL.7.4, SL.7.6, L7.1</p>	<p>Introduce the rest of the unit by saying something such as “You have just discussed and written about persistence and nurturing in your life. We are going to be talking, reading, listening, viewing, and writing about pursuing persistently to survive and reach your goals. We are going to pose unit essential questions, like the ones below. (See Appendix #1a.)</p> <ul style="list-style-type: none">• How do I appreciate and take advantage of the encouragement and nurturing I receive from adults?• What do I want from life and how will I pursue it?• How do I use persistence to succeed?• How do I collaborate to achieve goals? <p>We will search texts and the media for the answers to these questions.”</p> <p>NOTE TO TEACHERS: You will now be sharing linking text(s) with students. The linking text or texts reflect one or more of the characteristics below and lead to the identified disposition of the unit—Persistent Pursuits:</p> <p>Discrepant text that results in seeing the big idea from a totally different perspective,</p> <ul style="list-style-type: none">• Different genre or medium that mirrors the theme or big idea of the anchor text in another form,• Supporting text that extends or embellishes the big ideas or themes in the anchor text, and/or• Text connected to the anchor text at an abstract level. <p>After students have reflected on and written from their own perspective about persistence, they will further explore the themes and essential questions of the unit through reading, discussing, and reflecting on “discrepant text.” The goal of using a “mirror text” is to help students see the themes and essential questions of the unit from a different perspective. The <i>New York Times</i> editorial, “How to Raise Our I.Q.” by Nicholas D. Kristof, mirrors the importance of <i>nurturing as a means to expanding one’s potential</i>.</p> <p>Before sharing with students “How to Raise Our I.Q.,” use Appendix #2a1 to introduce briefly or to review editorials and remind students to use the student when they encounter other editorials. (See Appendix #2a2.)</p> <p>Either share with students or have them read “How to Raise Our I.Q.” using the Focus for Reading below. (See Appendix #2b1-2.)</p> <p>Focus for Reading/Listening: While reading, discussing, and writing about the linking text, think about how adults have nurtured you in ways that have improved your life and maybe increased your I.Q.</p> <p>Discuss “How to Raise Our I.Q.” on some or all of the bulleted teaching points below. (<i>Before beginning the discussion, remind students of the importance of being attentive and civil, gaining the floor politely, posing appropriate questions, and</i></p>
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tolerating difference of opinion and lack of consensus. See Appendix #2c.)

- Address the author’s purpose/thesis: In this persuasive editorial, Nicholas D. Kristof’s thesis is that powerful nurturing can raise I.Q.
- Point out the editorial structure: thesis with proof.
- Point out how Kristof uses specific examples to make his point.
- You might point out that the author’s call to action is a short statement with which he judges readers will have a difficult time disagreeing.

Highlighted Reading – (See Appendix #2d for an explanation.)

Do Highlighted Reading with use of highlighters while reading “How to Raise Our I.Q.” (See Appendix #2e-f.)

Vocabulary: When you come to the vocabulary words in the highlighting process, give definition, have students say the word five times, and continue the highlighting process:

- I.Q.: Intelligence Quotient, “An index of measured intelligence,” or “A number meant to measure intelligence. Once the standard measure of human mental capacity; now widely considered to be neither accurate nor fair.”
- genetics: the branch of biology that deals with heredity
- inherited: received an ancestor’s genes Is this a somewhat limited concept of inheritance?
- depressing: gloomy, low in spirits
- correlate: to place or bring into mutual relationship or connection
- malleability: capable of being shaped or changed
- stagnates: stays the same, does not grow
- intensive: concentrated
- intervention: interference
- curriculum: a fixed series of studies required in school

“How to Raise Our I.Q.”
Highlighted Reading

Paragraph #1

Who has higher I.Q.’s? *Rich people*

Paragraph #2

What have studies *seemed* to show about I.Q.? *It is largely inherited.*

Paragraph #3

Which theory is being proven profoundly wrong? *The belief that I.Q. is inherited is not supported by research.*

Paragraph #4

Why does a higher I.Q. matter? *It leads to greater success in life.*

Paragraph #5

In poor, chaotic households, I.Q. is *minimally* the result of what? *Genetics or inheritance minimally impact IQ in such homes.*

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Paragraph #6

What suppresses children's I.Q.'s? *Bad environments suppress IQ.*

Paragraph #7

What happens when poor children are adopted into middle-class households? *Their I.Q.'s rise.*

Paragraph #8

What has I.Q. done over time? *It has risen.*

Paragraph #9

What happens to students I.Q. over the summer months? *It stagnates (stays the same) or drops.*

Paragraph #10

What has been proven to raise I.Q.? *Intensive early childhood education can impact IQ.*

Paragraph #11

What advantage did intensive early childhood education give children by age 5? *They had higher I.Q. scores.*

Paragraph #12

What does KIPP stand for? *KIPP stands for Knowledge Is Power Program.*

Paragraph #13

What can make junior-high-school students work harder and get better grades? *They work harder when they know that they can raise their I.Q.'s.*

Paragraph #14

What should be in the junior-high-school curriculum? *The knowledge that I.Q. is under their control is important for students to know.*

Paragraph #15 and #16 What should be a no-brainer? *Pushing early childhood education in poor areas is critically important.*

Lesson 3

<p>Reading, Speaking/ Listening, Language, Writing RI.7.1-4, RI.7.10, RS/T.7.1-4, RS/T.7.10, SL.7.1, SL.7.4, SL.7.6, L7.1, W.7.2, W.7.4, W.7.10</p>	<p>Introduce or review the thinking strategy Close and Critical Reading (Appendix #3a.) by saying something like, “We are going to review/learn a strategy to help you to better understand and remember more about the text you read. It is called Close and Critical Reading and using it will also make text more interesting because you will be applying the ideas in the text to your own lives. In the process of Close and Critical Reading you will answer four questions:</p> <ul style="list-style-type: none">• What does the text say? (Briefly summarize the text at the literal level.)• How does it say it? In other words, how does the author develop the text to convey his/her purpose? (What are the genre, format, organization, features, etc.?)• What does the text mean? (What message/theme/concept is the author trying to get across?)• So what? (What does the message/theme/concept mean in your life and/or in the lives of others? Why is it worth sharing/telling? What significance does it have to your life and/or to the lives of others?) <p>It will be easier to understand if I model the process for you with the biographical text, “How to Raise Our I.Q.”(See Appendix #2b1-2.)”</p> <p>Model the process of Close and Critical Reading using the example in the appendix: (See Appendix #3b1-4.) (See Appendix #3c to review Think Aloud procedure.)</p> <p>Note to teachers: During the process of Close and Critical Reading, students will be using strategies from <i>Strategies That Work</i> by Stephanie Harvey and Ann Goudvis: (See Appendix #3d.)</p> <ul style="list-style-type: none">• asking questions• visualizing• determining importance• synthesizing• inferring• making connections• repairing comprehension <p>If you wish, you might review these strategies using the following:</p> <ul style="list-style-type: none">• <u>Asking questions</u> means stopping while reading to ask questions like, ‘What is the author’s purpose or theme for this selection?’ or ‘Why did the author include that information or that event?’• <u>Visualizing</u> means to make pictures in your mind about what’s going on in the selection so you can understand the selection better.• <u>Determining importance</u> is asking what is most important in a selection as opposed to the details.• <u>Synthesizing</u> means combining new ideas from what I have read with what I already know to learn something that will help me understand a selection or my own life better.• <u>Inferring</u> means ‘reading between the lines’ or filling in ideas and meaning that the author leaves out. It is using what you know to figure out what the author does not
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come right out and tell you.

- Making connections means putting things together from what I know, other selections I have read and/or what I have experienced and know about the world, to help me understand what I read better
- Repairing comprehension means to use strategies to make sense when comprehension is interrupted. You might say something like the following: ‘As good/expert readers read, they monitor their comprehension; they repair their comprehension when it breaks down. Being aware of this monitoring/repairing and knowing and using strategies, helps readers to better understand and remember what they read. Expert readers use some or all of the following strategies when reading is not making sense:
 - slow down—adjust reading rate,
 - stop and think—make connections to own knowledge and experience, to related text(s) and/or to the larger world,
 - reread—try to find the thread of meaning,
 - continue reading—look for cues and/or use context clues,
 - retell or summarize—think through or briefly write what has been discovered so far in reading,
 - reflect in writing—make comments about what reader feels about what he/she has learned so far,
 - visualize—see in one’s mind what is happening or described in the text,
 - ask questions of the author—then predict answers and read to confirm,
 - use text patterns or text resources, and/or
 - consult another student or the teacher.

Lesson 4

<p>Reading/ Speaking/ Listening RL.7.1-4, RL.7.10, SL.7.1, SL.7.4, L.7.1, L.7.3-4, L.7.6</p>	<p>Introduce the rest of the unit by saying something such as “You have written about a time when a significant person (parent, coach, teacher, friend, etc.) impacted your life, giving you guidance and support or nurturing and read an editorial making the point that research is showing that hard work and nurturing (help and encouragement from adults can even increase a person’s I.Q.). Now you will be reading the memoir of Walter Dean Myers, an award-winning author of many books that are popular with teenagers, including <i>Monster</i> and <i>Scorpions</i>. Walter Dean Myers tells the story of his life as a quick-tempered, strong boy who was always ready for a fight, but he also loved to read and hoped to be a writer. He grew up in a poor family in Harlem. “His hopes for a successful future diminished as he came to realize fully the class and racial struggles that surrounded him.” But Walter Dean Myers received powerful nurturing (encouragement) from his step-mother and a few of his teachers; through his persistence, he was able to realize his goal of becoming a successful writer.</p> <p>Introduce/review the genre of memoir by using the information below and/or teacher information page and student bookmark. (See Appendix # 4a1-2.)</p> <p style="text-align: center;">Genre: Memoir</p> <p>Definitions:</p> <ul style="list-style-type: none">• A memoir is a record of important events based on the writer’s personal observation or knowledge. (<i>Webster’s New World Dictionary</i>, 1991, Prentice Hall)• Memoir is a form of autobiographical writing dealing with the recollections of prominent people or people who have been a part of or have witnessed significant events. (Adapted from Thrall, Hibbard and Holman, <i>A Handbook to Literature</i>, 1960, Odyssey.)• A memoir is a narrative account written by an individual that depicts things, persons or events the individual has known or experienced. (Adapted from Murfin and Ray, <i>The Bedford Glossary of Critical and Literary Terms</i>, 2003, Bedford/St. Martin’s.) <p>Purpose:</p> <ul style="list-style-type: none">• To record thoughts and actions for future reference or reflection.• To share achievements, influences, and incidents of a person’s life. <p>Form and Features:</p> <ul style="list-style-type: none">• A memoir is a form of autobiography usually focusing on a single period in the author’s life and on well-known people the author knows.• A memoir often focuses on a major event in the author’s life; the author reflects on the implications of this event.• Memoirs differ from autobiography, as they are usually concerned with personalities and actions other than those of the writer, whereas autobiography puts a heavier stress on the inner and private life of the author.• Memoirs combine the elements of biography and autobiography, but are different from them. Memoirs tend to be far more subjective than biographies in that they focus on personal recollection. Even though they are autobiographical in nature, memoirs differ from autobiographies because the accounts are
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personalized focusing more on what the author has witnessed than on his or her own life and character.

- A memoir is a narrative told in the first person.
- Memoirs sometimes include strong characterization of a third party. through detailed description of actions, speech or physical attributes.
- Memoirs are often very descriptive, with attention to details of places or emotions.
- Memoirs may be selected diary or journal entries or letters to a close friend or member of the family or selections from official documents.

(Adapted from Mooney, *Text Forms and Features*, Owen, 2001; Thrall, Hibbard and Holman, *A Handbook to Literature*, 1960, Odyssey, and Murfin and Ray, *The Bedford Glossary of Critical and Literary Terms*, 2003, Bedford/St. Martin's.)

Remind students to refer to and take notes on the Memoir Bookmark as they listen to and read the novel. (See **Appendix #4a2.**)

The teacher reads aloud Chapter 1, pp. 1-6, as students refer to Myer's complicated family tree. (**Appendix #4b**) Referring to the family tree, the teacher will point out and explain the complicated relationships.

Focus for Listening: Refer to the family tree and consider as you listen how this family background might affect Myer's life now and in his future.

Discuss what has been learned from Chapter 1: "Roots" and from the family tree. What effect might his family relationships have on his life?

The teacher reads aloud Chapter 2: "Harlem" to model close reading. The teacher points out elements of story (e.g., setting and characterization), as well as literary and text devices, references to the theme, and important vocabulary and gives background information as needed. This is a Think Aloud (**Appendix #3c**) designed to show students how to read text closely. Tell students that reading text this way will help them understand and remember more and will make the text more interesting. Use **Appendix #4c** to introduce story elements; remind students throughout the memoir to refer to this page and fill in elements as they read.

The teacher points out the following to students as s/he reads:

- p.7: Myers describes Harlem, the setting of the novel, as a "magical place." Point out the vivid imagery in the first paragraph: "...full of colors and smells that filled my senses and made my heart beat faster." The reader/listener can even hear the music and feel what Myers was feeling.
- p.8: Notice the repetition in the first paragraph of "time to sweep, wash, mop, iron." Tell students that they will be finding many good writing ideas from Myer's writing that they will be able to include in their own writing to make it more effective. They should be looking for these ideas!
In the second paragraph, point out Myer's characterization of himself: "I was a bawler..." This also foreshadows further bullying in his life.
- p. 9: In paragraph 1, Myer's builds background for the reader by comparing an account at the grocery then to a credit card now.

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Also in this paragraph, Myers uses the word “equivalent.” Point out to students that they can determine from context that equivalent means the same as putting it in your words. The dictionary defines the word as “equal in quantity, value, force, meaning.” Tell students that in chapters to come they will be called upon to find vocabulary words in the context of the chapter and figure out what the words mean in that particular context – only resorting to using the dictionary to check their work or for a word that stumps them.

In paragraph 2, Myers talks about the music of Harlem; this could provide a listening opportunity for students.

- p. 10: In the third paragraph, Myers shows that he got extra attention/nurturing (theme) from his mother: “I was the baby of the family and the only boy and got most of the attention.... I claimed Mama for my own.”
- p. 11: The watch breaking incident shows Myer’s claim on his mama’s attention.
- p. 12: Myer’s points out that he was not aware of racial differences; this may become important later.

There is vivid character description in the last paragraph, as shown in the line “Aunt Nancy was as fat as she was tall.” Etc. Is the *etc.* necessary?

- p. 13: Ask students to Think-Pair-Share with a partner about things in their home or a relative’s home that affected them as the ashtray affects Walter.
- p. 14: Point out the description at the top of the page and the references to “penny arcade” and “soap operas.” Are there such things in today’s world?
- pp. 15-16: Point out Myer’s reference to learning to read before going to school. Ask students to share memories related to learning to read and its importance to them.

Have a discussion about the process they have just been through:

- Did students see things they might have missed?
- Was listening more interesting?
- Did they notice things they could incorporate in their writing?

Ask students to try to read the rest of the chapters closely, as you modeled, asking questions as they go.

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Lesson 5

<p>Reading/ Speaking/ Listening RL.7.1-4, RL.7.10, SL.7.1, SL.7.4, L.7.1, L.7.3-4, L.7.6</p>	<p>Students read Chapters 3 and 4, pp. 17-34.</p> <p>Focus for Reading: Read to learn about Walter’s elementary school experiences and compare them to your own.</p> <p>Discuss with students Walter’s elementary school experiences and their comparisons to their own experiences.</p>
<p>Reading/ Writing/ Listening/ Speaking RL.7.1-4, RL7.6, RL.7.10, W.7.2, W.7.4, W.7.9-10, SL.7.1, SL.7.4, SL.7.6, L.7.1-2, L.7.4, L.7.6</p>	<p>After students have completed reading and discussing the text, have them complete Focus Question #1. (See Appendix #5a.) For Focus Question Directions see Appendix #5b (for teacher use), for Focus Question Rubric see Appendix #5c (to be introduced to or reviewed with students), and for Focus Question #1 see Appendix #5a (to be modeled by teacher using model below). The teacher models answering Focus Question #1 as a Think Aloud (Appendix #3c) using the Focus Question/Answer Plan/Possible Answer Model. (See Appendix #5a.) If students have had experience with Focus Questions, you might just review by sharing answering Focus Question #1 with the students using the following.</p> <p>Focus Question #1 In Chapters 3 and 4, Walter writes about some memories from his early school years. Write about the strengths and weaknesses he had at this time.</p> <p>Answer Plan:</p> <ol style="list-style-type: none"> 1. Begin by restating the question. 2. Describe and give details about one of Walther's strengths. 3. Describe and give details about another one of his strengths. 4. Write about one weakness that he had and give details about it. 5. Describe another weakness that he had. 6. Conclude by predicting how these strengths and weaknesses will change as he gets older. <p>Possible Answer: [1] Walter starts school having some strong skills and character traits, but he also has some difficulties, or weaknesses. [2] For one thing, he already is an advanced reader when he begins the first grade. He can read on a second grade level! Someone even suggests that he be advanced into that grade. [3]In addition, Walter also has an observant mind and an active imagination. He enjoys watching teachers come and go when he visits the principal's office. Also, when read books, the characters and events seem to come alive for him. [4] He does, however, have some difficulties. He can not speak clearly. As a result, often when he reads or talks in school, some students make fun of him. [5] His anger is another weakness. Walter sometimes loses his temper, yelling, punching, or slapping other students. As a result, he gets poor grades in conduct, or behavior, and this has an effect on his other school grades, even though</p>

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Walter is very smart. [6]I believe that as he gets older, Walter will get some help from speech classes. Then perhaps he will not be as angry at other students. I hope that his grades will improve, also!

As time permits, have students share and discuss how they might change/ adjust the model.

Model the vocabulary strategy in context by giving students copies of **Appendix #5d** and going through the steps with them:

Procedure:

- Students choose partners.
- They are given vocabulary words with page numbers.
- Students choose partners and:
 1. find each listed word,
 2. read the sentences (context) around the word, then try to figure out what the word means,
 3. check their definitions with the dictionary (if necessary),
 4. jot down their “working definition” in their own words, and also
 5. write down why this word is important to the selection.

Model the procedure for students making your thinking public (**Appendix #3c**) and using the following example:

- Have students turn to page 18 in *Bad Boy* and find the word *taunted* in the first line of the first full paragraph.
- Ask them to read that paragraph and tell a partner (see **Appendix #5e** for the Think-[Write]-Pair Share Strategy) what they think the word means in that context. (Explain “context,” if necessary.)
- Have students jot down and then share their ideas with the whole group (mock or make fun of) and talk about the relationship of taunting to bullying; this is why the word is important in the book.

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Lesson 6

<p>Reading/ Writing/ Listening/ Speaking</p> <p>RL.7.1-4, RL.7.6, RL.7.10, W.7.2, W.7.4, W.7.9-10, SL.7.1, SL.7.4, SL.7.6, L.7.1-2, L.7.4, L.7.6</p>	<p>Students read Chapter 5, pp. 35-47.</p> <p>Focus for Reading: Pay attention to the details of bullying taking place and Walter’s involvement in bullying.</p> <p>Briefly discuss examples of bullying.</p> <p>Have students answer Focus Question #2 with partners with or without the Answer Plan. (See Appendix #6a.) See Appendix #5c for the Focus Question Scoring Rubric.</p> <p>Focus Question #2 How does the author introduce bullying in Chapter Five?</p> <p>Answer Plan:</p> <ol style="list-style-type: none"> 1. Begin by restating the question in a topic sentence. 2. Use prior knowledge and/or any other helpful way to define the term “bullying.” 3. Use detail to describe the incident with Richard Aisles. 4. Describe the events related to Walter’s reading aloud in Mrs. Conway’s class. 5. Discuss the incident with Johnny Brown. 6. Conclude by describing how bullying might negatively impact the person who is being bullied. <p>Possible Answer:</p> <p>[1] Walter Dean Myers shares many examples of bullying in Chapter Five. [2]To understand this term, a bully can be described as an overbearing or bossy person who consistently teases and intimidates a smaller or weaker person. [3]The first bullying incident happens when Walter and his friend Johnny Lightbourne decide to pick on Richard Aisles because he has vision problems. First, the boys decide to beat Richard up. They later decide that it would be better to “lynch” or hang him in the church basement. (Thankfully the minister sees this and stops it!) [4]Another example of picking on another person occurs when Mrs. Conway asks Walter to stand and read orally to the class. When he read his passage, classmates laugh at Walter because of his speech difficulties. [5]A third example of tormenting or bullying occurs with a boy named Johnny Brown. Once again, Walter is asked to read in front of the class. As Walter approaches the front of the room, Johnny Brown stares at Walter in a mocking manner and holds his hand across his mouth to hold his laugh in. Obviously, Johnny is making fun of Walter. [6]In my opinion, bullying can have a devastating impact on a person. It could make the person feel inferior as well as fearful for their safety.</p> <p>Have students share their responses.</p> <p>Use the vocabulary in context strategy in Appendix #5d to develop understanding of</p>
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	<p>the following words: p. 35, capacity; p. 36, majestically; p. 39, lynched; p. 45, worthwhile.</p>
<p>Reading/ Speaking/ Listening RL.7.4, RL.7.6, SL.7.1, L.7.3, L.7.4-6</p>	<p>Author’s Craft: Similes and Metaphors</p> <p>Use the definitions in Appendix #6b to remind students of the definitions of simile, and metaphor:</p> <p>Simile A figure of speech in which two things are compared using the word "like" or "as" An example of a simile using <i>like</i> occurs in <u>Langston Hughes's</u> poem <i>Harlem</i>: "What happens to a dream deferred?/ Does it dry up/ like a raisin in the sun?"</p> <p>Metaphor A figure of speech in which two things are compared, usually by saying one thing is another, or by substituting a more descriptive word for the more common or usual word that would be expected. Some examples of metaphors: <i>the world's a stage, he was a lion in battle, drowning in debt, and a sea of troubles.</i></p> <p>Point out and explain the following examples from the chapter:</p> <ul style="list-style-type: none"> • P. 44—metaphor: “She [Mrs. Conway] reminded me of a great white turtle with just a dash of rouge and a touch of eye shadow.” Mrs. Conley’s appearance is being compared to that of a turtle. Further discuss the description of Mrs. Conway from the last two paragraphs on page 44 through the middle of page 45. Talk to students about the imagery—the description is so powerful that it puts the reader in the middle of the action feeling as Walter feels. Remind students to keep this kind of imagery/description in mind as they plan their own writing. This is also the passage in which Walter is referred to as a “bad boy.” <p>P. 46 – simile: “Reading a book was not so like entering a different word as it was like discovering a different language.” Reading a book is compared to discovering a new language—with the use of “like.”</p>
<p>Grammar/ Rhetoric L.7.1-3</p>	<p>TEACHER NOTE: Please consider the information in Appendix #6c1-2 as you teach the grammar and rhetoric lessons in this unit. Find examples of the grammar lesson being taught in the anchor or linking texts students are reading and use those to do grammar inquiry teaching. It will be more effective than traditional methods. Use the list below to help students locate examples and/or for scoring purposes. Students should be looking for and keeping track of examples as they continue to read the book.</p> <ol style="list-style-type: none"> 6. youngest boy 7. earliest memory 9. loved most 10. more supervision

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11. got most
12. biggest woman
13. spent most
14. greatest time
14. largest store
17. most second graders
22. doing the best
24. best marks
27. lowest mark
28. best behavior
29. tallest boys
36. most interested
37. most logical reason
44. biggest punch
45. best book
46. best report card
54. best friends
58. tallest boy

Grammar and Rhetoric: Superlative Adjectives and Adverbs

Use **Appendix #6d1-2** to develop understanding of superlative adjectives and adverbs. Then have students search for examples in the chapters they have read so far in the memoir. Model the process by doing the first few together. Then have the students work with partners using the information in the Grammar Girl to identify examples.

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Lesson 7

<p>Reading/ Speaking/ Listening RL.7.1-4, RL.7.10, SL.7.1, SL.7.4, L.7.1, L.7.3-4, L.7.6</p>	<p>Students read Chapter 6, pp. 48-64.</p> <p>Focus for Reading: Pay attention to Myer’s vivid description. Also determine why Walter Dean Myers’ grades go up with Mr. Lasher as his teacher.</p> <p>Briefly discuss Walter’s experience in Mr. Lasher’s class, and the cab-hitching and roof jumping incidents. What are we learning about Walter from all of this?</p> <p>Use the vocabulary in context strategy in Appendix #5d to develop understanding of the following words: p. 51, cache; p. 52, secret vice; p. 53, scoffed; p. 60, excruciating; p. 61, resolute, gingerly.</p>
<p>Reading, Speaking/ Listening, Writing RL.7.1-4, RL.7.10, SL.7.1-3, SL.7.4, L.7.1, L.7.3-4, L.7.6, W.7.2, W.7.4, W.7.10</p>	<p>Students have read Chapter 6 and now they will examine an excerpt through close and critical reading. (See Appendix #7a1-3.) You may choose to share answering these questions.</p> <p>Review the thinking strategy Close and Critical Reading (See Appendix #3a) by saying something like, “We will be using this strategy again with an excerpt from the chapter you just read. Remember that this strategy will help you to better understand and remember more about the text you read. It will also make text more interesting because you will be applying the ideas in the text to your own lives. In the process of Close and Critical Reading you will answer four questions:</p> <ul style="list-style-type: none"> • What does the text say? (Briefly summarize the text at the literal level.) • How does it say it? In other words, how does the author develop the text to convey his/her purpose? (What are the genre, format, organization, features, etc.?) • What does the text mean? (What message/theme/concept is the author trying to get across?) • So what? (What does the message/theme/concept mean in your life and/or in the lives of others? Why is it worth sharing/telling? What significance does it have to your life and/or to the lives of others?) <p>See Appendix #7a2 for the suggested answer.</p>

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Lesson 8

<p>Reading/ Speaking/ Listening RL.7.1-4, RL.7.10, SL.7.1, SL.7.4, L.7.1, L.7.3-4, L.7.6</p>	<p>Students read Chapters 7 and 8, pp. 65-89.</p> <p>Focus for Reading: Read to discover how Walter’s life is changing (Chapter 7 is titled “I am not the center of the universe”), what he is learning about race relations, and how Walter is approaching reading and writing.</p> <p>Discuss the points brought up in the focus for reading above.</p> <p>Use the vocabulary in context strategy in Appendix #5d to develop understanding of the following words: p. 73, mythical adversary; p. 79, ghetto; p. 80, relentlessly; p. 81 potter’s field; p. 81, scanty.</p>
<p>Reading/ Writing/ Listening/ Speaking RL.7.1-4, RL.7.6, RL.7.10, W.7.2, W.7.4, W.7.9-10, SL.7.1, SL.7.4, SL.7.6, L.7.1-2, L.7.4, L.7.6</p>	<p>Have students answer Focus Question #3 with partners with or without the Answer Plan. (See Appendix #8a.) See Appendix #5c for the Focus Question Scoring Rubric.</p> <p>Focus Question #3 From the chapters "I am Not the Center of the Universe" and "A Writer Observes," we see that books and reading will have both a positive and negative impact on Walter's life. Describe the two differing ways that books have affected him.</p> <p>Answer Plan:</p> <ol style="list-style-type: none"> 1. Begin by restating the question. 2. Describe two examples of the positive impact that books have had on him. 3. Describe two examples of the negative impact that books have had on his life. 4. Conclude by predicting how reading might affect the choices that he faces in life. <p>Possible Answer: [1]Walter enjoys reading books of all kinds, and this helps him to understand and interact with his friends and family. [2]In a positive way, Walter gets great satisfaction from reading. This love of books helps him to be at the top of his class in the sixth grade. His teacher, Mr. Lasher, even convinces the school officials that Walter should get the "Outstanding Boy" award! In addition, his excellent reading ability helps him to become a skillful test taker. He gets accepted into the "rapid advancement" class, where he continues to enjoy learning. [3]On the other hand, his reading causes some problems for him, particularly in his feelings and emotions. Walter finds it difficult to learn about the basic unfairness of slavery in American history. This is hard for him to accept because his previous reading has shown him life is completely fair to everyone, regardless of race. [4]At this time, he also believes that his reading does not really have anything to do with the circumstances of his own life. These circumstances include having friends, reacting to his uncle's death, and the problems caused by his father's depression. I believe that eventually Walter will be able to use the insight and understanding gotten from books to continue to do well in school, and hopefully stay out of trouble!</p> <p>Have students share their responses.</p>

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<p>Reading/ Speaking/ Listening</p> <p>RL.7.4, RL.7.6, SL.7.1, L.7.3, L.7.4-6</p>	<p>In the chapters "I am Not the Center of the Universe" and "A Writer Observes," Myers first expresses his thoughts about race and how it might affect his life. Myers writes about slavery being talked about in school:</p> <ul style="list-style-type: none">• “No one spoke the words, but I believe that every black kid in the class, who like me, thought that life was fundamentally fair must have felt on some level that those enslaved blacks had somehow <i>deserved</i> to be enslaved.” p. 74• “The idea that race played a large part in the life process was becoming clear to me. I knew that blacks did not have that same chances as whites, and I did not to do something that was commendable as a Negro accomplishment. I wanted whatever I managed to do in my life to reflect the core values I was learning in school, in my church, and in my community. What I was doing, without knowing it, was accepting the idea that whites were more valuable than blacks. I knew I would never be white, and therefore I wanted to be without race.” pp. 85-6 <p>Discuss with students what these realizations meant to Myers.</p> <p>Also point out that Myers uses personification at the top of page 80 giving milk bottles the humanlike characteristic of humans. (See Appendix #6b.)</p>
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Lesson 9

<p>Reading/ Speaking/ Listening RL.7.1-4, RL.7.10, SL.7.1, SL.7.4, L.7.1, L.7.3-4, L.7.6</p>	<p>Students read Chapters 9 and 10, pp. 90-113.</p> <p>Focus for Reading: Read to discover how his reading continues to affect Walter’s life. Also notice how his attitude toward race is changing.</p> <p>Discuss the following quotes that show how Myer’s attitude about race is changing again. Ask students to think about what has brought about the change.</p> <ul style="list-style-type: none"> • “For the first time in my life I was faced with the notion that I would have to deal with the idea of race as a central part of my life.” pp. 111-2 • “My dad’s advice on race was very simple. ‘The white man won’t give you anything, and the black man doesn’t have anything to give you. If you want anything out of life, you have to get it for yourself.’” p. 112 • “I knew that that vague thought earlier, that goodness and intelligence can somehow lift a person above the idea of race was somehow wrong. I wondered where and how I would fit into a society that basically didn’t like me.” p. 112 <p>Relate his father’s comment to the editorial “How to Raise Our I.Q.” (<i>You have the power to change your I.Q.</i>)</p>
<p>Reading, Speaking/ Listening, Writing RL.7.1-4, RL.7.10, SL.7.1, SL.7.4, L.7.1, L.7.3-4, L.7.6, W.7.2, W.7.4, W.7.10</p>	<p>Students have read Chapter 9, and now they will examine an excerpt through close and critical reading. (See Appendix #9a1-2.) You may choose to share answering these questions. Review the thinking strategy Close and Critical Reading (see Appendix #3a) by saying something such as “We will be using this strategy again with an excerpt from the chapter you just read. Remember that this strategy will help you to better understand and remember more about the text you read. It will also make text more interesting because you will be applying the ideas in the text to your own lives. In the process of Close and Critical Reading you will answer four questions:</p> <ul style="list-style-type: none"> • What does the text say? (Briefly summarize the text at the literal level.) • How does it say it? In other words, how does the author develop the text to convey his/her purpose? (What are the genre, format, organization, features, etc.?) • What does the text mean? (What message/theme/concept is the author trying to get across?) • So what? (What does the message/theme/concept mean in your life and/or in the lives of others? Why is it worth sharing/telling? What significance does it have to your life and/or to the lives of others?) <p>See Appendix #9a2 for the suggested answer.</p>
<p>Grammar/ Rhetoric L.7.1-3</p>	<p>TEACHER NOTE: Please consider the information in Appendix #6c1-2 as you teach the grammar and rhetoric lessons in this unit. Find examples of the grammar lesson being taught in the anchor or linking texts students are reading and use those to do grammar inquiry teaching. It will be more effective than tradition methods.</p>

Listed below are some of the adverbial subordinate clauses located within the first 100 pages. Other examples exist for teaching purposes: (Further, note that the author utilizes “when” frequently; therefore, several are not listed.)

1. While we live our own individual lives,	41. If it landed...
3. When I imagine my mother,	45. “And if you’re going...
4. When Florence was old enough to work,	47. When I saw it...
4. When trucks...	49. As more and more...
6. When Schultz...	53. If you can do...
8. When Florence Dean...	55. If I wanted money...
8. when I first arrived...	56. Before I realized...
13. If you hit them...	58. As the tallest...
13. If the men...	59. because that’s where...
14. If we didn’t go out...	59. If anything went...
15. When I told my father...	62. as my father...
17. When I first...	63. because he hadn’t...
17. because I thought...	66. As I approached...
21. When you were being...	67. If the other boys...
24. As soon as I...	68. because walking on my...
24. If Mama was home...	69. When we arrived...
27. When I brought home...	71. when he came home...
28. If he gave me...	75. Although I was...
28. When school started...	76. When my mom...
28. If he caught you...	78. As I grew...
30. As I tried...	85. If a black singer...
31. When school let out...	86. If Shakespeare...
32. while I lay...	86. After my frustrating...
32. When I told him...	88. If Jonathan...
32. as he told her...	89. if I wanted...
33. When I got...	90. while many of the...
37. If you wrote...	93. when a librarian...
39. When he caught...	97. As the holiday...
	100. While I had...

Grammar and Rhetoric: Adverbial Subordinate Clauses

Use the following definitions and examples from the text to develop understanding of adverbial subordinate clauses. Then have students search for examples in the first 100 pages of the memoir. Then have the students work with partners using the rules to identify examples. Use the list below to help students locate examples and/or for scoring purposes.

- Adverbial Subordinate Clauses have a subject and verb but can’t stand alone as a sentence; they need to be attached to another part of the sentence. Adverbial subordinate clauses act as adverbs modifying a verb, adjectives or other adverbs. **If the adverbial subordinate clause is introductory (first in the sentence), it is followed by a comma (as in this sentence).**

Lesson 10

<p>Reading, Speaking/ Listening, Writing RL.7.1-6, RL.7.9-10, SL.7.1, SL.7.4, L.7.1, L.7.3-4, L.7.6 W.7.2, W.7.4, W.7.9-10</p>	<p>Having read chapters nine and ten, refer the students back to the bottom of page 110 through the third paragraph of page 111. It was in this section that the author shared an incident in which Walter and his brother Mickey witnessed a gang member stealing a woman’s purse. Students might reread this section in pairs or as a class. Predictions might be made as to the possible consequences for such a crime.</p> <p>Having completed this activity, introduce the classic short story, “Thank You, Ma’m” by Langston Hughes. http://www.geocities.com/cyber_explorer99/hugessthankeyou.html?200925 or http://www.geocities.com/cyber_explorer99/hughesthankeyou.html or see Appendix #10a1-3.</p> <p>Students may read individually using active reading strategies, in pairs or small groups.</p> <p>Following the reading of “Thank You, Ma’m,” ask students to complete a Quick Write using the guidelines below in their response. (See Appendix #1b.)</p> <ul style="list-style-type: none"> • As you were reading, how did you think the woman would teach the boy a lesson for his attempted theft? What events lead you to this conclusion? What was your reaction to the way she handled it? How is what she did an example of effective nurturing? (<i>Her nurturing—not lecturing but instead teaching by example—caused the boy to think about what he had done.</i>) <p>Conclude the Quick Write with a sharing activity/discussion as deemed appropriate.</p>
<p>Reading, Speaking/ Listening, Writing RL.7.1-4, RL.7.10, SL.7.1-3, SL.7.4, L.7.1, L.7.3-4, L.7.6, W.7.2, W.7.4, W.7.10</p>	<p>Review the thinking strategy Close and Critical Reading (Appendix #3a) by saying something such as “We will be using this strategy again with an excerpt from the chapter you just read. Remember that this strategy will help you to better understand and remember more about the text you read. It will also make text more interesting because you will be applying the ideas in the text to your own lives. In the process of Close and Critical Reading you will answer four questions:</p> <ul style="list-style-type: none"> • What does the text say? (Briefly summarize the text at the literal level.) • How does it say it? In other words, how does the author develop the text to convey his/her purpose? (What are the genre, format, organization, features, etc.?) • What does the text mean? (What message/theme/concept is the author trying to get across?) • So what? (What does the message/theme/concept mean in your life and/or in the lives of others? Why is it worth sharing/telling? What significance does it have to your life and/or to the lives of others?) <p>See Appendix #10b1-3 for the student form and suggested answer.</p>

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Lesson 11

<p>Reading/ Speaking/ Listening RL.7.1-4, RL.7.10, SL.7.1, SL.7.4, L.7.1, L.7.3-4, L.7.6</p>	<p>Reader’s Theater: Tell the students that they are going to do a Reader’s Theater, a form of a play, with the short story “Thank You, Ma’m” by Langston Hughes. A Reader’s Theater is a presentation of text read aloud expressively and dramatically by two or more readers (Young & Vardell, 1993). The message is expressed primarily through reader’s expressive and interpretive readings rather than through actions, costumes or props. Reader’s Theater performances add enjoyment to reading and help build fluency.</p> <p>Use Appendix #10a1-3 as the script—narrator, Mrs. Luella Bates Washington Jones, and Roger (the boy). The teacher reads several of the parts from the story, modeling good expression, prosody, and intonation. Remind the students that they will only be reading their lines, not acting anything out. It might help each student in the group to underline his/her part in the story before practicing. Students work in groups of three reading their parts in preparation for performing the Reader’s Theater. Have at least a few of the groups perform for the class.</p> <p>After the performances, ask students if they understood the story better after performing and listening to the Reader’s Theater. Did they “get” something they had missed in their first reading(s)?</p>				
<p>Reading/ Speaking/ Listening RL.7.1-4, RL.7.10, SL.7.1, SL.7.4, L.7.1, L.7.3-4, L.7.6</p>	<p>Students read Chapter 11, pp. 114-129.</p> <p>Focus for Reading: What added problems does Walter have now? (<i>His problems are his dad’s illness and mom’s drinking and playing the numbers—losing the money he had saved for his typewriter.</i>)</p> <p>Discuss briefly what students discover about Walter’s problems and the result. (<i>He stops going to school.</i>)</p> <p>Point out, read aloud, and discuss the following quote from page 126:</p> <ul style="list-style-type: none"> • “My response to my problems was to immerse myself in literature. Books are often touted by librarians as vehicles to carry you far away. I most often saw them as a way of hiding one self inside the other.” 				
<p>Grammar/ Rhetoric L.7.1-3</p>	<p>TEACHER NOTE: Please consider the information in Appendix #6c1-2 as you teach the grammar and rhetoric lessons in this unit. Find examples of the grammar lesson being taught in the anchor or linking texts students are reading and use those to do grammar inquiry teaching. It will be more effective than tradition methods.</p> <p>Listed below are indefinite pronouns located within the first 100 pages:</p> <table border="1" data-bbox="375 1835 1484 1896"> <tr> <td>1: <i>each</i> of us..</td> <td>81: <i>someone</i> had actually..</td> </tr> <tr> <td>2: <i>one</i> of the..</td> <td>83: <i>Many</i> of the..</td> </tr> </table>	1: <i>each</i> of us..	81: <i>someone</i> had actually..	2: <i>one</i> of the..	83: <i>Many</i> of the..
1: <i>each</i> of us..	81: <i>someone</i> had actually..				
2: <i>one</i> of the..	83: <i>Many</i> of the..				

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14: *one* that only..
23: *someone* to whom..
25: *one* on those..
26: *one* sure thing..
27: *anyone's* in the class..
50: *everyone* else..
53: Not *one* of us..
54: but *none* of them..
54: *one* had..
64: to tell *somebody*..
71: *Someone* died..
72: Not all of us..
73: *None* of us..
80: *someone* from Harlem..

86: were the *ones*..
88: one of the guilty..
88: *anyone* he wanted:
92: handled by *anyone*..
92: *none* of these ..
93: *one* of the best:
94: *one* of the boys..
95: *someone* could be..
97: *many* of my ...
97: *no one* I had..
99: *ones* that Coleridge..
100: *one* of the few..
100: *each* of us..
100: *one* of them:

Grammar and Rhetoric: Indefinite Pronouns

Use **Appendix #11** and the examples from the text to develop understanding of indefinite pronouns. Then have the students work with partners using the rules to identify examples in the first 100 pages of the memoir. Use the list above to help students locate examples and/or for scoring purposes.

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Lesson 12

<p>Reading/ Speaking/ Listening</p> <p>RL.7.1-4, RL.7.10, SL.7.1, SL.7.4, L.7.1, L.7.3-4, L.7.6</p>	<p>Students read Chapters 12, “God and Dylan Thomas,” and 13, “Marks on Paper,” pp. 130-154.</p> <p>Focus for Reading: Determine what there is about Walter that keeps him from fitting in at Stuyvesant High School. How is he different? (<i>He is in his own world of reading and writing.</i>) Predict how this will affect his future.</p> <p>Have a discussion about how Walter is different. (<i>He is in his own reading and writing world, and he is more sophisticated and introspective than most students his age</i>) and what might be the results might be. (<i>If students remember the introduction you gave them or they have read his books, they will know he becomes a very successful author.</i>)</p> <p>Point out that Myers refers to the writing process, “Putting marks on paper is always only part of the writing process. The other part is looking at those marks and applying the judgment needed to ensure that the narrative that flies by your mind’s eye will be recognizable to an independent reader.” (This is revision.)</p> <p>Also discuss the significance of the last sentence in Chapter 13, “Marks on Paper,” “I was officially disturbed.” (<i>He was constantly thinking and worried about how different he was from others, now he was “officially disturbed.”</i>)</p>
<p>Reading/ Writing/ Listening/ Speaking</p> <p>RL.7.1-4, RL.7.6, RL.7.10, W.7.2, W.7.4, W.7.9-10, SL.7.1, SL.7.4, SL.7.6, L.7.1-2, L.7.4, L.7.6</p>	<p>Have students answer Focus Question #4 independently using the Answer Plan. (See Appendix #12a for the poem, “Mother to Son” and Appendix #12b for Focus Question #4.) See Appendix #5c for the Focus Question Scoring Rubric.</p> <p>Focus Question #4 Reread the last paragraph on page 139 continuing to page 140 from the chapter "God and Dylan Thomas." This describes a time when Walter and Mickey hear the poet Langston Hughes talk to newspaper reporters. Then, carefully read "Mother to Son" by Langston Hughes. What is the poem about? What poetic techniques or figures of speech are used?</p> <p>Answer Plan:</p> <ol style="list-style-type: none"> 1. Briefly summarize the poem. 2. Identify at least two poetic techniques that Langston Hughes uses in this poem. 3. Describe and give reasons for the technique that you enjoyed the most, or felt was most effective. 4. What does the mother want the son to do? 5. What do you believe is the theme of this poem? Why? <p>Possible Answer: [1] In this poem, Langston Hughes writes about a mother speaking to her son about her own life experiences, and the difficulties she has had. [2] Hughes uses several poetic devices. In describing what her life was not, she uses several</p>

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	<p>strong, concrete images, such as "boards torn up," "places with no carpet on the floor." These vivid images continue in the metaphor when she remembers "reaching landings," "turning corners," and "sometimes goin' on in the dark." These continue to metaphorically represent the problems and hardships she has had in life. The poem is written in the dialect that such a mother would have spoken; that is why the spellings of several words are different from the way we spell them today. There is very little rhyme in the poem, only on lines 2, 7, and 20. These rhyming words, "chair," "bare," and "stair" give strong emphasis to these words. [3] I believe that the most important technique is how the crystal stair is a metaphor for all of the difficulties she has had in her life. Her life was NOT a crystal stair; it was a poor broken down staircase. [4] The mother wants her son to persevere, to avoid becoming discouraged by life's disappointments. She wants him to face life's hardships with strength and courage. [5] I believe that this message is also the theme of the poem: Life is full of difficulties and problems that should be faced with courage, and then overcome.</p> <p>Discuss student responses using the Possible Answer.</p>		
<p>Grammar/ Rhetoric L.7.1-3</p>	<p>Grammar and Rhetoric: Singular and Plural Possessives Use Appendix #12c1-2 to develop understanding of singular and plural possessives. Then have students search for examples in the first 100 pages of the memoir. Model the process by doing the first few together. Then have the students work with partners using the rules to identify examples. Use the list below to help students locate examples and/or for scoring purposes. Other examples exist for teaching purposes.</p> <table border="1" data-bbox="376 1100 1489 1671"> <tr> <td data-bbox="376 1100 938 1671"> <ul style="list-style-type: none"> 11. Gerry's watch 18. principal's office 19. father's brother 19. Uncle Lee's case 19. principal's office 21. Grant's Tomb 28. God's will 29. Eric's parents 43. Mrs. Conway's doghouse 49. Harlem's main street 49. Micheaux's bookstore 49. Raphael's meat market 50. evening's entertainment 51. Conway's cache of books 58. God's revenge 61. father's voice 65. Old Testament's hellfire </td> <td data-bbox="938 1100 1489 1671"> <ul style="list-style-type: none"> 72. Dad's grief 72. Dad's depression 72. dad's sadness 72. father's depression 73. brother's death 79. country's leading architects 79. residents' struggle 79. Mark Twain's Mississippi River 80. Harlem's central byway 81. potter's field 83. Geoffrey's house 94. Mrs. Finley's face 96. Shakespeare's sonnets 97. Mrs. Finley's dramatic reading 98. school's reading 99. poet's ideas 100. school's opinion </td> </tr> </table>	<ul style="list-style-type: none"> 11. Gerry's watch 18. principal's office 19. father's brother 19. Uncle Lee's case 19. principal's office 21. Grant's Tomb 28. God's will 29. Eric's parents 43. Mrs. Conway's doghouse 49. Harlem's main street 49. Micheaux's bookstore 49. Raphael's meat market 50. evening's entertainment 51. Conway's cache of books 58. God's revenge 61. father's voice 65. Old Testament's hellfire 	<ul style="list-style-type: none"> 72. Dad's grief 72. Dad's depression 72. dad's sadness 72. father's depression 73. brother's death 79. country's leading architects 79. residents' struggle 79. Mark Twain's Mississippi River 80. Harlem's central byway 81. potter's field 83. Geoffrey's house 94. Mrs. Finley's face 96. Shakespeare's sonnets 97. Mrs. Finley's dramatic reading 98. school's reading 99. poet's ideas 100. school's opinion
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Lesson 13

<p>Reading/ Writing/ Listening/ Speaking RL.7.5, W.7.2, W.7.4-10, SL.7.1-6, L.7.1-6,</p>	<p>The teacher will model analyzing a reliable website using the Web Site Evaluation Rubric in Appendix #13</p> <p>See http://www.english.illinois.edu/Maps/index.htm, for example.</p> <p>Break students into groups of three. Assign each group one of the following Harlem Renaissance Poets. Or, add additional ones if you wish to have students work in groups of twos.</p> <ul style="list-style-type: none">• Bontemps, Arna• Cullen, Countee• Cuney, William Waring,• Du Bois, W.E.E.• Hughes, Langston• Johnson, James Weldon• McKay, Cluade• Tolson, Melvin B.• Toomer, Jean <p>Students are to find a poem by the poet they were assigned. They are to find the poem on a reliable website, note the website, and then do a close and critical reading of the poem.</p> <p>Students will present their findings to the class.</p>
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Lesson 14

<p>Reading/ Speaking/ Listening RL.7.1-4, RL.7.10, SL.7.1, SL.7.4, L.7.1, L.7.3-4, L.7.6</p>	<p>Students read Chapters 14 and 15, pp. 155-173.</p> <p>Focus for Reading: Read to discover how Walter’s life is going. What is happening and what is his attitude toward life in general?</p> <p>Discuss the following quote that shows Myer’s attitude toward his life: “I was smart which meant that I was cutting myself off from people whose interests reflected their not being smart. My sole interests were in literature and philosophy, which made me a bad student at the school I had selected. What I wanted was to hide myself, to not show the ugliness I felt. I was big, over six feet tall, too large to hide, too gross in movement and posture not to be noticed.”</p> <p>Ask students to think about what has brought about this attitude.</p> <p>Use the vocabulary in context strategy in Appendix #5d to develop understanding of the following words: p. 155, <i>stern-looking man</i>; p. 156, stomach was <i>churning</i>; p. 158, extremely <i>mild-mannered</i>; p. 163, <i>dilemma</i>, deliberate <i>detachment</i>; p. 164, <i>dire</i>; p. 171, <i>sporadically</i></p>
<p>Speaking/ Listening, Language, Writing SL.7.1, SL.7.4, SL.7.6, L7.1-3, L.7.4, L.7.6, W.7.3, W.7.4, W.7.10</p>	<p>Using Appendix #1b explain or review Quick Writes, and then have students do a Quick Write in response to the question below.</p> <p>Lesson 14 Quick Write</p> <p>What does Walter Dean Myers mean by the following quotation? “I was smart which meant that I was cutting myself off from people whose interests reflected their not being smart. My sole interests were in literature and philosophy, which made me a bad student at the school I had selected. What I wanted was to hide myself, to not show the ugliness I felt. I was big, over six feet tall, too large to hide, too gross in movement and posture not to be noticed.”</p> <p>As time permits, have students share and discuss their writing.</p>

Lesson 15

<p>Reading/ Speaking/ Listening RL.7.1-4, RL.7.10, SL.7.1, SL.7.4, L.7.1, L.7.3-4, L.7.6</p>	<p>Students read Chapters 16 and 17, pp. 174-187.</p> <p>Focus for Reading: Read to discover how his reading continues to affect Walter’s life. Also notice how his attitude toward race is changing.</p> <p>Discuss the following quotes that show how Myer’s attitude about race is changing again. Ask students to think about what has brought about the change.</p>
<p>Reading/ Writing/ Listening/ Speaking RL.7.1-4, RL.7.6, RL.7.10, W.7.2, W.7.4, W.7.9-10, SL.7.1, SL.7.4, SL.7.6, L.7.1-2, L.7.4, L.7.6</p>	<p>The teacher shares with students the answering of Focus Question #5 using the Answer Plan and Possible Answer. (See Appendix #15.) See Appendix #5c for the Focus Question Scoring Rubric.</p> <p>Focus Question #5 Reread page 174 continuing to the first half of page 175. How does Walter struggle to understand and define himself?</p> <p>Answer Plan:</p> <ol style="list-style-type: none"> 1. Restate the question. 2. How did Walter feel about choosing a career? 3. Why did choosing a career mean different things at Stuyvesant and in Harlem? 4. Describe Walter’s thoughts when Dr. Holiday asks him if he likes being black. 5. How does Walter finally identify himself? <p>Possible Answer: [1] Walter Dean Myers struggles to answer questions about himself and his goals in life. [2] He knows that he is a thinker. Although he has taken various tests to determine what his interests are, he still finds it difficult to decide what he wants to be as an adult. Being a male in Harlem means having a career where you primarily need to be physically strong and good at sports, with money and a big car. [3] At Stuyvesant, choosing a career usually means, being strong in science, having good grades, having strong idea of what college major you want, and having a clear purpose in life. [4] When Dr. Holiday asks him how he feels about being black, Walter struggles to answer the question because it just is not something that he thinks about. [5] However, he is finally able to identify himself as an "intellectual," again returning to the idea that he is a "thinking being," not just a black male student at Stuyvesant.</p>

Lesson 16

<p>Speaking/ Listening, Language, Writing, Reading SL.7.1, SL.7.4, SL.7.6, L7.1-3, L.7.4, L.7.6, W.7.3, W.7.4, W.7.10 RL.7.1-4, RL.7.10, RL.7.1-4, RL.7.10,</p>	<p>Using Appendix #1b explain or review Quick Writes and then have students read the following quote and do a Quick Write in response to the question below.</p> <p>“My growing understanding of literature was a strength, even if my intense interest in it isolated me from people around me. My ambition to make things right, to mediate between God and man to bring fairness and judgment to the world, was a strength, even if it isolated me from the guys I played ball with. I thought that my seriousness was a strength, even as it isolated me from the teenagers around me who were busily discovering the importance of their own sexuality and how much fun their lives could be. I knew my strengths well, and they were killing me.” p. 182</p> <p>Quick Write What is Walter Dean Myers realizing about himself?</p> <p>Have students share and discuss their writing.</p> <p>Continue the discussion by saying something such as “Throughout the memoir, Walter Dean Myers has written about his struggles with being different from those around him. In these last few chapters he seems to be coming to the resolution or solving of these struggles. He is becoming more comfortable with the person he is.”</p> <p>“Now as you read Chapters 18, Sweet Sixteen and Chapter 19, “The Typist” (pp. 188-206), pay attention to what is happening in his life and how his attitude is changing. After reading and discussing these chapters, you will be writing about what is happening in his life and about what he is thinking, realizing, and deciding.”</p> <p>Students read Chapters 18 and 19, pp. 188-206.</p> <p>Focus for Reading: What is happening in Walter’s life? What he is thinking, realizing, and deciding about his life?</p>
<p>Speaking/ Listening, Language, Writing SL.7.1, SL.7.4, SL.7.6, L7.1-3, L.7.4, L.7.6, W.7.3, W.7.4, W.7.10</p>	<p>Summarizing <i>Bad Boy</i> (See Appendix #16a1-2.) Write about Myer’s memoir and its conclusion, including some of his life circumstances and major events in the memoir to show how Walter’s deep reflection and writing about his life and his mother’s powerful nurturing result in his becoming a successful writer who has managed to deal with his differences and challenges.</p> <p>Writing Tips:</p> <ul style="list-style-type: none"> • You might read through the chapter titles to remind yourself of major events; do not try to write about all of them. Instead, choose carefully. • In the last three chapters, pay attention to Myer’s reflection/introspection (deep thinking about his life). Refer to the quotes on these pages. (See Appendix #16a1-2.)

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| | <ul style="list-style-type: none">• As you plan and write, keep in mind the disposition: Persistent Pursuits and the theme: Powerful nurturing can expand potential. Ask yourself how persistence and nurturing from adults have affected Walter’s life.• Remember the structure of an essay: engaging introduction with a thesis that states your purpose, well-constructed paragraphs that develop your thesis, and a powerful conclusion.• Follow writing process: brainstorming, drafting, revising, and publishing.• You may wish to discuss your writing plans with a partner, but you will be writing this essay independently.• Refer to the scoring rubric as you write. |
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Lesson 17

<p>Language, Writing</p> <p>W.7.3, W.7.4-6, W.7.9-10</p>	<p style="text-align: center;">Narrative Writing</p> <p>We have explored the theme “Powerful nurturing can expand potential” through reading, discussing, and writing about what Walter Dean Myers has written in his memoir, <i>Bad Boy</i>. A memoir is a form of autobiography usually focusing on a single period in the author’s life. Now you are going to write a short memoir about a period in your life when someone (a parent, an older sibling, or a coach or other adult) had a powerful positive impact on your life. (This person nurtured you.)</p> <p>Write a memoir about a period in your life when someone had a powerful positive impact on your life.</p> <p>See Appendix #4a1-2 to review memoir and use the following checklist and the rubric as you write and review your story.</p> <p>CHECKLIST FOR REVISION: Checklist for Revision:</p> <ol style="list-style-type: none">1. Do I have a clear central idea that connects to the topic?2. Do I stay focused on my central idea?3. Do I support my central ideas with important and relevant details/examples?4. Do I need to take out details/examples that DO NOT support my central idea?5. Is my writing organized and complete, with a clear beginning, middle, and end?6. Do I use a variety of interesting words, phrases, and/or sentences? <p>Checklist for Editing:</p> <ol style="list-style-type: none">7. Have I checked and corrected my spelling to help readers understand my writing?8. Have I checked and corrected my punctuation and capitalization to help readers understand my writing? <p>Checklist for Proofreading:</p> <ol style="list-style-type: none">9. Is everything in my final copy just the way I want it? <p>Reread your writing. You should cross out or erase any errors you make. You will have as much time as you need.</p> <p style="text-align: center;">Peer Editing Questions</p> <ul style="list-style-type: none">• Is the central idea or point of the writing clear?• Is the central idea or point supported by important and relevant details and examples, and /or anecdotes?• Does the writing begin with an interesting and engaging lead, continue with a middle that supports and develops the point, and conclude with an end that summarizes the point?
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	<ul style="list-style-type: none">• Is the writing interesting with engaging words (including powerful verbs) and different sentence lengths and types?• What do I, as the listener, think is good about the writing?• Do I have questions and/or suggestions for the writer? <p>See Appendix #17a1-2</p>
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