



6TH GRADE **ELA**

# Student Materials

## Unit 1

### **Finding Your Way:** *The Watsons Go to Birmingham—1963*





# Daily Lesson Materials

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Anticipation Guide

**Directions:** For each of the following statements, mark an X beside *Agree* or *Disagree*. After deciding your position, explain your reasons for your decision in one to two complete sentences for each. Repeat this process at the end of the unit to see how your thinking has changed.

Statement 1: Young people have very different coming-of-age experiences depending on their background, relationships, and social contexts.					
<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 2: The choices we make and how we express ourselves can deeply influence who we become.					
<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 3: Belonging, understanding, and acceptance can transform a person's sense of self.

<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 4: Older siblings should guide and protect their younger siblings.

<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 5: Loving families do not have conflicts and always support one another.

<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 6: Individuals have the ability to change for the better.					
<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
Response:			Response:		
Statement 7: Although racism existed across the country, it was often more visible and dangerous in the South in the 1960s.					
<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
Response:			Response:		
Statement 8: One event can change your life and your understanding of the world.					
<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
Response:			Response:		

Statement 9: Having courage means that you don't feel afraid.

<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 10: Your family can help you find your way through struggles and challenges.

<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 1–7 , end at "cold can kill you!"

**Objective:** Describe how the author reveals the narrator's perspective and introduces the setting.

1. How does Curtis develop Kenny's perspective of Byron in the first pages of the novel?

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2. How does Curtis reveal the dynamics of the Watson family at the beginning of the novel?

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3. How does Momma and Dad's discussion of Birmingham help to establish the setting of *The Watsons Go to Birmingham—1963*? How is the setting relevant to the plot and characters in the first chapter?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Anticipation Guide

**Directions:** For each of the following statements, mark an X beside *Agree* or *Disagree*. After deciding your position, explain your reasons for your decision in one to two complete sentences for each. Repeat this process at the end of the unit to see how your thinking has changed.

Statement 1: Young people have very different coming-of-age experiences depending on their background, relationships, and social contexts.					
<b><i>Before reading . . .</i></b>	Agree	Disagree	<b><i>After reading . . .</i></b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 2: The choices we make and how we express ourselves can deeply influence who we become.					
<b><i>Before reading . . .</i></b>	Agree	Disagree	<b><i>After reading . . .</i></b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 3: Belonging, understanding, and acceptance can transform a person's sense of self.					
<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
Response:			Response:		
Statement 4: Older siblings should guide and protect their younger siblings.					
<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
Response:			Response:		
Statement 5: Loving families do not have conflicts and always support one another.					
<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
Response:			Response:		

Statement 6: Individuals have the ability to change for the better.					
<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
Response:			Response:		
Statement 7: Although racism existed across the country, it was often more visible and dangerous in the South in the 1960s.					
<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
Response:			Response:		
Statement 8: One event can change your life and your understanding of the world.					
<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
Response:			Response:		

Statement 9: Having courage means that you don't feel afraid.

<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 10: Your family can help you find your way through struggles and challenges.

<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 1–7 , end at "cold can kill you!"

**Objective:** Describe how the author reveals the narrator's perspective and introduces the setting.

**Discussion & Writing Prompt**

How does Curtis reveal the narrator's perspective in the first chapter of *The Watsons Go to Birmingham—1963*?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

How do Byron and his friends treat Kenny? Give an example.

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How would you describe Kenny's relationship with Byron? Why?

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On pages 11–12, what happens to Byron? How does Kenny respond?

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How does the family respond to Byron's predicament? Why?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 7–19 , Start at "I didn't hear any sound"

**Objective:** Explain how the author develops the plot and the narrator's unique perspective.

1. What does the flashback on pages 8–12 reveal about Kenny and Byron's relationship? Why does Curtis include this flashback?

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2. Compare how Kenny's family members react to Byron's struggle in this chapter. How does this scene develop the reader's understanding of the Watson family dynamics?

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3. Reread the sentence on page 18: "I bet Byron's lips stretched a mile before they finally let go of that mirror." How does Curtis's frequent use of hyperbole develop Kenny's perspective?

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# Version 1

I bet Byron's lips hurt before they let go of that mirror.

## Version 2

I bet Byron's lips stretched a very little bit before they finally let go of that mirror.

# Original

"I bet Byron's lips stretched a mile before they finally let go of that mirror."  
(18)

**Version 1**

I bet Byron's lips hurt before they let go of that mirror.

**Version 2**

I bet Byron's lips stretched a very little bit before they finally let go of that mirror.

**Original**

"I bet Byron's lips stretched a mile before they finally let go of that mirror." (18)

Curtis, C. P. (1997). *The Watsons go to Birmingham—1963*. Yearling.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 7–19 , Start at "I didn't hear any sound"

**Objective:** Explain how the author develops the plot and the narrator's unique perspective.

**Discussion & Writing Prompt**

How does Kenny view his older brother, Byron? How does Christopher Paul Curtis develop Kenny's perspective?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Why is Kenny different from the other children? Give an example of how he is treated differently and why.

Why does Kenny not like riding the school bus? Give a specific example.

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What is Kenny's first **impression** of the new kid? Why?

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How does Kenny respond when the new kid sits next to him? Why does he respond this way?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 20–31 , Chapter 2

**Objective:** Explain how the author develops the narrator's perspective of himself and other characters.

1. What is Kenny's perspective of himself when the teachers ask him to read aloud, and how does it change? How does Curtis develop this perspective?

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2. How does Kenny expect Byron to react to his reading? How does he actually react? What does this reveal about their relationship?

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3. How do the other kids view the new kid? How does Curtis develop the reader's understanding of their perspective?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 20–31 , Chapter 2

**Objective:** Explain how the author develops the narrator's perspective of himself and other characters.

**Discussion & Writing Prompt**

What is Kenny's perspective of Larry Dunn? What does the way he views Larry reveal about Kenny?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

In what ways do Kenny and Rufus start to become friends? How does it make Kenny feel? Give two to three specific examples.

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How is Rufus's childhood different from Kenny's?

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What happened when Kenny used to play with LJ?

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What happens at the end of the chapter on the bus?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 32–46 , Chapter 3

**Objective:** Explain how the protagonist responds to significant events and analyze how particular scenes contribute to the development of the plot.

1. What does the way that Rufus plays with dinosaurs reveal about his personality and character traits?

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2. Why does Curtis include the flashback with LJ in the chapter?

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3. What is the significance of Rufus's line, "I thought you was different" (p. 44)? How does this line contribute to the development of the plot?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 32–46 , Chapter 3

**Objective:** Explain how the protagonist responds to significant events and analyze how particular scenes contribute to the development of the plot.

**Discussion & Writing Prompt**

What does Kenny learn from his friendship with Rufus? Provide examples from the text to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What do Joey and Kenny complain about?

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What story does Byron make up? Why does he make this story up?

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Summarize what happens to Kenny's gloves.

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How does Byron come to "help" his brother? Does Kenny find it helpful? Why or why not?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_ *The Watsons Go to Birmingham—1963*

## Details Brainstorming Page

**Prompt:** How do family dynamics shape a person's identity? Provide examples from Chapters 1–3 of *The Watsons Go to Birmingham—1963* to support your answer.

Record concise details that help you answer the prompt.

Character	Details
Momma	
Byron	
Dad	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Paragraph Outline

Topic Sentence: \_\_\_\_\_

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● Detail 1: \_\_\_\_\_

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● Detail 2: \_\_\_\_\_

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● Detail 3: \_\_\_\_\_

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● Detail 4: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

*The Watsons Go to Birmingham—1963*

## Claim Practice Page

**Prompt:** How do family dynamics shape a person's identity? Provide examples from Chapters 1–3 of *The Watsons Go to Birmingham—1963* to support your answer.

Evaluate the claims below to decide which are strong and which need improvement based on the three qualities of a strong claim:

- Clear: It directly answers the question using language from the prompt.
- Complete: It explains the reasoning with details about how or why.
- Well-Supported: It can be supported by examples from the text.

Claim Statement	Strong or Needs Improvement?	Why? (Based on the three qualities of a strong claim)
A: Families are important in people's lives and can help them grow up.		
B: Family dynamics shape identity because they influence how individuals respond to challenges and build relationships with others.		
C: Kenny's family shapes his identity because they influence his sense of humor and his self-confidence.		



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Paragraph Outline

Topic Sentence: \_\_\_\_\_

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● Detail 1: \_\_\_\_\_

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● Detail 2: \_\_\_\_\_

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● Detail 3: \_\_\_\_\_

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● Detail 4: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

*The Watsons Go to Birmingham—1963*

## Claim Practice Page

**Prompt:** How do family dynamics shape a person's identity? Provide examples from Chapters 1–3 of *The Watsons Go to Birmingham—1963* to support your answer.

Evaluate the claims below to decide which are strong and which need improvement based on the three qualities of a strong claim:

- Clear: It directly answers the question using language from the prompt.
- Complete: It explains the reasoning with details about how or why.
- Well-Supported: It can be supported by examples from the text.

Claim Statement	Strong or Needs Improvement?	Why? (Based on the three qualities of a strong claim)
A: Families are important in people's lives and can help them grow up.		
B: Family dynamics shape identity because they influence how individuals respond to challenges and build relationships with others.		
C: Kenny's family shapes his identity because they influence his sense of humor and his self-confidence.		



Name: \_\_\_\_\_ Date: \_\_\_\_\_

*The Watsons Go to Birmingham—1963*

## Details Brainstorming Page

**Prompt:** How do family dynamics shape a person's identity? Provide examples from both "Mother to Son" and Chapter 9 of *The Watsons Go to Birmingham—1963* to support your answer.

Record concise details that help you answer the prompt.

Text	Details
"Mother to Son"	
<i>The Watsons Go to Birmingham—1963</i>	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Paragraph Outline

Topic Sentence: \_\_\_\_\_

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● Detail 1: \_\_\_\_\_

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● Detail 2: \_\_\_\_\_

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● Detail 3: \_\_\_\_\_

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● Detail 4: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Paragraph Outline

Topic Sentence: \_\_\_\_\_

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● Detail 1: \_\_\_\_\_

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● Detail 2: \_\_\_\_\_

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● Detail 3: \_\_\_\_\_

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● Detail 4: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What do Joey and Kenny complain about?

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What story does Byron make up? Why does he make this story up?

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Summarize what happens to Kenny's gloves.

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How does Byron come to "help" his brother? Does Kenny find it helpful? Why or why not?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 47–63 , Chapter 4

**Objective:** Explain how the events of this chapter both reveal and change the characters' perspectives.

1. What does Byron's story about the garbage trucks reveal about him? Provide examples from the text to support your thinking.

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2. What "trick" (p. 55) does Kenny play on Momma on pages 55–56? What does this reveal about him

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3. What does the line, "I wished I hadn't told Byron about what happened, I wished I just could have gone the rest of the year with one glove" (p. 62), reveal about Kenny? How has his perspective changed?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 47–63 , Chapter 4

**Objective:** Explain how the events of this chapter both reveal and change the characters' perspectives.

**Discussion & Writing Prompt**

How and why do Kenny's feelings toward Larry Dunn change in Chapter 4? Cite evidence from the text to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What does Byron do?

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How does Momma respond to Byron's actions? Why?

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How does Joey feel about the way Momma responds? What details reveal her feelings?

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How does Kenny feel about the way Momma responds? Why?

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What happens after Byron throws his Swedish Creme cookie at the bird? Why?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 64–85 , Chapters 5–6

**Objective:** Explain how the author both characterizes and develops the perspectives of Kenny and his family members.

1. How does Momma feel about fire and why? How does her perspective influence her behavior?

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2. What words and phrases does Kenny use to describe his mother on pages 67–74? What do these descriptions reveal about his perspective of her in this scene? Cite evidence from the text to support your answer.

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3. What is the significance of the Swedish Cremes? What does this scene reveal about Byron? Provide examples from the text to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 64–85 , Chapters 5–6

**Objective:** Explain how the author both characterizes and develops the perspectives of Kenny and his family members.

**Discussion & Writing Prompt**

How does Curtis use Kenny's perspective to illustrate that Byron is a complex character? Provide examples from the text to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What does Byron do that surprises his family?

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How do Byron's parents react to what he has done? Provide an example from the text.

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How does Kenny react to this situation? Provide an example from the text.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 86–99 , Chapter 7

**Objective:** Craft an objective summary of a section of text.

1. How does Momma's reaction to Byron's behavior compare to her reaction to his behavior in Chapter 5? How does this change reveal a shift in the plot? Provide examples from the text to support your answer.

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2. Summarize how Byron's Dad handles the situation with his haircut.

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3. How does this chapter foreshadow events in future chapters? Cite evidence from the text to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 86–99 , Chapter 7

**Objective:** Craft an objective summary of a section of text.

**Discussion & Writing Prompt**

Write an objective summary of the chapter, "Every Chihuahua in America Lines up to Take a Bite out of Byron."

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What is Kenny's father doing to the car? Why?

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How does Kenny feel about the Brown Bomber?

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What big, exciting thing does Kenny's father buy for the Brown Bomber?

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How does the family respond to this new feature of their car?

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Where is the family traveling to over the summer, and why?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 100–120 , Chapter 8

**Objective:** Analyze how the author's language choices convey Kenny's development and drive the plot forward.

1. How does Kenny's father reveal the smelly pine tree? What does the author's word choice in this scene show about the family? Cite evidence from the text to support your answer.

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2. What does the hyperbole on page 107 reveal about Kenny?

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3. Compare and contrast Kenny and Byron's reactions to the Ultra-Glide record player. How does the author's word choice emphasize the difference between their reactions? Provide examples from the text to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 100–120 , Chapter 8

**Objective:** Analyze how the author's language choices convey Kenny's development and drive the plot forward.

**Discussion & Writing Prompt**

Reread the scene on pages 105–106, in which Kenny observes his dad shaving. Why is this scene significant to Kenny's development? Provide examples from the text to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Why are Kenny's parents sending Byron to Alabama to stay with Grandma Sands?

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How does Joey respond to Mrs. Davidson's gift? Why?

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Why do Kenny's parents make Byron sleep in their room the night before they leave for Alabama?

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What does Momma have in her notebook?

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How are Kenny and his siblings behaving in the car?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 121–137 , Chapter 9

**Objective:** Summarize sections of the text and describe how the story's plot unfolds.

1. Summarize why Momma and Dad think that Byron needs to spend the summer in Birmingham.

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2. Explain Dad's comparison of driving and parenting. What lesson is Dad trying to teach Kenny?

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3. Summarize the Watsons' plan for their trip.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 121–137 , Chapter 9

**Objective:** Summarize sections of the text and describe how the story's plot unfolds.

**Discussion & Writing Prompt**

Write an objective summary of Chapter 9 of *The Watsons Go to Birmingham—1963*.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What does the title tell the reader about the poem?

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Who is the speaker of the poem? How do you know?

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Who is the speaker speaking to in the poem?

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What is the message of the poem?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Poem: "[Mother to Son](#)" by Langston Hughes

**Objective:** Analyze how the use of figurative language develops mood and meaning in the poem "Mother to Son."

1. Who is the speaker addressing in the poem? What is the speaker's goal? Cite evidence from the poem to support your answer.

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2. What central idea does Hughes develop through the extended metaphor about life as a staircase? Provide examples from the poem to support your answer.

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3. What is the mood of the first seven lines of the poem? What descriptive words and phrases help to develop the mood? Cite evidence from the text to support your thinking.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Poem: "[Mother to Son](#)" by Langston Hughes

**Objective:** Analyze how the use of figurative language develops mood and meaning in the poem "Mother to Son."

**Discussion & Writing Prompt**

How does the change in mood affect the message that the speaker passes on to her son?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What does Kenny discover about the bathrooms at the Ohio rest area? How does he respond?

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What does Joey do during the car ride?

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What does Dad decide to do instead of stopping to stay at a hotel? Why does he make this decision?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_ *The Watsons Go to Birmingham—1963*

## Details Brainstorming Page

**Prompt:** How do family dynamics shape a person's identity? Provide examples from both "Mother to Son" and Chapter 9 of *The Watsons Go to Birmingham—1963* to support your answer.

Record concise details that help you answer the prompt.

Text	Details
"Mother to Son"	
<i>The Watsons Go to Birmingham—1963</i>	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Paragraph Outline

Topic Sentence: \_\_\_\_\_

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● Detail 1: \_\_\_\_\_

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● Detail 2: \_\_\_\_\_

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● Detail 3: \_\_\_\_\_

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● Detail 4: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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# Pronouns Reference Sheet

**Pronoun Case:** the form a pronoun takes depending on its function in a sentence; how a pronoun is used in a sentence

Point of View	Subjective	Objective	Possessive
first person	I	me	my, mine
	we	us	our, ours
second person	you	you	your, yours
third person	he	him	his
	she	her	her, hers
	it	it	its
	they	them	their, theirs



Name: \_\_\_\_\_ Date: \_\_\_\_\_

*The Watsons Go to Birmingham—1963*

## Details Brainstorming Page

**Prompt:** How do family dynamics shape a person's identity? Provide examples from both "Mother to Son" and Chapter 9 of *The Watsons Go to Birmingham—1963* to support your answer.

Record concise details that help you answer the prompt.

Text	Details
"Mother to Son"	
<i>The Watsons Go to Birmingham—1963</i>	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Paragraph Outline

Topic Sentence: \_\_\_\_\_

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● Detail 1: \_\_\_\_\_

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● Detail 2: \_\_\_\_\_

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● Detail 3: \_\_\_\_\_

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● Detail 4: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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# Pronouns Reference Sheet

**Pronoun Case:** the form a pronoun takes depending on its function in a sentence; how a pronoun is used in a sentence

Point of View	Subjective	Objective	Possessive
first person	I	me	my, mine
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second person	you	you	your, yours
third person	he	him	his
	she	her	her, hers
	it	it	its
	they	them	their, theirs



Name: \_\_\_\_\_

Date: \_\_\_\_\_

What does Kenny discover about the bathrooms at the Ohio rest area? How does he respond?

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What does Joey do during the car ride?

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What does Dad decide to do instead of stopping to stay at a hotel? Why does he make this decision?

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How does Momma respond when they stop in the Appalachian mountains at night? Why?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 138–161 , Chapters 10–11

**Objective:** Analyze how the author develops and contrasts characters' perspectives in *The Watsons Go to Birmingham—1963*.

1. How does Kenny's dad's perspective of the mountains differ from the rest of the family? How does the author develop this difference in perspective? Cite evidence from the text to support your answer.

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2. How does Momma's plan for the road trip compare to what happens? How does Curtis show Momma's concern for safety and preparedness?

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3. How does Kenny describe Grandma Sands? What does this reveal about her? Cite evidence from the text to support your answer.

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# Version 1

What came out was an old woman.

## Version 2

What came out was a teeny-weeny, old, old, old woman.

# Original

"What came out was a teeny-weeny, old, old, old woman that looked just like Momma would if someone shrank her down about five sizes and sucked all the juice out of her." (156)

**Version 1**

What came out was an old woman.

**Version 2**

What came out was a teeny-weeny, old, old, old woman.

**Original**

"What came out was a teeny-weeny, old, old, old woman that looked just like Momma would if someone shrank her down about five sizes and sucked all the juice out of her." (156)

Curtis, C. P. (1997). *The Watsons go to Birmingham—1963*. Yearling.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 138–161 , Chapters 10–11

**Objective:** Analyze how the author develops and contrasts characters' perspectives in *The Watsons Go to Birmingham—1963*.

**Discussion & Writing Prompt**

What is Byron's perspective on his grandmother? How does it differ from Kenny's perspective? Cite evidence from the text to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What story does Mr. Robert tell the boys? How do Kenny and his siblings each react to this story?

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Why aren't the kids supposed to go to Collier's Landing?

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What does Kenny do when he gets to Collier's Landing? What happens in the water?

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How does Kenny get out of the situation safely?

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How does he feel at the end of the chapter?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 162–179 , Chapters 12–13

**Objective:** Explain how characters respond and change as the plot of *The Watsons Go to Birmingham—1963* progresses.

1. On page 162, how does Curtis use figurative language to develop the setting and demonstrate its impact on the Watson family? Cite evidence from the text to support your answer.

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2. How does Kenny respond to the changes he sees in Byron? Why does he respond this way? Provide examples from the text to support your answer.

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3. How does Kenny respond to the warnings about Collier's Landing? What does this reveal about his character? Provide examples from the text to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 162–179 , Chapters 12–13

**Objective:** Explain how characters respond and change as the plot of *The Watsons Go to Birmingham—1963* progresses.

**Discussion & Writing Prompt**

How does Curtis use the scene on pages 176–178 to deepen the reader's understanding of Kenny's character? Cite evidence from the text to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Where does Joey go on Sunday morning? Does Kenny go with her?

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What has happened at the church?

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What does Kenny do when he gets to the church? Why?

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Who does Kenny believe he sees in the church?

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What does Kenny believe has happened to Joey? What has actually happened to Joey?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 180–190 , Chapter 14

**Objective:** Analyze how the author develops mood and meaning in *The Watsons Go to Birmingham—1963*.

1. How does Curtis develop the mood when the bomb explodes on page 182? Cite evidence from the text to support your answer.

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2. Summarize the scene between Kenny and Joey on pages 187–189.

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3. What does the Wool Pooh symbolize? How does Curtis use this symbol to contribute to the novel's coming-of-age theme?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 180–190 , Chapter 14

**Objective:** Analyze how the author develops mood and meaning in *The Watsons Go to Birmingham—1963*.

**Discussion & Writing Prompt**

How does Curtis develop the mood on pages 184–186? Cite evidence from the text to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

How is Kenny feeling since coming home from Birmingham?

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Where is he spending most of his time? Why?

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Why does Kenny feel **ashamed** of himself?

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Who finally makes Kenny feel better? How?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 191–206 , Chapter 15

**Objective:** Analyze how the author conveys a coming-of-age theme by revealing a change in the protagonist's perspective.

1. What do readers know about Kenny's experience that his parents do not know? How does Curtis convey this difference in perspective between Kenny and his parents? Provide examples from the text to support your answer.

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2. Why does Kenny spend so much time in the "World-Famous Watson Pet Hospital" (p. 193)? How does this scene contribute to developing the coming-of-age theme? Provide examples from the text to support your answer.

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3. How do Kenny and Byron's perspectives on the church bombing differ? How does Byron change Kenny's perspective of himself in this scene? Cite evidence from the text to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 191–206 , Chapter 15

**Objective:** Analyze how the author conveys a coming-of-age theme by revealing a change in the protagonist's perspective.

**Discussion & Writing Prompt**

Explain why *The Watsons Go to Birmingham—1963* is considered a coming-of-age themed novel in the historical context of the Civil Rights Era. How has Kenny changed and grown over the course of the book? What has he learned? Provide examples from the text to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

According to President Kennedy, what principle was America founded on?

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What challenges are Black citizens facing due to segregation?

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What change does President Kennedy say is necessary for all Americans to be free?

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What action does President Kennedy recommend citizens take?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Transcript: "[Radio and Television Report to the American People on Civil Rights](#)" by John F. Kennedy — paras. 1–15
- Video: "[President John F. Kennedy's Civil Rights Address](#)" by C-SPAN — (00:00–06:57)
- Photo: [At Segregated Drinking Fountain, Mobile, Alabama](#) by Gordon Parks
- Photo: [Department Store, Mobile, Alabama](#) by Gordon Parks
- Photo: [Outside Looking In, Mobile, Alabama](#) by Gordon Parks
- Photo: [Segregated Birmingham Streetcar](#) by Birmingham Public Library Archives

**Objective:** Integrate information from multiple sources to explain the impact of segregation on Black Americans.

1. What do the photographs reveal about the impact of segregation on the daily lives of people in the American South? Provide examples from the photographs to support your answer. (Photographs)

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2. According to President Kennedy, what "moral issue" (para. 10) are Americans facing in 1963? What details in the speech develop the idea that this is a "moral issue" (para. 10)? ("Radio and Television Report . . .")

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3. What is President Kennedy's central message in this speech? What does he want to communicate to his audience? Cite evidence from the text to support your answer. ("Radio and Television Report . . .")

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

*The Watsons Go to Birmingham—1963*

## Primary Sources Graphic Organizer

	<b>Observations</b>	<b>What does this source reveal about the impact of segregation on African Americans?</b>
<b>Photograph 1</b>		
<b>Photograph 2</b>		
<b>Photograph 3</b>		
<b>Photograph 4</b>		
<b>President Kennedy's Speech</b>		

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Transcript: "[Radio and Television Report to the American People on Civil Rights](#)" by John F. Kennedy — paras. 1–15
- Video: "[President John F. Kennedy's Civil Rights Address](#)" by C-SPAN — (00:00–06:57)
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- Photo: [Department Store, Mobile, Alabama](#) by Gordon Parks
- Photo: [Outside Looking In, Mobile, Alabama](#) by Gordon Parks
- Photo: [Segregated Birmingham Streetcar](#) by Birmingham Public Library Archives

**Objective:** Integrate information from multiple sources to explain the impact of segregation on Black Americans.

**Discussion & Writing Prompt**

According to the sources in today's lesson, what was the impact of segregation on Black Americans in the 1960s? Provide examples from both the text and the photographs to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Who is the speaker in stanzas 1 and 3? Who is the speaker in stanzas 2 and 4?

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Where does the child want to go?

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How does the mother feel about it?

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Where does the mother want the child to go?

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What happens at the end of the poem?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Poem: "[Ballad of Birmingham](#)" by Dudley Randall
- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 180–190 , Chapter 14

**Objective:** Analyze the development of the mother's perspective in "The Ballad of Birmingham."

1. Whose perspectives are represented in the first four stanzas of the poem? How does Randall use the dialogue to develop these perspectives? Provide examples from the text to support your answer. ("Ballad of Birmingham")

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2. How does Randall reveal the mother's emotions while still honoring her love, dignity, and humanity in stanzas 5–6? What do stanzas 7–8 convey about this perspective? Cite evidence from the text to support your answer. ("Ballad of Birmingham")

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3. Compare Kenny's perspective of the church bombing with the mother's perspective in the poem. How do Curtis and Randall convey the tragic impact of the bombing through their perspectives? ("Ballad of Birmingham" and *The Watsons Go to Birmingham—1963*)

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Poem: "[Ballad of Birmingham](#)" by Dudley Randall
- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis — pp. 180–190 , Chapter 14

**Objective:** Analyze the development of the mother's perspective in "The Ballad of Birmingham."

**Discussion & Writing Prompt**

How does the mother's perspective shift from the beginning to the end of the poem? How does the author develop this shift in perspective? Cite evidence from the text to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis

**Objective:** Take a clear position on a question and share evidence to support that point of view in a Socratic Seminar.

1. How do significant historical events impact the lives of people who live through them?

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2. How does Kenny's relationship with his parents shape who he is? How does his relationship with his siblings shape who he is?

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3. What messages does this novel communicate about the importance of family?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Narrative Graphic Organizer

Point of View:

Setting:

Characters:

Climax:

Rising Action:

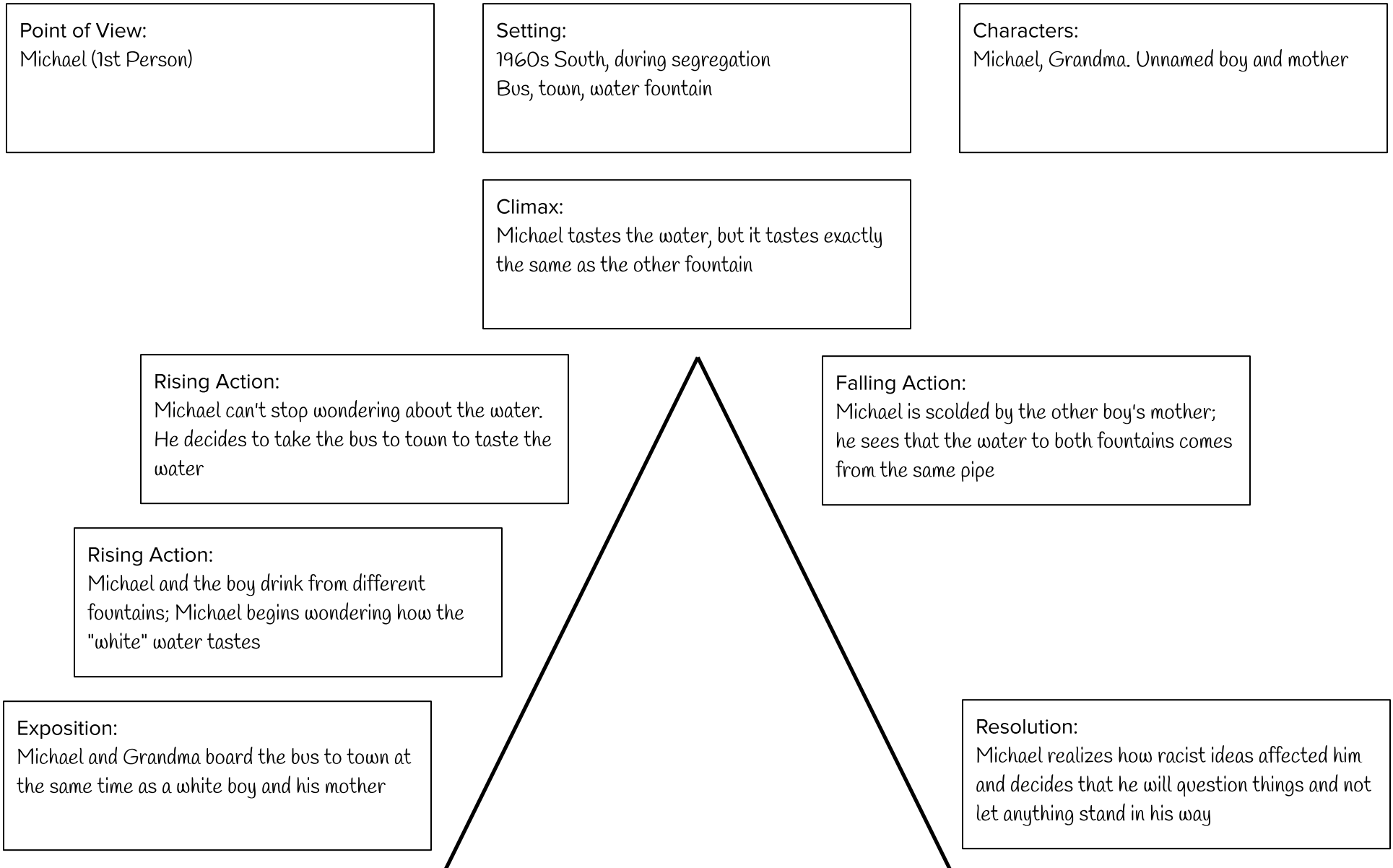
Rising Action:

Exposition:

Falling Action:

Resolution:

## Mentor Text Narrative Arc: *White Water*



# Pronouns Reference Sheet

**Pronoun Case:** the form a pronoun takes depending on its function in a sentence; how a pronoun is used in a sentence

Point of View	Subjective	Objective	Possessive
first person	I	me	my, mine
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second person	you	you	your, yours
third person	he	him	his
	she	her	her, hers
	it	it	its
	they	them	their, theirs

# Plot Structure Reference Sheet

**Climax:**

The turning point of a story when the tension and conflict become most intense, and often when a significant change occurs

**Rising Action:**

The section of text that comes after the exposition, when the story begins to get complicated and the central conflict is introduced

**Falling Action:**

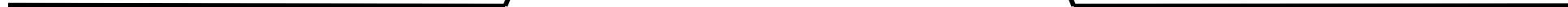
The part of the plot that comes directly after the climax when conflicts introduced earlier in the text begin to be resolved

**Exposition:**

The beginning of a story, in which the characters, setting, and context are introduced

**Resolution:**

The conclusion of the story, generally when the conflict is finally and fully settled





Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Narrative Graphic Organizer

Point of View:

Setting:

Characters:

Climax:

Rising Action:

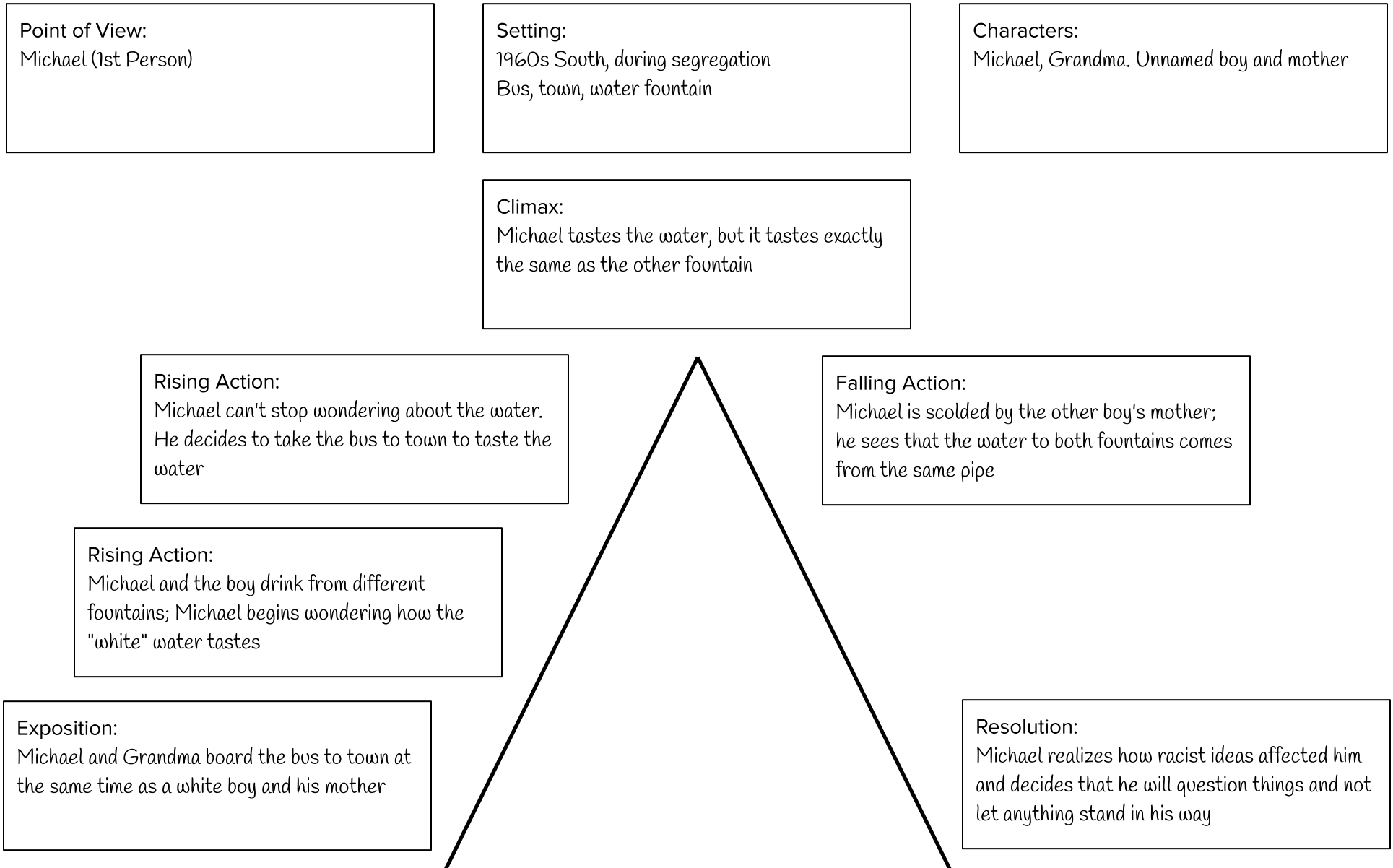
Rising Action:

Exposition:

Falling Action:

Resolution:

## Mentor Text Narrative Arc: *White Water*



# Plot Structure Reference Sheet

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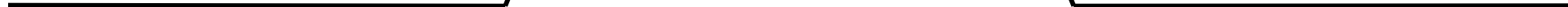
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Narrative Graphic Organizer

Point of View:

Setting:

Characters:

Climax:

Rising Action:

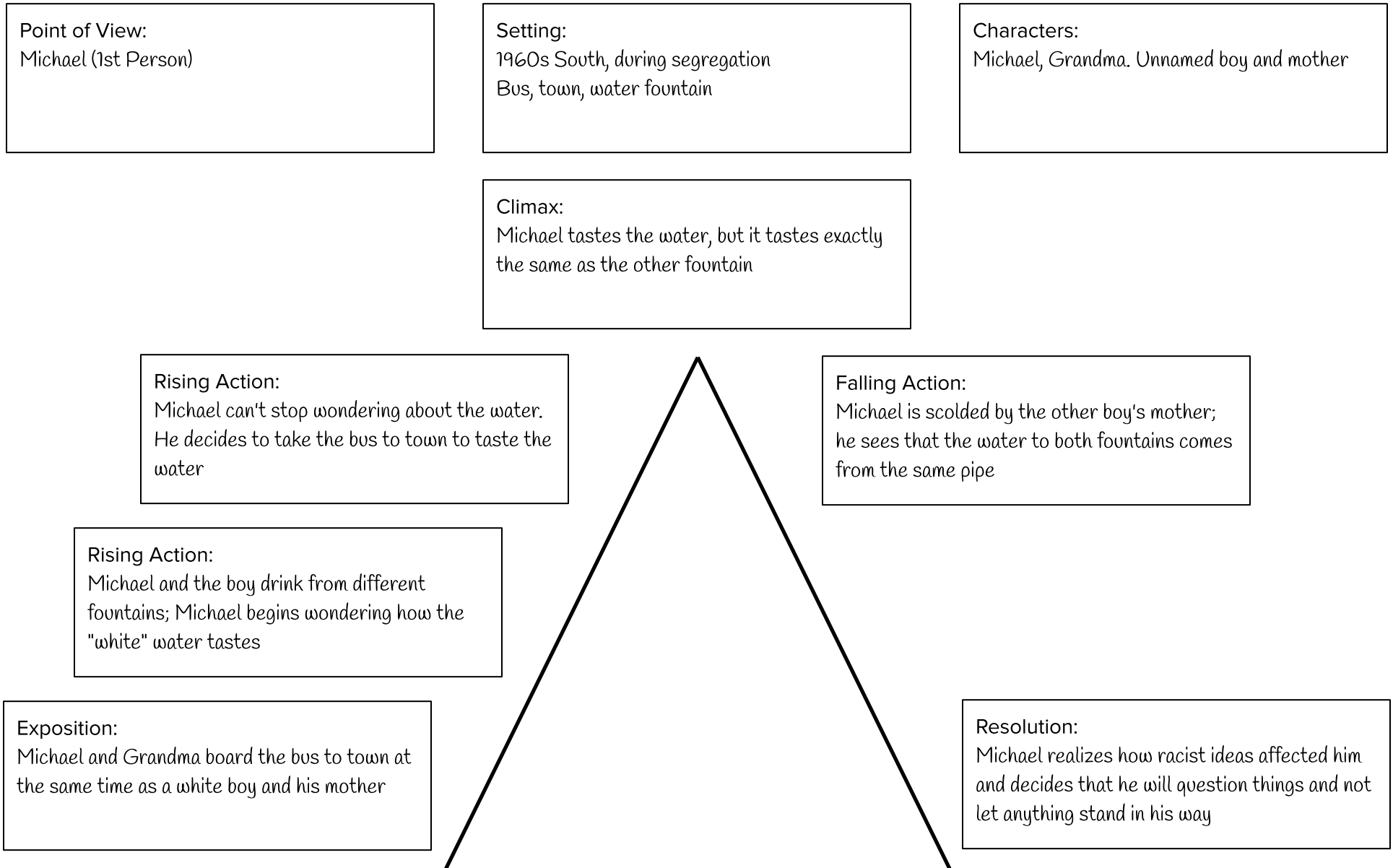
Rising Action:

Exposition:

Falling Action:

Resolution:

## Mentor Text Narrative Arc: *White Water*





Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Narrative Graphic Organizer

Point of View:

Setting:

Characters:

Climax:

Rising Action:

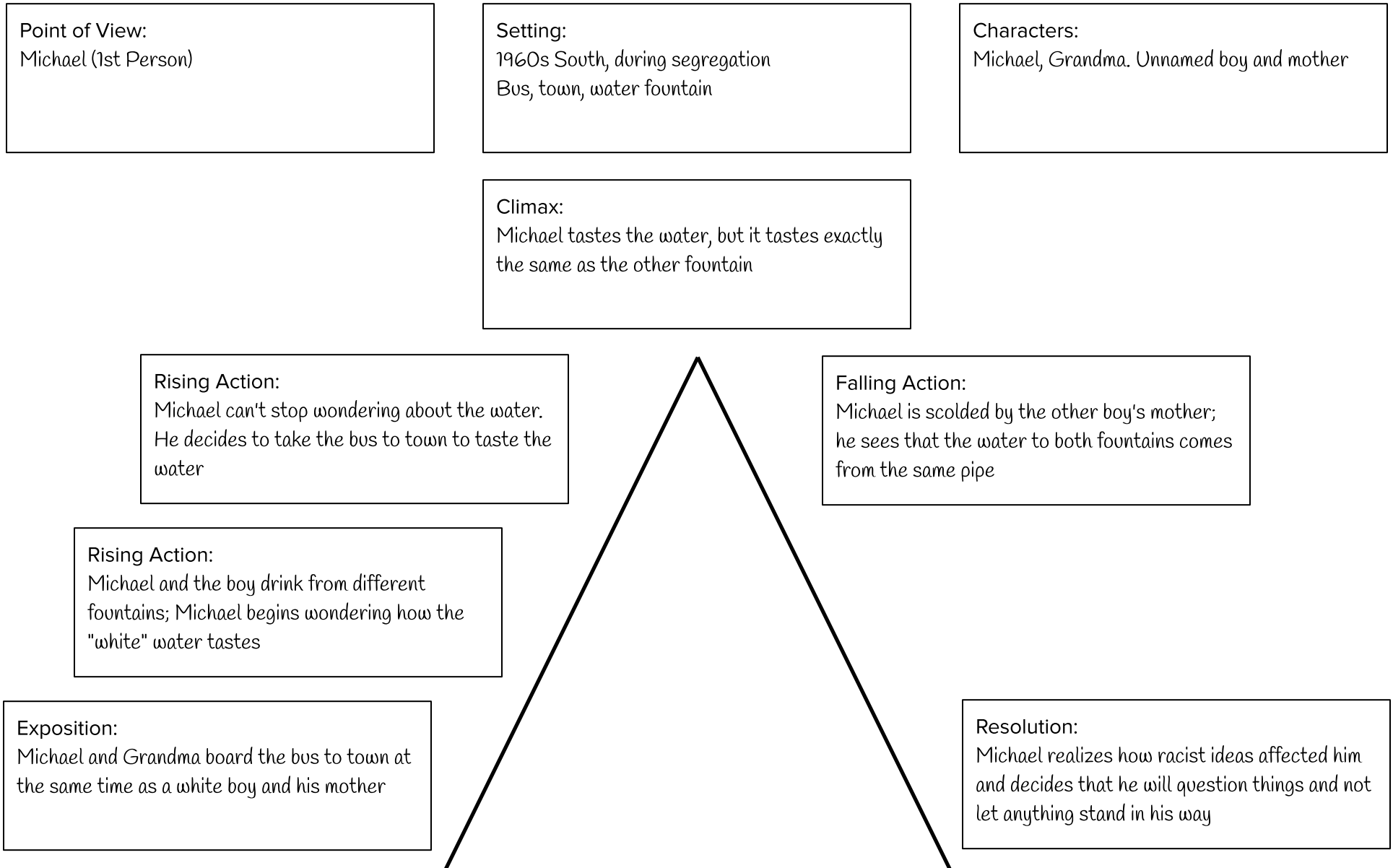
Rising Action:

Exposition:

Falling Action:

Resolution:

## Mentor Text Narrative Arc: *White Water*



# Pronouns Reference Sheet

**Pronoun Case:** the form a pronoun takes depending on its function in a sentence; how a pronoun is used in a sentence

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	we	us	our, ours
second person	you	you	your, yours
third person	he	him	his
	she	her	her, hers
	it	it	its
	they	them	their, theirs



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Narrative Graphic Organizer

Point of View:

Setting:

Characters:

Climax:

Rising Action:

Rising Action:

Exposition:

Falling Action:

Resolution:







# Vocabulary

Word	Part of Speech	Definition
appreciated	v.	viewed or received with gratitude
ashamed	adj.	feeling badly about yourself
-ation/-tion	suffix	state or quality of
breakthrough	n.	a sudden, dramatic, and important discovery or development
characterization		the process by which the writer reveals the personality and traits of a character
claim		the position or stance of an argument, which is debatable and able to be supported by evidence and reasoning
climax		the turning point of a story when the tension and conflict become most intense, and often when a significant change occurs
colloquial language	n.	informal, everyday speech, which may include grammatical structures that differ from formal written English, slang, and idiomatic expressions
coming of age		a phrase used to describe the transition from childhood to adulthood, which is often applied to the genre of literature or film/television that explores this time of a person's life

Word	Part of Speech	Definition
concluding sentence		the last sentence of a paragraph, which restates a main idea in different words
conflict		the problem that is faced by a character or characters
connotation		the social, cultural, and emotional associations words have, beyond their dictionary definitions
conscience	n.	the sense that allows someone to choose between right and wrong actions
cruel	adj.	willing to cause pain or suffering
descriptive details		words and phrases that help the reader form a clear and vivid picture
desperate	adj.	having or feeling a great need
disposition	n.	personality; usual mood or general attitude of an individual
dynamic character		a character who undergoes an inner change and develops a deeper understanding of themselves and how they view the world by the end of the story
emulate	v.	imitate; copy

Word	Part of Speech	Definition
explanation		the connection that links evidence or supporting details back to the topic by clarifying their relationship
exposition		the beginning of a story, in which the characters, setting, and context are introduced
extended metaphor		a comparison of two unlike things that is developed throughout a section of text
falling action		the part of the plot that comes directly after the climax when conflicts introduced earlier in the text begin to be resolved
fierce	adj.	frightening and dangerous; strong and powerful
figurative language		language that goes beyond the literal meaning of words and phrases and is used with the intention of creating an image, feeling, or deeper understanding for the reader
flashback		a scene that occurs before the present moment of the text
historical fiction		a literary genre in which a text is set in a real place during a culturally recognizable time; the plot is often a mix of actual events and fictional events; characters can be purely fictional or based on real people

Word	Part of Speech	Definition
hostile	adj.	unfriendly; antagonistic
hyperbole		exaggerated statements not meant to be taken literally
imitation	n.	the act of copying someone or something else
impressed	adj.	having a strong, lasting, or positive feeling about someone or something
internal monologue		the thoughts and feelings passing through a character's mind, as if the character is narrating their experience or conversing with themselves
internal thoughts		the thoughts and feelings passing through a character's mind, as if the character is narrating their experience or conversing with themselves
juvenile		(n.) a young person; (adj.) young or immature
mercy	n.	kind treatment by a person who has some power over another person
mood		the emotion or feeling that a text creates for the reader
moral	adj.	relating to the judgment of right and wrong in human behavior

Word	Part of Speech	Definition
narrator		the one who tells the story
objective		not influenced by personal beliefs or opinions
personal narrative		a true story written in the first person that describes a meaningful experience from the writer's life
perspective		a character's opinion or feelings about a specific topic, idea, or event, which is usually influenced by aspects of their identity, beliefs, and experiences
point of view		the vantage point from which a story is told; the stance from which the action and events of the story unfold
primary source		an original record or firsthand account that comes directly from the time or event being studied
pronoun		a word that replaces a noun or multiple nouns
pronoun case		the form a pronoun takes, depending on its function in a sentence; how a pronoun is used in a sentence
reflection		an author's or character's thoughts on the meaning or significance of an experience or event

Word	Part of Speech	Definition
remedy	n.	a cure or solution for an illness, problem, or difficulty
resolution		the conclusion of the story, generally when the conflict is finally and fully settled
rising action		the section of text that comes after the exposition, when the story begins to get complicated and the central conflict is introduced
secondary source		a work about the past, created using information from research
sensory details		descriptions that evoke taste, smell, touch, sight, or hearing
sensory language		descriptions that evoke taste, smell, touch, sight, or hearing
speaker		the "voice" of the poem
stanza		a grouping of lines in a poem that is separated from the next grouping by a line space
supporting detail		an example, quote, or description that helps explain or develop the main idea

Word	Part of Speech	Definition
symbol		a character, setting, object, or event that represents a larger, more complex concept or idea
temptation	n.	something that someone strongly wants to do
vital	adj.	absolutely necessary
wily	adj.	clever; good at tricking others

Name: \_\_\_\_\_ Date: \_\_\_\_\_

*The Watsons Go to Birmingham—1963*

## VOCABULARY PRACTICE

6th Grade ELA

*The Watsons Go to Birmingham—1963*

### WORD LIST

1. **appreciated** (v.): viewed or received with gratitude
2. **ashamed** (adj.): feeling badly about yourself
3. **breakthrough** (n.): a sudden, dramatic, and important discovery or development
4. **conscience** (n.): the sense that allows someone to choose between right and wrong actions
5. **cruel** (adj.): willing to cause pain or suffering
6. **desperate** (adj.): having or feeling a great need
7. **disposition** (n.): personality; usual mood or general attitude of an individual
8. **emulate** (v.): imitate; copy
9. **fierce** (adj.): frightening and dangerous; strong and powerful
10. **hostile** (adj.): unfriendly; antagonistic
11. **imitation** (n.): the act of copying someone or something else
12. **impressed** (adj.): having a strong, lasting, or positive feeling about someone or something
13. **juvenile**: (n.) a young person; (adj.) young or immature
14. **mercy** (n.): kind treatment by a person who has some power over another person
15. **moral** (adj.): relating to the judgment of right and wrong in human behavior
16. **remedy** (n.): a cure or solution for an illness, problem, or difficulty
17. **temptation** (n.): something that someone strongly wants to do
18. **vital** (adj.): absolutely necessary
19. **wily** (adj.): clever; good at tricking others

## ACTIVITY 1. MATCHING

Directions: Please match the correct word to each definition

### WORD BANK

appreciated ashamed breakthrough conscience cruel desperate disposition emulate fierce hostile imitation	impressed juvenile mercy moral remedy temptation vital wily
--	--

### ANSWER

### DEFINITION

1.		the sense that allows someone to choose between right and wrong actions
2.		imitate; copy
3.		(n.) a young person; (adj.) young or immature
4.		relating to the judgment of right and wrong in human behavior
5.		frightening and dangerous; strong and powerful
6.		clever; good at tricking others
7.		having a strong, lasting, or positive feeling about someone or something
8.		having or feeling a great need
9.		a cure or solution for an illness, problem, or difficulty
10.		absolutely necessary
11.		viewed or received with gratitude

12.		the act of copying someone or something else
13.		feeling badly about yourself
14.		a sudden, dramatic, and important discovery or development
15.		something that someone strongly wants to do
16.		personality; usual mood or general attitude of an individual
17.		kind treatment by a person who has some power over another person
18.		unfriendly; antagonistic
19..		willing to cause pain or suffering

## ACTIVITY 2. FILL IN THE BLANK

Directions: For each practice below, use the context clues to fill in the first blank using the correct vocabulary word, and in the second blank add your reasoning about why this word fits.

### WORD BANK

appreciated ashamed breakthrough conscience cruel desperate disposition emulate fierce hostile imitation	impressed juvenile mercy moral remedy temptation vital wily
--	--

1. Clean water is \_\_\_\_\_ for the survival of every community, a fact that the drought-stricken village knew all too well. Their efforts to conserve it were a matter of life and death.
2. The nurse quickly provided a \_\_\_\_\_ to soothe the patient's pain, offering a special ointment that helped reduce the swelling and discomfort in their injured arm.
3. The \_\_\_\_\_ words spoken in anger left a deeper wound than any physical injury could. It was a harsh reminder that words can sometimes cut the deepest.
4. When Auro found the lost wallet full of money, their \_\_\_\_\_ wouldn't let them keep it, so they turned it in to the police station. Their sense of right and wrong made sure the wallet found its way back to its grateful owner.
5. When Jamie completed the complex puzzle in record time, everyone in the room was deeply \_\_\_\_\_. Their jaws dropped as they watched the final piece click into place, and a round of applause filled the air. It was a moment Jamie would always remember, feeling a swell of pride at their accomplishment.
6. The young fox, Axel, with its \_\_\_\_\_ curiosity, ventured closer to the campsite, its eyes sparkling under the moonlight. It sniffed around, rummaging through an unattended backpack before darting away into the night, its playful nature reminding the campers of the wild's youthful spirit.

7. Even when clouds gathered, Clara's unwavering positivity acted like a beacon, guiding her friends through tough times with a laugh and a kind word. She had always been known for her sunny \_\_\_\_\_, greeting everyone with a smile that could brighten the gloomiest of days.
8. In the midst of the battle, as swords clashed and cries filled the air, Sir Aldener found himself at the mercy of his opponent. But instead of delivering the final blow, the enemy lowered his weapon, offering Aldener a chance to yield. This act of \_\_\_\_\_ amid conflict would forge a bond between the two warriors, changing their fates forever.
9. After months of hard practice, \_\_\_\_\_ Gina had a breakthrough in her dance routine, finally mastering the complex lift that had been challenging her for weeks.
10. After weeks of feeling unnoticed, Mark's heart swelled when his art teacher praised his latest painting. "Your use of color is remarkable," she said, and those words showed he was \_\_\_\_\_ and were like a beacon of light for Mark, encouraging him to pursue his passion with renewed vigor.
11. The storm swept across the countryside, uprooting trees and turning streams into raging torrents. Inside, the family huddled together, telling stories to drown out the thunder, their bond growing stronger in the face of nature's fury. The storm that night was \_\_\_\_\_, with winds howling like wolves and lightning tearing across the sky.
12. The young artist's early works were mere \_\_\_\_\_ of his mentor's style, but they were crucial stepping stones on his path to finding his own unique voice. Through mimicry, he learned the fundamentals of his craft.
13. Eli knew that while it might be tempting to copy from his classmate, the \_\_\_\_\_ choice was to do his best honestly and earn his grade through hard work.
14. Mia forgot her best friend's birthday and didn't realize it until she saw the celebration photos online. The sinking feeling in her stomach was immediate. She was so \_\_\_\_\_ that she hesitated to call and apologize. But, swallowing her pride, she finally did, hoping forgiveness was still on the table.

15. Finely stood at the edge of the crumbling bridge, their eyes scanning the turbulent waters below. \_\_\_\_\_ to find their lost locket, a memento from their grandmother, they took a deep breath and dove. Against all odds, their fingers clasped around the cold metal, a quest ending in a precious reunion.
16. The freshly baked cookies sat on the counter, their sweet aroma filling the kitchen. Jerica had promised herself she'd stick to her diet, but the \_\_\_\_\_ was overpowering. She reached for a cookie, telling herself just one wouldn't hurt. That first bite was bliss, leading to the inevitable second cookie.
17. The meeting room was icy with tension as Brendan presented his proposal. The board's reaction was far from warm, their questions sharp and \_\_\_\_\_. Brendan, however, didn't flinch. With each challenging question, he responded with grace and confidence, slowly turning the tide in his favor.
18. The old library held a secret, one that only the \_\_\_\_\_ Mr. Finch knew. Behind a seemingly ordinary book on the third shelf lay the entrance to hidden rooms filled with ancient manuscripts. His keen eye for detail and love for mysteries had uncovered a treasure that would change history.
19. Young Jax admired his big sister's ability to solve puzzles with ease and grace. Determined to \_\_\_\_\_ her, he spent hours each day twisting and turning the colorful cubes. When he finally solved his first Rubik's Cube, his smile mirrored hers, a testament to the power of emulation.

## PART TWO: EXAMPLES AND NONEXAMPLES

### ACTIVITY 3. WORD MAPS

Directions: Complete a word map for each vocabulary word. The first one has been completed as an example.

---

<i>definition of the word</i>	<i>synonyms</i>
<b>viewed or received with gratitude</b>	admired, cherished, esteemed, grateful
<b>1. APPRECIATED</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>
The astronaut, who had spent months in the solitude of space, deeply <b>appreciated</b> the simple joys of Earth, such as the sound of rain against the window, which she had longed for during her time orbiting the planet.	disliked, ignored, despised

<i>definition of the word</i>	<i>synonyms</i>
<b>feeling badly about yourself</b>	

## 2. ASHAMED

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>a sudden, dramatic, and important discovery or development</b>	

## 3. BREAKTHROUGH

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>the sense that allows someone to choose between right and wrong actions</b>	

## 4. CONSCIENCE

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>willing to cause pain or suffering</b>	

## 5. CRUEL

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>having or feeling a great need</b>	

## 6. DESPERATE

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>personality; usual mood or general attitude of an individual</b>	

## 7. DISPOSITION

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>imitate; copy</b>	

## 8. EMULATE

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>frightening and dangerous; strong and powerful</b>	

## 9. FIERCE

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>unfriendly; antagonistic</b>	
<b>10. HOSTILE</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>the act of copying someone or something else</b>	
<b>11. IMITATION</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>having a strong, lasting, or positive feeling about someone or something</b>	

## 12. IMPRESSED

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>(n.) a young person; (adj.) young or immature</b>	

## 13. JUVENILE

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>kind treatment by a person who has some power over another person</b>	
<b>14. MERCY</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>relating to the judgment of right and wrong in human behavior</b>	
<b>15. MORAL</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>a cure or solution for an illness, problem, or difficulty</b>	
<b>16. REMEDY</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>something that someone strongly wants to do</b>	
<b>17. TEMPTATION</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>absolutely necessary</b>	
<b>18. VITAL</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>clever; good at tricking others</b>	
<b>19. WILY</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>

## PART THREE: ADDING COMPLEXITY

### ACTIVITY 4. CHANGING TENSES AND PART OF SPEECH

Directions: For each vocabulary word below, write a sentence that shows you know the meaning of the word using a different tense or part of speech.

<b>appreciated</b> (v.): viewed or received with gratitude	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>appreciation</i>	The community has great <b>appreciation</b> for the volunteers who dedicate their time and effort to keeping the local park clean and welcoming for everyone.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Changed to noun</i></p> <p><i>A feeling or expression of approval or gratitude</i></p>	

<b>ashamed</b> (adj.): feeling badly about yourself	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>shame</i>	The weight of their actions settled heavily upon them, bringing with it a deep sense of <b>shame</b> that was hard to shake off.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Changed to noun</i></p> <p><i>A feeling of humiliation or guilt</i></p>	

<b>breakthrough</b> (n.): a sudden, dramatic, and important discovery or development	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>breakthroughs</i>	Scientists are making significant <b>breakthroughs</b> in various fields, from medicine to space exploration, that are shaping the future of technology and human understanding.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<i>More than one</i>  <i>Important discoveries or developments</i>	

<b>conscience</b> (n.): the sense that allows someone to choose between right and wrong actions	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>conscientious</i>	In an effort to live more sustainably and lower his impact on the environment, Michael made the <b>conscientious</b> choice to opt for reusable products over single-use plastics when possible.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<i>Changed to adjective</i>  <i>Careful, moral, or responsible</i>	

<b>cruel</b> (adj.): willing to cause pain or suffering	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>cruelty</i>	The movie showed the <b>cruelty</b> of the villain when he locked the animals in cages without food or water.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Changed to noun</i></p> <p><i>Indifference to or pleasure in causing pain</i></p>	

<b>desperate</b> (adj.): having or feeling a great need	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>desperately</i>	She <b>desperately</b> searched through the crowd, hoping to catch a glimpse of her friend in the bustling city square.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Changed to adverb</i></p> <p><i>In a way that shows despair</i></p>	

<b>disposition</b> (n.): personality; usual mood or general attitude of an individual	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>dispositions</i>	Individuals with sunny <b>dispositions</b> often brighten the mood in any room they enter, bringing a sense of optimism and warmth that is both infectious and cherished.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<i>More than one</i>  <i>Personalities or general attitudes</i>	

<b>emulate</b> (v.): imitate; copy	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>emulated</i>	The artist <b>emulated</b> the brush strokes of the older artists, capturing both their technique and spirit in his new piece.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<i>Past tense</i>  <i>Imitated or copied</i>	

<b>fierce</b> (adj.): frightening and dangerous; strong and powerful	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>fiercely</i>	The eagle soared <b>fiercely</b> through the stormy skies, undeterred by the howling winds.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Changed to adverb</i></p> <p><i>In an intense or powerful manner</i></p>	

<b>hostile</b> (adj.): unfriendly; antagonistic	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>hostility</i>	Visitors encountered no <b>hostility</b> from the local people in the town, who were warm and friendly despite the language barrier.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Changed to noun</i></p> <p><i>Unfriendly or aggressive behavior</i></p>	

<b>imitation</b> (n.): the act of copying someone or something else	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>imitations</i>	The art exhibit was filled with <b>imitations</b> of famous paintings, allowing visitors to appreciate the beauty of masterpieces that were otherwise inaccessible to the public.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<i>More than one</i>  <i>Items made to look like the originals</i>	

<b>impressed</b> (adj.): having a strong, lasting, or positive feeling about someone or something	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>impress</i>	Ben wore his lucky tie in hopes that his presentation on the team’s new marketing strategy would <b>impress</b> his boss Angelica and get him a promotion.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<i>Changed to verb</i>  <i>Make someone feel admiration or respect</i>	

<b>juvenile:</b> (n.) a young person; (adj.) young or immature	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>juvenilely</i>	Despite his senior position in the company, Martin often behaved <b>juvenilely</b> during meetings, cracking jokes and playing pranks, much to the amusement of his younger colleagues.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Changed to adverb</i></p> <p><i>In a way that is characteristic of a child</i></p>	

<b>mercy</b> (n.): kind treatment by a person who has some power over another person	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>merciful</i>	In a world often harsh and unforgiving, her <b>merciful</b> act of kindness towards the stray animals illuminated the best of humanity's capacity for compassion.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Changed to adjective</i></p> <p><i>Compassionate</i></p>	

<b>moral</b> (adj.): relating to the judgment of right and wrong in human behavior	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>morality</i>	As robots become more advanced, engineers are debating how to program them with a sense of <b>morality</b> to ensure they make decisions that align with human values.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Changed to noun</i></p> <p><i>A personal or social set of standards for good or bad behavior</i></p>	

<b>remedy</b> (n.): a cure or solution for an illness, problem, or difficulty	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>remedial</i>	The soccer coach organized a series of <b>remedial</b> training sessions to help the players improve their basic skills and technique before the upcoming tournament.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Changed to adjective</i></p> <p><i>Intended to improve or cure</i></p>	

<b>temptation</b> (n.): something that someone strongly wants to do	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>tempt</i>	Despite their best efforts to lead a healthier lifestyle, Jo and Erin found the array of desserts at the party impossible to resist, they were convinced the treats were there to <b>tempt</b> them.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<i>Changed to verb</i>  <i>To make someone want to have or do something</i>	

<b>vital</b> (adj.): absolutely necessary	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>vitality</i>	Access to clean water is <b>vitally</b> important for the health and well-being of every community around the globe.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<i>Changed to adverb</i>  <i>In a way that is absolutely essential</i>	

<b>wily</b> (adj.): clever; good at tricking others	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>wiliness</i>	Among all of her siblings, she was known for her <b>wiliness</b> , always able to navigate her way out of trouble with her clever solutions and wit.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<i>Changed to noun</i>  <i>The quality of being sneaky or clever</i>	



# Unit Rubrics & Assessments

# Academic Discourse Rubric

## 6th–8th Grade English Language Arts

	1 Point	2 Points	3 Points
<b>Tier 1:</b> <b>Clarify and share their own thoughts</b>	<ul style="list-style-type: none"> <li>● Attempts to provide evidence, but the evidence is unrelated or wrong</li> <li>● Does not use vocabulary that is specific to the subject or task</li> </ul>	<ul style="list-style-type: none"> <li>● Provides evidence or examples to justify and defend their point clearly, but may not be the most relevant evidence</li> <li>● Uses some vocabulary that is specific to the subject and task, but misses opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● Provides relevant evidence or examples to justify and defend their point clearly</li> <li>● Uses a variety of vocabulary that is specific to the subject and task to share and clarify their thoughts</li> </ul>
<b>Tier 2:</b> <b>Engage with the thinking of others</b>	<ul style="list-style-type: none"> <li>● Shares their own ideas without listening to their peers' ideas; ideas may be random, disconnected, or replace a previous idea</li> <li>● Does not track other students' ideas</li> <li>● Does not ask follow-up questions to clarify ideas</li> </ul>	<ul style="list-style-type: none"> <li>● Attempts to build on a peer's ideas, but the connection may be limited</li> <li>● Attempts to restate others' ideas, but is unable to retell key ideas</li> <li>● Asks follow-up questions, but they may be generic and not specific</li> </ul>	<ul style="list-style-type: none"> <li>● Seeks to genuinely understand their peers' ideas and builds on them with connected ideas</li> <li>● Paraphrases what others are saying in order to keep track of key ideas in a discussion</li> <li>● Seeks to clarify a particular point by asking follow-up questions</li> </ul>
<b>Tier 3:</b> <b>Critique and analyze the reasoning of others</b>	<ul style="list-style-type: none"> <li>● Does not engage with the thinking of their peers</li> <li>● Does not compare and contrast different arguments</li> <li>● Unable to synthesize ideas from the discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Begins to challenge the thinking of their peers, but may be limited</li> <li>● Attempts to compare and contrast different arguments, but misses the nuance</li> <li>● Attempts to synthesize the discussion, but misses key understandings</li> </ul>	<ul style="list-style-type: none"> <li>● Challenges the thinking of their peers; when warranted, modifies their own views based on their peers' ideas and thinking</li> <li>● Compares and contrasts the effectiveness of different arguments</li> <li>● Synthesizes everything they have heard into coherent statements</li> </ul>

<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Language is not always clear</li> <li>● Eye contact and posture are not consistent</li> <li>● Interrupts or speaks over students</li> </ul>	<ul style="list-style-type: none"> <li>● Appropriate language</li> <li>● Uses eye contact and appropriate posture</li> <li>● Awareness of own airtime in order to ensure participation by others</li> </ul>	<ul style="list-style-type: none"> <li>● Sophisticated and appropriate language</li> <li>● Consistent eye contact and professional posture</li> <li>● Actively solicits contributions from others</li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>● Is not prepared for the discussion; has not identified key pieces of evidence or details</li> </ul>	<ul style="list-style-type: none"> <li>● Is prepared for the discussion with some evidence and details</li> </ul>	<ul style="list-style-type: none"> <li>● Is prepared to share the best reasons and evidence to support a particular point or idea</li> </ul>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Point Paragraph Writing Rubric

	<b>Strengths</b> What am I doing well already? What am I proud of?	<b>Criteria</b> Expectations for my writing task:	<b>Areas for Growth</b> What can I do to make my writing even stronger? How can I improve?
<b>Claim</b>		My claim is clear, complete, and well-supported.	
<b>Paragraph Structure</b>		My paragraph includes a claim, supporting details, and a concluding sentence that directly answers the prompt.	
<b>Supporting Details</b>		I introduce the supporting details using a transition word or phrase and describe the example from the text to help the reader understand.	
<b>Explanation</b>		I connect the supporting details to my claim by explaining how they support it.	
<b>Language</b>		I replace repeated nouns with pronouns in the correct case to improve the clarity and flow of my writing.	

My goal for my next paragraph writing cycle is \_\_\_\_\_

# Narrative Writing Rubric

## 6th Grade English Language Arts

<b>Rubric Scoring Key</b>	<b>Fully meets (4)</b> All criteria present in the writing	<b>Mostly meets (3)</b> Most criteria present, with some misunderstandings	<b>Partially meets (2)</b> Criteria attempted, but major misunderstandings	<b>Does not meet yet (1)</b> Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
<b>Event Sequence</b> Includes all components of the narrative arc; sequences events logically and purposefully using varied transitions and connecting language to signal shifts in time, setting, or action	4 3 2 1	
<b>Point of View</b> Establishes a clear and consistent narrator or point of view that orients the reader and shapes the reader's understanding of events and characters	4 3 2 1	
<b>Setting</b> Introduces and develops the setting with descriptive details that show when and where the story takes place; the setting supports the mood, plot, or characters' actions	4 3 2 1	

Development	Rubric Score	Notes
<b>Character(s)</b> Develops one or more major characters through actions, thoughts, dialogue, and description; shows how characters respond to events or change in ways that support the conflict, theme, or plot	4 3 2 1	

<p><b>Plot</b> Introduces characters, setting, and context using sensory details or by dropping the reader into the action; presents problems faced by major characters; resolves the conflict by conveying a lesson learned, a question to consider, a reflection on events, or a change in character</p>	<p>4 3 2 1</p>	
<p><b>Precise Language</b> Uses precise words, relevant details, and sensory language to convey experiences; enhances mood and tone; helps the reader understand what is happening</p>	<p>4 3 2 1</p>	
<p><b>Dialogue</b> Uses natural-sounding dialogue that develops events and reveals how characters respond or change</p>	<p>4 3 2 1</p>	

<b>Language</b>	<b>Rubric Score</b>	<b>Notes</b>
<p><b>Literary Devices</b> Uses literary devices, such as figurative language and structural techniques, to develop characters, advance the plot, enhance meaning, or create mood</p>	<p>4 3 2 1</p>	
<p><b>Grammar</b> Demonstrates consistent command of grade-level grammar and usage by correctly applying pronoun case, maintaining agreement in pronoun number and person, and using varied sentence structures</p>	<p>4 3 2 1</p>	
<p><b>Conventions</b> Uses correct capitalization and punctuation conventions, including using punctuation to set off nonrestrictive elements</p>	<p>4 3 2 1</p>	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Point Narrative Writing Rubric

	<b>Strengths</b> What am I doing well already? What am I proud of?	<b>Criteria</b> Expectations for my writing task:	<b>Areas for Growth</b> What can I do to make my writing even stronger? How can I improve?
<b>Event Sequence</b>		I organize the events of my narrative in a clear sequence.	
<b>Beginning</b>		The beginning of my narrative establishes the setting, introduces the narrator, and reveals the conflict.	
<b>Description</b>		I include descriptive details and sensory language in the climax to build tension and reveal the narrator's thoughts, feelings, and actions.	
<b>Ending</b>		The resolution of my narrative includes the narrator's reflection on the importance or impact of the experience.	
<b>Language</b>		I improve the clarity and flow of my writing by including pronouns in the correct case.	

My goal for my next narrative writing cycle is \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Editing Checklist

Use this checklist to polish your writing. Check ✓ each item if it is present in your work. Make corrections to your work as needed.

<b>Formatting and Evidence</b>	
I format titles correctly: <i>italics</i> for longer works (books/novels, plays, films) and "quotation marks" for shorter works (poems, short stories, articles).	
I cite evidence accurately and integrate quotations smoothly into my own sentences (if applicable).	
<b>Sentence Structure and Grammar</b>	
I use complete sentences and do not have run-on sentences or sentence fragments (unless intentional).	
I use consistent verb tense throughout.	
<b>Punctuation and Mechanics</b>	
I capitalize the first word in a sentence, proper nouns, and appropriate words in titles, following standard English capitalization rules.	
I use commas, periods, quotation marks, and other punctuation in the correct places.	
I spell correctly, double-checking tricky words or commonly confused words (to/too, their/they're/there, its/it's).	

Name: \_\_\_\_\_ Date: \_\_\_\_\_ *The Watsons Go to Birmingham—1963*

**Directions:** Read each text carefully, then read the questions and select the best answer(s). Be sure to return to the text while you are answering questions.

## Text 1

### The Other Side

By Angela Johnson

- 1 I used to stand on top of the shed in the back of my  
grandmama's house and see the other side.  
The other side of where I was.  
The other side had tall buildings and I could buy  
5 hot dogs and pretzels on the street.  
At night the hum of the subway and faraway sirens  
would put me to sleep.  
I dreamed of the other side.  
I'd seen it on vacation and TV.
- 10 The other side didn't have a creek or magnolia<sup>1</sup> trees  
and warm women who smelled like cookies hugging you  
on hot, sticky Sunday afternoons.
- If I stood for a long time,  
the other side would fade and  
15 where I stood would light my world

Johnson, Angela. "The Other Side" from 'The Other Side: Shorter Poems'. 2000

1. The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A:** What best describes the speaker's perspective of where they live in **TEXT 1**?

- The speaker values home but is curious about life elsewhere.
- The speaker strongly wishes to leave home for the other side.
- The speaker dislikes home because it feels too quiet and ordinary.
- The speaker sees it as a place they have outgrown.

**Part B:** What line from the poem best supports your answer to Part A?

- "The other side had tall buildings and I could buy / hot dogs and pretzels on the street." (lines 4–5)
- "I dreamed of the other side. / I'd seen it on vacation and TV." (lines 8–9)
- "and warm women who smelled like cookies hugging you" (line 11)
- "the other side would fade and / where I stood would light my world" (lines 14–15)

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<sup>1</sup> a tree with large pink flowers

2. Read lines 10–12 of **TEXT 1** below:

The other side didn't have a creek or magnolia<sup>2</sup> trees  
and warm women who smelled like cookies hugging you  
on hot, sticky Sunday afternoons.

What mood does the poet create in lines 10–12 of **TEXT 1**?

- a. longing
  - b. excitement
  - c. sadness
  - d. joy
3. Which sentence(s) should be in an objective summary of **TEXT 1**? Select all that apply.
- a. The speaker describes a beautiful, vibrant city that they long to visit because it is a much better place than their community.
  - b. The speaker describes a large city that is different from their community, which they call the "other side."
  - c. The speaker describes the food in "the other side" as being much tastier and easier to find than in their community.
  - d. The speaker is grateful for the special qualities of their community, especially the people who live there.

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<sup>2</sup> a tree with large pink flowers

## Text 2

### Home

By Gwendolyn Brooks

*Adapted for length by Fishtank Learning staff*

*Gwendolyn Brooks (1917–2000) was an American poet, author, and teacher. Her writing often explores the experiences of ordinary people and their communities. In this short story, a family contemplates losing their house.*

- 1 What had been wanted was this always, this always to last, the talking softly on this porch, with the snake plant in the jardinière<sup>3</sup> in the southwest corner, and the obstinate<sup>4</sup> slip from Aunt Eppie's magnificent Michigan fern at the left side of the friendly door. Mama, Maud Martha, and Helen rocked slowly in their rocking chairs, and looked at the late afternoon light on the lawn and at the emphatic<sup>5</sup> iron of the fence and at the poplar tree<sup>6</sup>. These things might soon be theirs no longer. Those shafts and pools of light, the tree, the graceful iron, might soon be viewed passively by different eyes.
- 2 Papa was to have gone that noon, during his lunch hour, to the office of the Home Owners' Loan. If he had not succeeded in getting another extension, they would be leaving this house in which they had lived for more than fourteen years. There was little hope. The Home Owners' Loan was hard. They sat, making their plans.



Gwendolyn Brooks. "Home." 1953. Reprinted By Consent of Brooks Permissions.

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<sup>3</sup> French for "planter"

<sup>4</sup> obstinate (adjective): stubbornly refusing to change

<sup>5</sup> emphatic (adjective): attracting social attention

<sup>6</sup> a type of quick-growing tree

4. According to **TEXT 2**, "Those shafts and pools of light, the tree, the graceful iron, might soon be viewed passively by different eyes" (par. 1). What does this reveal about the narrator's perspective?
- a. The home is special to the narrator because it is large and expensive with ornate details, so they are worried about losing the house.
  - b. The home is special to the narrator because of their experiences there, but they know new residents may not see the house the same way.
  - c. The home is magical to the narrator because of its size and beauty, but they worry new residents might view it as old and shabby.
  - d. The home is viewed as outdated and dull to the narrator, and they know that new residents will see it the same way.
5. With which of the following statements would both the speaker in **TEXT 1** and the narrator in **TEXT 2** agree with?
- a. Having a nice home is really important.
  - b. Everyone wishes to live in another place sometimes.
  - c. People often have special affection and love for the place they live.
  - d. Home is important because it is where family is.
6. This question requires a **written response**.

Consider the excerpt from "Home" and the poem "The Other Side". How do the authors, Gwendolyn Brooks and Angela Johnson, use descriptive language to develop the speaker's perspective of home? Be sure to include evidence from both texts to support your response.

Manage your time carefully so that you can:

- Plan your response
- Write your response
- Revise and edit your response

Be sure to include:

- A clear well developed central idea
- Effective information from the text(s) to support your thinking

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## Text 3

### What the Moon Saw

By Laura Resau

*Adapted for length by Fishtank Learning staff*

- 1 Trees were what my grandparents made me think when I saw them at the airport. Brown tree trunks, worn by the wind and sun and rain, solid and tough, scarred and callused. Their skin looked rough as bark, and their feet, in sandals, as leathery as Dad's old boots.
- 2 The look in their eyes, though, was gentle. My grandmother's—Abuelita's—eyes were black, like shiny beans. And my grandfather's—Abuelo's—were like bits of wet sea glass, one brown and one green, I noticed, amazed. The way [my grandfather's] face lit up when he spotted me reminded me of Hector,[my younger brother], bouncing up and down on his phone books, excited for dessert.
- 3 "*Mucho gusto en conocerla, Clara,*" Abuelo said, beaming. Good to meet you. They must have known it was me, since I was the only fourteen-year-old girl looking lost and alone.  
[...]
- 4 On the way to the airport in Baltimore, I'd made a deal with Mom and Dad that if my grandparents were weird or mean I could go home after two days instead of two months. But I could tell already they weren't weird or mean. Abuelita's smile was full of light, like the ocean early in the morning.
- 5 We waited for my bags to appear on the conveyor belt, and Abuelo whispered to Abuelita in Spanish, "How she looks like you, *m'hija!*" And a moment later, "Clara! How you look like your grandmother, *m'hija!*" I'm not sure why he called us both "my daughter," but it seemed nice, like how Mom called me and Dad sweet pea or sugar pie. I pushed my bangs behind my ears.
- 6 Then he burst out, "Your eyes! It's your eyes, *mi amor!*"  
[...]
- 7 Abuelita looked at me with the hint of a smile, as though we shared some secret. Meanwhile, Abuelo talked and talked—about how good my Spanish was, how sorry he was he spoke no English, about how it was rainy season and he hoped I'd brought plenty of warm clothes (I hadn't), about how sorry he was that the only phone in their village had been out of service for three months. "So you had better call your parents now, Clara," he said.
- 8 Why hadn't Dad warned me about the phone situation? Or about the rainy season? Maybe he thought I would have used them as excuses not to come. I would have.
- 9 Outside in the sunshine, we stopped at a bright blue phone booth. My grandparents watched me, Abuelita's face calm and curious, and Abuelo's straining with anticipation, like a little kid in line for a roller coaster ride. After six rings the voicemail came on and I heard my voice, sounding young and far away. I mumbled a quick message in English. "Well, I'm here. I'm fine. They seem nice." A lump began to form in my throat. "It might be awhile before I can find a phone again," I

added, forcing my voice to stay steady. Then, even though I was a little mad they hadn't been waiting by the phone for my call, I added, "Love you."

[...]

- 10 We carried my bags across the parking lot, toward the bus stop by a palm tree. As we waited in the shade, the sparkle came back into Abuelo's eyes. "And your hands, m'hija! How they look like your grandmother's!" I couldn't see anything our hands had in common. Hers were thick and huge, like a landscaper's, like Dad's. Mine were piano player's hands, Mom always said, even though I gave up the piano after four months of lessons. Long, slim fingers with the nails filed into proud ovals and painted blueberry.
- 11 I caught a whiff of a nice smell—soil, campfires, leather. It came from Abuelo. Then I noticed the smell that clung to Abuelita. She didn't smell like perfume counters in department stores the way other grandmothers did. She smelled like chiles roasting, chocolate melting, almonds toasting. And like herbs—the teas that Dad gave me when I was sick.
- 12 I must have been smiling just thinking about it, because Abuelo said, "And the same smiles!" He dropped my bags, and stood dramatically still, watching a grin spread over my face. Even though I tried to keep my mouth closed to hide my squirrel cheeks, I couldn't help laughing at how hyper my little grandfather was.
- 13 I snuck a closer look at Abuelita's dazzling smile. Did mine really look like that?

Excerpt(s) from WHAT THE MOON SAW by Laura Resau, copyright © 2006 by Laura Resau. Used by permission of Delacorte Press, an imprint of Random House Children's Books, a division of Penguin Random House LLC. All rights reserved.

7. How does the author use point of view to develop the reader's understanding of the narrator?
  - a. The author uses first-person narration to allow the reader to see the world through Clara's eyes and gain insight into her private thoughts and observations.
  - b. The author uses first-person narration to allow the reader to imagine that he or she is the protagonist of the story, therefore immersing the reader in Clara's emotional reality.
  - c. The author uses first-person narration to provide the reader with objective information about the main character, Clara:
  - d. The author uses first-person narration to provide the reader with insight into all of the character's private thoughts, inviting the reader to compare and contrast each character with Clara.

8. The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A:** At the beginning of the passage how does Clara feel about visiting her grandparents?

- a. She is excited to visit another country and get away from her annoying brother Hector.
- b. She is anxious about the trip but feels comforted that she will be staying with kind people.
- c. She is nervous about spending so much time with people she does not know well.
- d. She is angry that her parents have made her leave home for two whole months.

**Part B:** Which evidence best supports the correct answer in Part A?

- a. "The way [my grandfather's] face lit up when he spotted me reminded me of Hector, [my younger brother], bouncing up and down on his phone books, excited for dessert." (par. 2)
- b. "On the way to the airport in Baltimore, I'd made a deal with Mom and Dad that if my grandparents were weird or mean I could go home after two days instead of two months." (par. 4)
- c. "I'm not sure why he called us both 'my daughter', but it seemed nice, like how Mom called me and Dad sweet pea or sugar pie." (par. 5).
- d. "They must have known it was me, since I was the only fourteen-year-old looking lost and alone." (par. 3)

9. What line of text from paragraphs 9–12 best reveals that Clara's perspective of her grandparents is starting to change?

- a. "Well, I'm here. I'm fine. They seem nice." (par. 9)
- b. "I couldn't see anything our hands had in common." (par. 10)
- c. "I caught a whiff of a nice smell—soil, campfires, leather. It came from Abuelo." (par. 11)
- d. "He dropped my bags, and stood dramatically still, watching a grin spread over my face." (par. 12)

10. The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A:** Select two examples of descriptive language from paragraphs 9-10.

- a. "Abuelo's straining with anticipation, like a little kid in line for a roller coaster ride" (par. 9)
- b. "Well, I'm here. I'm fine. They seem nice." (par. 9)
- c. "It might be awhile before I can find a phone again," (par. 9)
- d. "...even though I was a little mad they hadn't been waiting by the phone for my call..." (par. 9)
- e. "As we waited in the shade, the sparkle came back into Abuelo's eyes [...]" (par. 10)
- f. "I gave up the piano after four months of lessons..." (par. 10)

**Part B:** How does the descriptive language you selected in Part A help develop Clara's perspective?

- a. They develop the idea that Clara sees her grandparents as total strangers.
- b. They develop the idea that Clara still sees herself as different from her family.
- c. They develop the idea that Clara feels out of place in this new environment.
- d. They develop the idea that Clara is beginning to understand Abuelo's personality.





Name: \_\_\_\_\_ Date: \_\_\_\_\_ *The Watsons Go to Birmingham—1963***Directions:** Read each question carefully and select the best answer(s).

1. Which of the following reflects a person's **disposition**?
  - a. Losing a championship basketball game by one point
  - b. Having green as a favorite color
  - c. Eating pizza once in a while
  - d. Believing you should keep trying even if you fail at first
  
2. A **hostile** person is most likely to... (Select all correct answers.)
  - a. forget to return library books.
  - b. yell at someone who cuts them off in their car.
  - c. study carefully for a test.
  - d. trick their younger brother or sister into doing their chores.
  - e. hit their younger sibling for borrowing their favorite shirt.
  - f. decide to go bungee jumping on vacation.

3. Read the sentences.

Most people are guided by a sense of right and wrong. These are also known as personal morals or values. In some cultures, this is also known as one's \_\_\_\_\_.

What word best completes this sentence?

- a. conscience
  - b. disposition
  - c. wily
  - d. profound
- 
4. Read the sentence.

She carefully worked to **copy** the strokes and colors of the original painting by her mentor, capturing every subtle detail, down to the color and light created by the sunset.

Which word is the best synonym for **copy**, as presented in the context above?

- a. enhance
- b. emulate
- c. hostile
- d. vital

5. Read the lines from the following poem.

**Mercy**  
By Fishtank Staff

In the shadowed corners of our hearts,  
**Mercy** blooms where judgment parts.  
Soft whispers in the darkest night,  
A guiding star, a gentle light.

What is the best meaning of the word **mercy**, as it is used in line 2?

- a. Treatment by a person who has some power over another person
- b. Treatment by a person who has chosen kindness and understanding
- c. Treatment by a person who is impressed by another person
- d. Treatment by a person who is judgmental and lacks confidence

6. Read the sentences.

Mr. Johnson was \_\_\_\_\_ with Meredith's commitment to combating the school uniform policy. Some people saw her attempts as \_\_\_\_\_, but he appreciated her tenacity.

Which two words best complete this sentence?

- a. impressed; desperate
- b. elated; cruel
- c. frustrated; unusual
- d. optimistic; juvenile

7. Read the sentences.

Ordinarily, Matt could tolerate the eerie sounds of twigs scratching the window from a strong gust of wind or the thunder clapping amid an approaching storm, but today was different. This storm was unusually **fierce**, knocking over anything not attached to the ground.

What is the best meaning for the word **fierce**, as it is used in the sentence above?

- a. wild and dangerous
- b. unsettling and unpredictable
- c. very significant or intense
- d. willing to cause pain or suffering

8. Read the sentence.

A person who really wants to do something they probably shouldn't do is likely experiencing a feeling of \_\_\_\_\_.

Which word best completes this sentence?

- a. doubt
- b. shame
- c. temptation
- d. eagerness

9. Read the sentences.

Preparing for college was a frightening thought for Tim because he knew his **juvenile** behavior had no place in a college classroom. He was **ashamed** to admit it to his friends, who all seemed eager and prepared for the new adventure.

What is the best meaning of the words **juvenile** and **ashamed** as they are used in the sentences?

- a. hostile; feeling unsure about yourself
- b. wily; feeling confident about yourself
- c. regretful; feeling doubtful about yourself
- d. immature; feeling bad about yourself

10. Read the sentences.

Despite his reputation as a \_\_\_\_\_ in the community, Lionel found an unexpected ally in Mr. Oberton, the strict coach who surprisingly learned to \_\_\_\_\_ his mischievous antics. Over time, their patience and understanding helped Lionel discover a love for books, slowly transforming his rebellious spirit into one of curiosity and respect.

Which two words best complete this sentence?

- a. hostile; remedy
- b. juvenile; tolerate
- c. desperate; imitate
- d. wily; appreciate

11. Read the sentence.

The team's invention represented a major \_\_\_\_\_ in solar energy research, allowing people to power their homes more efficiently than ever before.

Which word best completes this sentence?

- a. imitation
- b. breakthrough
- c. temptation
- d. disposition

12. Read the sentence.

The **cruel** remark echoed through the classroom, leaving the new students quiet and hurt.

What is the best synonym for **cruel** in this sentence?

- a. unkind
- b. clever
- c. curious
- d. vital

13. Which situation best shows **imitation**?

- a. A student creates an original painting from memory.
- b. A child repeats their favorite singer's dance moves.
- c. A writer invents a new genre of poetry.
- d. A chef experiments with new ingredients.

14. Which of the following actions demonstrates **moral** behavior? Select all correct answers.

- a. Returning money you found on the ground
- b. Taking credit for someone else's idea
- c. Admitting a mistake and apologizing
- d. Refusing to share supplies in class

15. Read the sentence.

Water is a **vital** resource for all living things on Earth because it supports growth, regulates temperature, and keeps cells functioning.

What is the best meaning of **vital** as used in this sentence?

- a. dangerous
- b. unimportant
- c. necessary for life
- d. temporary

16. Which sentence uses the word **remedy** correctly?

- a. After the long hike, Maya searched for a **remedy** to ease her sore muscles.
- b. The teacher gave a **remedy** to finish the class project early.
- c. The storm acted as a **remedy** for the broken power lines.
- d. He wanted to **remedy** his lunch with an extra slice of pizza.

17. Read the sentence.

When the storm stranded their team overnight, the hikers grew **desperate** to find a safe place to sleep before dark.

What is the best meaning of **desperate** as used in the sentence?

- a. hopeless and ready to give up
- b. anxious because of fear or need
- c. patient and calm
- d. proud and confident

18. Which sentence best illustrates a person's **disposition**?

- a. Winning a prize at the science fair
- b. Feeling nervous before giving a presentation
- c. Choosing to stay calm and respectful during an argument
- d. Forgetting to study for a quiz

Student: \_\_\_\_\_ Examiner: \_\_\_\_\_ Date: \_\_\_\_\_

Words Read Correctly: \_\_\_\_\_ Errors: \_\_\_\_\_

**Excerpt from *The Watsons Go to Birmingham—1963***

The snow was covered with black, so was all of the snow I pulled out of my outer	18
coat. Larry Dunn had stolen my gloves, then painted them black with shoe polish!	32
I didn't know what to do. Sooner or later Momma was going to notice I only had	49
one glove, and ever since I'd found out that half of my blood was that thin Southern	66
kind I'd started wondering if frostbite really could do some damage to my hands.	80
I couldn't help myself, I sat on the curb and sniffled a couple of times, and finally	97
cried. Rufus knew this was some real embarrassing stuff so he sat down beside me,	112
looked the other way and acted like he didn't see my crying.	124
That's how come we didn't see By and Buphead walk up on us, I was too busy looking	142
down trying not to be too obvious about crying and Rufus was too busy pretending	157
he didn't notice that I was.	163
"What you cryin' about, punk?"	168
I made the mistake of telling Byron about my gloves and Larry Dunn.	181
"Where's he at?"	184
"Washing kids' faces over by the school."	191
"Come on."	193
Me and Rufus followed By and Buphead over to Clark. Larry Dunn was giving a	208
Super Maytag to a fifth-grader. Byron interrupted the final rinse cycle and said,	221
"Lemme see them gloves."	225
Larry Dunn said, "I ain't."	230
By snatched Larry Dunn's windbreaker with one hand, then touched his own mouth	243
with his other hand.	247

Curtis, Christopher Paul. *The Watsons Go to Birmingham—1963*. Yearling, 1997. Print. Page 58.

**Excerpt from *The Watsons Go to Birmingham—1963***

The snow was covered with black, so was all of the snow I pulled out of my outer coat. Larry Dunn had stolen my gloves, then painted them black with shoe polish! I didn't know what to do. Sooner or later Momma was going to notice I only had one glove, and ever since I'd found out that half of my blood was that thin Southern kind I'd started wondering if frostbite really could do some damage to my hands. I couldn't help myself, I sat on the curb and sniffled a couple of times, and finally cried. Rufus knew this was some real embarrassing stuff so he sat down beside me, looked the other way and acted like he didn't see my crying.

That's how come we didn't see By and Buphead walk up on us, I was too busy looking down trying not to be too obvious about crying and Rufus was too busy pretending he didn't notice that I was.

"What you cryin' about, punk?"

I made the mistake of telling Byron about my gloves and Larry Dunn.

"Where's he at?"

"Washing kids' faces over by the school."

"Come on."

Me and Rufus followed By and Buphead over to Clark. Larry Dunn was giving a Super Maytag to a fifth-grader. Byron interrupted the final rinse cycle and said, "Lemme see them gloves."

Larry Dunn said, "I ain't."

By snatched Larry Dunn's windbreaker with one hand, then touched his own mouth with his other hand.

Curtis, Christopher Paul. *The Watsons Go to Birmingham—1963*. Yearling, 1997. Print. Page 58.



# Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

<https://www.fishtanklearning.org/curriculum/ela/6th-grade/materials/>