



8TH GRADE **ELA**

Student Materials

Unit 1 ***Facing Prejudice: All American Boys***





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: Witnesses have a responsibility to intervene during an incident of injustice, even when their safety may be at risk.					
<i>Before reading . . .</i>	Agree	Disagree	<i>After reading . . .</i>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 2: People or groups in power uphold justice, so their motives should not be questioned.					
<i>Before reading . . .</i>	Agree	Disagree	<i>After reading . . .</i>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 3: The media often perpetuates prejudice and stereotypes.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 4: When individuals or communities resist unjust leadership (peacefully or otherwise), it can lead to lasting societal change.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 5: People can always resist peer pressure and make their own choices.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		
Statement 6: Only some facets of a person's identity matter for how that person is perceived by society.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		

Statement 7: Victims of injustice have a responsibility to tell their stories to prevent that injustice from happening to others.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		
Statement 8: You can tell a lot about someone by the way they dress.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		

Statement 9: People of color are more likely to be suspected of a crime than white people are.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		
Statement 10: Loyalty to friends and family is more important than standing up for what you believe in.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		

Name: _____

Date: _____

Today's Materials:

- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely

Objective: Use academic vocabulary and a preview of the book to make predictions about the content of the core unit text.

1. How does word choice on the back cover of the book help readers understand what the book will be about?

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: Witnesses have a responsibility to intervene during an incident of injustice, even when their safety may be at risk.					
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Name: _____

Date: _____

Today's Materials:

- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely

Objective: Use academic vocabulary and a preview of the book to make predictions about the content of the core unit text.

Discussion & Writing Prompt

Based on details from previewing the book, choose one of these unit Essential Questions to respond to:

- How do race and racial bias shape a person's experience and understanding of the world?
- What responsibility do people have when they witness—or are the victim of—injustice?

Name: _____

Date: _____

What issue is President Obama speaking about?

Why has President Obama chosen to speak about this issue?

What does President Obama believe the Black community is frustrated by?

What lessons does President Obama believe can be learned from this incident?

Does President Obama feel hopeful about the future? Why or why not?

Name: _____

Date: _____

Today's Materials:

- Video: ["President Obama Speaks on Trayvon Martin"](#) by The Obama White House
- Transcript: ["Remarks by the President on Trayvon Martin"](#) by Barack Obama

Objective: Identify a central idea of President Obama's speech and explain how he uses evidence to develop and support it.

1. In paragraph 6, why does President Obama give several examples of racially biased behaviors that many Black individuals report experiencing? Cite at least one example and explain a larger idea that it supports.

2. What does President Obama suggest about the changes that can be made to our society to contribute to "the kind of peace and security and order that we'd like to see" (para. 19)? What evidence does he provide for believing that his suggestions will help to move society in a positive direction?

3. What ideas does President Obama explicitly suggest for positively reinforcing the nation's young Black men and boys to ensure they develop into successful adults and citizens? Cite one of these ideas and one piece of evidence that supports his belief that this reinforcement will have a positive impact.

Name: _____

Date: _____

Today's Materials:

- Video: ["President Obama Speaks on Trayvon Martin"](#) by The Obama White House
- Transcript: ["Remarks by the President on Trayvon Martin"](#) by Barack Obama

Objective: Identify a central idea of President Obama's speech and explain how he uses evidence to develop and support it.

Discussion & Writing Prompt

According to President Obama's remarks, how does historical context shape the way people understand or respond to incidents of racial **bias** in the United States? Cite specific evidence from the text to support your answer.

Name: _____

Date: _____

What is Rashad looking forward to doing on Friday night?

Who are Rashad's friends?

What is Rashad doing at Jerry's? What happens with the white woman?

What does Rashad get accused of?

What does the police officer do after he accuses Rashad?

Name: _____

Date: _____

Today's Materials:

- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely — pp. 1–23

Objective: Analyze how the authors of *All American Boys* characterize Rashad and develop his perspective in Chapter 1.

1. What can the reader infer about Rashad based on his narrative voice? What choices have the authors made in order to develop the reader's understanding of this character? Cite at least one example and explain what it shows about Rashad.

2. What does Rashad's conversation with his father on pages 7–9 reveal about both of these characters? What can the reader infer about their relationship based on this conversation? Cite specific evidence from the text to support your answer.

3. Based on the scene in the bathroom, what can the reader infer about Rashad's relationship with his friends? Cite specific evidence from the text to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely — pp. 1–23

Objective: Analyze how the authors of *All American Boys* characterize Rashad and develop his perspective in Chapter 1.

Discussion & Writing Prompt

What does the reader understand explicitly about the incident at Jerry's due to the fact that the chapter is told from Rashad's narrative perspective? Cite specific evidence from the text to support your answer.

Name: _____

Date: _____

What is Quinn's family situation?

What happened to Quinn's father?

Why does Quinn meet his friends outside of Jerry's?

What does Quinn see when he is at Jerry's?

What is Quinn's relationship to Paul?

Name: _____

Date: _____

Today's Materials:

- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely — pp. 24–40

Objective: Compare Rashad's and Quinn's perspectives on the assault and explain how reading both perspectives deepens the reader's understanding of the event.

1. What do the following lines of text reveal about Quinn and how he feels about the way the world views him?

"When the IED got him in Afghanistan, he became an instant saint in Springfield. I wasn't him. I'd never be him. But I was supposed to try. That was my role: the dutiful son, the All-American boy with an All-American fifteen-foot deadeye jumpshot and an All-American 3.5 GPA." (p. 27)

2. Compare the following quotes and explain what they suggest about the differences between Rashad's and Quinn's experiences of the world:

- Quinn's perspective: "No one's going to get suspicious. We've scored beer here more times than I can count." (p. 32)
- Rashad's perspective: "the guy behind the counter looked up like he always did, then stepped out from behind the counter, like he always did. 'Wassup, man,' I said. He nodded suspiciously. Like he always did." (p. 17)

3. Based on the scene on pages 32–36, what can the reader infer about Quinn's relationship with his friends? Cite specific evidence from the text to support your answer.

Version 1

When the IED got him in Afghanistan, he became a saint in Springfield. I was supposed to try to be him. That was my role: the All-American boy.

Version 2

When the IED got him in Afghanistan, he became an instant saint in Springfield. I wasn't him. But I was supposed to try. That was my role: the dutiful son, the All-American boy with a fifteen-foot deadeye jumpshot and a 3.5 GPA.

Original

"When the IED got him in Afghanistan, he became an instant saint in Springfield. I wasn't him. I'd never be him. But I was supposed to try. That was my role: the dutiful son, the All-American boy with an All-American fifteen-foot deadeye jumpshot and an All-American 3.5 GPA." (27)

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Reynolds, J., & Kiely, B. (2017). *All American boys*. Atheneum/Caitlyn Dlouhy Books.

Name: _____

Date: _____

Today's Materials:

- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely — pp. 24–40

Objective: Compare Rashad's and Quinn's perspectives on the assault and explain how reading both perspectives deepens the reader's understanding of the event.

Discussion & Writing Prompt

On pages 37–38, the reader experiences Rashad's incident again, this time from Quinn's narrative perspective. What does the reader know from Rashad's chapter that Quinn does not? What does seeing the scene through Quinn's eyes help the reader newly understand?

Name: _____

Date: _____

What is Rashad charged with?

How is Rashad feeling?

What assumptions does Rashad's father make about what happened at Jerry's?

Describe Spoony's relationship with his father.

How does Spoony react to Rashad's story?

Why is Spooky interested in finding footage of the assault?

Name: _____

Date: _____

Today's Materials:

- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely — pp. 43–60
- Video: [“A Conversation About Growing Up Black”](#) by *The New York Times*

Objective: Explain how racism and racial **bias** shape the way that characters in *All American Boys*—and people more generally—are viewed.

1. Why is Rashad hesitant to take action against the police? Identify two factors that impact his decision, citing evidence from the text to support your answer. (*All American Boys*)

2. How do these young men and boys describe their experiences and relationship with law enforcement? Cite the evidence from the video that best supports your answer. (“A Conversation About Growing Up Black”)

3. What does Jumoke mean when he says, "We're starting to be dehumanized" (*The New York Times*, 02:54–02:56)? Cite the evidence from the video that best supports your answer, and explain why you think it is strongest. ("A Conversation About Growing Up Black")

Identifying the Strongest Piece of Evidence

1



Understand the Question

Ask yourself:

- What exactly is this question asking me to do? How can I put this question in my own words?
- Are there any keywords I should focus on, such as "cite," "best," or "strongest"?
- How many pieces of evidence or support are needed to answer all parts of the question?

2



Gather Evidence

After establishing a claim, prepare to annotate the text and ask yourself:

- What parts of the text seem to answer the question?
- Which quotes or details from the text could help me explain my answer?

3



Study the Evidence

After collecting 2–5 pieces of evidence, analyze each. Ask yourself:

- Does this provide specific details (names, dates, locations, statistics, etc.)?
- Is this the most relevant piece of information, or are there others that are more closely tied to my answer?

NO

This evidence is not relevant to this specific claim. Remove from list.

4



Determine Strength

Ask yourself:

- Is this evidence specific and clear?
- Do the specific details provide additional support for the claim rather than restating the claim?
- Does this evidence reappear throughout the text, perhaps in different words?

NO

This evidence is not the strongest. It could be used to cite specific details in the claim, but does not elaborate upon the claim.

5



Select the Strongest Evidence

Ask yourself:

- How important is this piece of evidence to the overall argument I'm making?
- Does it carry more weight than other evidence because it answers key parts of the question?
- Is there anything in this evidence that contradicts or challenges the other parts of the text I've selected?

6



Justify Your Choice

Ask yourself:

- Why is this the best piece of evidence?
- How does this piece of evidence directly support my answer, and why is it stronger than the other options?
- Have all aspects of the question been answered?

Name: _____

Date: _____

Today's Materials:

- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely — pp. 43–60
- Video: [“A Conversation About Growing Up Black”](#) by *The New York Times*

Objective: Explain how racism and racial **bias** shape the way that characters in *All American Boys*—and people more generally—are viewed.

Discussion & Writing Prompt

Choose either Rashad's father or Spoony. How would that character from *All American Boys* respond to this statement from "A Conversation About Growing Up Black": The way people perceive you is not up to you" (*The New York Times*, 02:14–02:20)?

Name: _____ Date: _____

Details Brainstorming Page

Prompt: How do race and racial bias shape a person's experience and understanding of the world?

Directions: Record concise details about the incident at the convenience store (pp. 17–23; pp. 36–40) in order to synthesize trends among the examples you collect.

Character	Detail (page number)
Rashad	
the clerk	
the cop (Officer Paul Galluzzo)	
the bystanders	
Quinn	

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

● Detail 1: _____

● Detail 2: _____

● Detail 3: _____

● Detail 4: _____

Concluding Sentence: _____

Name: _____ Date: _____

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Single Paragraph Outline

Topic Sentence: _____

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● Detail 4: _____

Concluding Sentence: _____

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

● Detail 1: _____

● Detail 2: _____

● Detail 3: _____

● Detail 4: _____

Concluding Sentence: _____

Name: _____

Date: _____

Today's Materials:

- Video: ["How to Raise a Black Son in America"](#) by Clint Smith
- Transcript: ["How to Raise a Black Son in America"](#) by Clint Smith

Objective: Analyze how the speaker uses figurative language to develop and support his central idea.

1. Why does Smith include his conversation with his father about playing with Super Soakers? How does the figurative language in the following line support his point?

"I know now how scared he must have been, how easily I could have fallen into the empty of the night, that some man would mistake this water for a good reason to wash all of this away." (para. 7)

2. How does Smith use figurative language to develop his central idea in the following sentence?

"My parents raised me and my siblings in an armor of advice, an ocean of alarm bells so someone wouldn't steal the breath from our lungs, so that they wouldn't make a memory of this skin." (para. 8)

3. What central idea is Smith trying to convey in the following sentence? How does the metaphor in the sentence develop this idea?

"My parents raised me and my siblings in an armor of advice, an ocean of alarm bells" (para. 8)

Version 1

My parents raised me and my siblings with constant advice, a series of warnings meant to keep us safe.

Version 2

My parents raised me and my siblings in an armor of advice, providing alarm bells so that no one would hurt us or take away our lives.

Original

"My parents raised me and my siblings in an armor of advice, an ocean of alarm bells so someone wouldn't steal the breath from our lungs, so that they wouldn't make a memory of this skin." (par. 8)

Version 1

My parents raised me and my siblings with constant advice, a series of warnings meant to keep us safe.

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Original

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Clint Smith. "How to Raise a Black Son in America." © 2025 TED To learn more about TED, visit TED at <http://www.ted.com>

Name: _____

Date: _____

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- Video: [“How to Raise a Black Son in America”](#) by Clint Smith
- Transcript: [“How to Raise a Black Son in America”](#) by Clint Smith

Objective: Analyze how the speaker uses figurative language to develop and support his central idea.

Discussion & Writing Prompt

What is Smith's central idea about the way his parents raised him? What does he understand now that he did not understand when he was a child? Cite at least two specific pieces of evidence from the text to support your answer.

Name: _____

Date: _____

What does Quinn's mother discover that he has done? Why is she upset with him?

Who is Jill?

What happens at Mother's Pizza that upsets Quinn?

What does Spooky show Rashad on TV?

How does Rashad's father react to what Spooky shows Rashad on TV?

Name: _____

Date: _____

Today's Materials:

- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely — pp. 61–93

Objective: Analyze how the authors of *All American Boys* develop the narrators' perspectives.

1. How do the following examples of figurative language communicate Quinn's feelings about Paul?

- "But the man I'd watched grind a kid into the sidewalk—I don't know—was like someone else. Someone I couldn't place, some hulking animal stalking in the shadows of my mind all night." (p. 62)
- "But now I saw that face, Paul's, burning, a bloodred mask of rage." (p. 74)

2. On pages 80–81, Quinn witnesses another arrest at Mother's Pizza. What does this scene help the reader understand about Quinn and his relationship to his community?

3. What does the use of verbal irony on page 86 reveal about Rashad's emotions?

Name: _____

Date: _____

Today's Materials:

- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely — pp. 61–93

Objective: Analyze how the authors of *All American Boys* develop the narrators' perspectives.

Discussion & Writing Prompt

How do the authors develop the reader's understanding of Quinn's emotional state in this chapter?
Cite specific descriptive language and explain how it reveals his emotions.

Name: _____

Date: _____

In addition to the video, what does Spoony send to the news stations? Why?

What is the setting of Quinn's chapter?

What happens to Jill after the police break up her party?

What does Quinn admit to Jill?

Why is Quinn so anxious about seeing Paul?

What does Paul ask everyone to do after the news report about the assault comes on TV?

Name: _____

Date: _____

Today's Materials:

- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely — pp. 94–120

Objective: Analyze how the authors develop the characters' perspectives of themselves and others in *All American Boys*.

1. Why does Rashad ask himself, "how could I be that boy—a victim" (p. 94)? How does this conflict with the way that Rashad sees himself? Cite at least two pieces of evidence from the text to support your answer.

2. What does Quinn's internal monologue on pages 103–104 reveal about his perspective? Why is it significant for the reader to have access to these thoughts when other characters do not? Cite specific evidence from the text to support your answer.

3. What does the conversation between Jill and Mrs. Galluzzo on page 115 reveal about each of their perspectives? Cite specific evidence from the text to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely — pp. 94–120

Objective: Analyze how the authors develop the characters' perspectives of themselves and others in *All American Boys*.

Discussion & Writing Prompt

How do the authors develop the idea that Quinn's perspective of Paul has changed? Select the **two strongest** pieces of evidence to support your answer.

Name: _____

Date: _____

What is Quinn's first reaction when he hears that there is a video of the assault?

What does Coach want the team to remember, even with the pressure that is on them?

What does Rashad begin to draw in the hospital?

Who is Mrs. Fitzgerald?

Who comes to visit Rashad in the hospital? How does Rashad respond to their visit?

Name: _____

Date: _____

Today's Materials:

- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely — pp. 123–162

Objective: Analyze how being assaulted impacts Rashad and how witnessing the assault impacts Quinn and the community.

1. Why do the authors include the description of Rashad's artistic process on pages 144–145? Cite specific evidence from the text to support your answer.

2. How does visiting the hospital impact each of Rashad's friends? What specific lines of text on pages 153–160 are most important in revealing their different reactions? Cite evidence from the text to support your answer.

3. How is Rashad emotionally impacted by seeing Paul Galluzzo on TV? How does the author convey the impact to the reader? Cite evidence from the text to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely — pp. 123–162

Objective: Analyze how being assaulted impacts Rashad and how witnessing the assault impacts Quinn and the community.

Discussion & Writing Prompt

How has witnessing Rashad's assault impacted Quinn's perspective on race and racial bias? Cite evidence from the text to support your answer.

Name: _____

Date: _____

What is spray-painted on the sidewalk in front of the school?

How do these words impact interactions in the lunchroom?

What causes conflict between Guzzo and Quinn during lunch?

Why is English frustrated with Quinn?

Why does Quinn finally watch the video?

What do Quinn and Jill discuss?

Name: _____

Date: _____

Today's Materials:

- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely — pp. 165–185

Objective: Explain how key events in the chapter reveal Quinn's beliefs and contribute to a shift in his perspective.

1. What is the significance of the spray-painted phrase, "Rashad is absent again today" (p. 165)? Cite the evidence that most strongly illustrates the impact of these words on the school community.

2. How does Quinn's conversation with English about Rashad reveal Quinn's implicit **biases**? Cite evidence from the text to support your answer.

3. How does the conversation with Quinn impact English? Cite evidence from the text to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely — pp. 165–185

Objective: Explain how key events in the chapter reveal Quinn's beliefs and contribute to a shift in his perspective.

Discussion & Writing Prompt

How do the authors demonstrate that Quinn's conversation with English has led to a development in Quinn's character? Cite the evidence that most strongly supports your answer.

Name: _____

Date: _____

What does Spoony tell Rashad that some students at Rashad's school are planning?

How does Rashad feel about what the students at his school are planning?

Who stops Quinn in the street? What does he say to Quinn?

Describe what happens in Mrs. Tracey's English class regarding the story "Battle Royal."

Name: _____

Date: _____

Today's Materials:

- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely — pp. 186–218 , (end at page break)

Objective: Analyze how the authors explore the topic of invisibility in *All American Boys*.

1. Contrast the way Claudia James and Roger Stuckey view the incident at Jerry's Corner Mart. What idea about **bias** is revealed by the difference in their perspectives? Cite evidence from pages 186–188 to support your answer.

2. What do Rashad's friends' interactions with police officers reveal about racial **bias** in their community? Cite evidence from pages 201–202 to support your answer.

3. What does the incident in Mrs. Tracey's English class regarding the story "Battle Royal" reveal about the students' perspectives on what happened to Rashad? Cite evidence from pages 214–217 to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely — pp. 186–218 , (end at page break)

Objective: Analyze how the authors explore the topic of invisibility in *All American Boys*.

Discussion & Writing Prompt

On page 215, Quinn writes, "The Invisible Man at Central High: Rashad." How do the authors use incidents in today's reading to develop the idea that Rashad is treated as if he were invisible? Cite evidence from today's reading to support your answer.

Name: _____

Date: _____

What was the purpose of the march from Selma to Montgomery?

During the first march, what happened at the border of the city?

Why were most Black Americans unable to vote even though they legally had the right to do so?

Were the marches ultimately successful? How do you know?

Name: _____

Date: _____

What was the purpose of the march from Selma to Montgomery?

During the first march, what happened at the border of the city?

Why were most Black Americans unable to vote even though they legally had the right to do so?

Were the marches ultimately successful? How do you know?

Name: _____

Date: _____

Today's Materials:

- Article: "[Selma: How the Selma-to-Montgomery marches 50 years ago helped end discrimination against black voters](#)" by Bryan Brown

Objective: Analyze key events surrounding Selma in 1965 and explain, using evidence, why they became a turning point in the Civil Rights Movement.

1. Why was Bloody Sunday an important milestone for civil rights in the United States? Provide a summary of what occurred and explain its significance within the larger context of the movement.

2. Which events both before and after Bloody Sunday "raised the stakes even higher" (20) regarding gaining the vote? Cite the evidence from the section "Give Us the Ballot" that most strongly supports your claim.

3. What specific actions showed that many people's commitment to equality was stronger than ever before? Cite the strongest evidence from the section "We Shall Overcome" to support your answer, and explain why you think it is strongest.

Name: _____

Date: _____

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Objective: Analyze key events surrounding Selma in 1965 and explain, using evidence, why they became a turning point in the Civil Rights Movement.

Discussion & Writing Prompt

In what ways do events at and surrounding Selma support John Lewis's claim that "The power is in our hands to shape and transform our society" (p. 21)? Cite the strongest evidence from the text to support your answer.

Name: _____

Date: _____

What happens to Guzzo at practice? Why does he think this happened?

What does Coach tell the team that they are not allowed to do? Why?

Who is Darnell Shackelford?

Summarize the interaction between Darnell Shackelford and Rashad's father.

Who comes to visit Rashad in this chapter? Why?

What decision did Mrs. Fitzgerald make when she was young that she now regrets? Why?

Name: _____

Date: _____

Today's Materials:

- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely — pp. 218–246

Objective: Explain how significant events both reveal and change characters' perspectives.

1. Compare Guzzo's and Quinn's perspectives on what has been happening since Rashad's assault. How is the reader impacted by the differences in their perspectives? Cite specific evidence from the text to support your answer.

2. How and why does Rashad's perspective of the protest change? Cite specific evidence from the text that develops the idea that his perspective has changed.

3. Compare the description of Rashad's nightmare on page 229 with the description of his artwork on page 246. Why are these descriptions significant, and what is the connection between them? Cite specific evidence from the text to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely — pp. 218–246

Objective: Explain how significant events both reveal and change characters' perspectives.

Discussion & Writing Prompt

How is Rashad impacted by the conversation on pages 232–237? How does it change his perspective on his father, and how do the authors develop this idea? Cite evidence from the text to support your answer.

Name: _____

Date: _____

What does Quinn's shirt say?

How does Guzzo respond to Quinn's shirt?

How does Coach respond to Quinn's shirt?

How does Quinn's mother respond to his shirt?

Name: _____

Date: _____

Today's Materials:

- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely — pp. 249–267

Objective: Analyze how Quinn's engagement with civic responsibility reveals aspects of his character.

1. How does Quinn's decision to make and wear his "I'm Marching" (p. 252) shirt impact his relationships with his peers? Cite specific evidence from the text to support your answer.

2. What does the conversation between Quinn and his mom on pages 263–265 reveal about the difference between their perspectives? Cite specific evidence from the text to support your answer.

3. How does Quinn's memory of his father on pages 265–267 contribute to his decision to attend the march? Cite evidence from the text to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely — pp. 249–267

Objective: Analyze how Quinn's engagement with civic responsibility reveals aspects of his character.

Discussion & Writing Prompt

What does Quinn mean when he says, "I wanted to turn around and run right into the face of it" (p. 252)? What does this line reveal about how Quinn's character has developed? Cite specific evidence to support your answer.

Name: _____

Date: _____

Today's Materials:

- Website: [The Constitution of the United States](#)
- Article: "[Selma: How the Selma-to-Montgomery marches 50 years ago helped end discrimination against black voters](#)" by Bryan Brown
- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely

Objective: Determine the technical meanings of words in context and explain how the protections and limitations of the First Amendment of the United States Constitution apply to various contexts.

1. What is the meaning of the word "abridge" as used in the First Amendment? Explain the meaning and purpose of the phrase, "Congress shall make no law . . . abridging the freedom of speech, or of the press." (U.S. Constitution)

2. What is the connotation of the word "peaceably" as it is used in the First Amendment? What is its impact on the meaning of the First Amendment? (U.S. Constitution)

3. Apply what you've learned about citizens' right to protest to what you know about the civil rights protests that took place in Selma, Alabama, in 1965. Was the First Amendment violated, and if so, by whom? Cite evidence from either text to support your answer. (U.S. Constitution; "Selma: How the Selma-to-Montgomery marches 50 years ago helped end discrimination against black voters")

Name: _____

Date: _____

Today's Materials:

- Website: [The Constitution of the United States](#)
- Article: "[Selma: How the Selma-to-Montgomery marches 50 years ago helped end discrimination against black voters](#)" by Bryan Brown
- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely

Objective: Determine the technical meanings of words in context and explain how the protections and limitations of the First Amendment of the United States Constitution apply to various contexts.

Discussion & Writing Prompt

Apply what you've learned about the First Amendment to what you know so far about the students' plans for the protest in *All American Boys*. Do their plans for the protest follow the law? Why or why not? Cite evidence to support your answer.

Name: _____

Date: _____

What is different about the drawing that Rashad leaves for Clarissa?

What does Rashad see when he goes on the internet? How does this make him feel?

Why does Quinn call the police department?

What happens at the protest?

Why do they read names aloud over the loudspeaker?

Name: _____

Date: _____

Today's Materials:

- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely — pp. 269–296

Objective: Analyze how the authors' use of internal monologues both develops characters' perspectives and communicates a central idea.

1. What does the description of Rashad's clothes on page 271 convey to the reader? Cite specific evidence to support your answer.

2. What is the significance of the scene where Rashad views and reacts to the discussion of his assault on the internet, and how does it impact the reader? Cite specific evidence to support your answer.

3. Explain the significance of the scene where Quinn calls the police department with a witness statement. Cite specific evidence to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely — pp. 269–296

Objective: Analyze how the authors' use of internal monologues both develops characters' perspectives and communicates a central idea.

Discussion & Writing Prompt

How does Quinn's internal monologue during the protest develop a central idea of the text? Cite specific evidence to support your answer.

Name: _____

Date: _____

How does Rashad see comics from *The Family Circus* differently than he used to?

Who marches at the front of the crowd with Rashad?

How does Rashad's dad show his support in this chapter?

What do the marchers chant?

What does Quinn notice about Rashad? What does Rashad notice about Quinn?

Name: _____

Date: _____

Today's Materials:

- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely — pp. 297–313

Objective: Analyze the structure of *All American Boys* and explain how it helps to develop central ideas in the text.

1. What is the meaning of the repeated phrase "Absent again today!" (p. 308), and what is its impact on the reader? How does the structure of this page contribute to the phrase's meaning and develop a central idea of the text?

2. How is the last chapter of the book structured? What central idea do the authors develop by using this structure, compared to the structure used throughout the rest of the text?

3. The book begins (p. 1) and ends (p. 313) with text on gray pages. Based on what you know about the central ideas of this text, what can you infer about why the authors might have chosen to frame the text this way?

Name: _____

Date: _____

Today's Materials:

- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely — pp. 297–313

Objective: Analyze the structure of *All American Boys* and explain how it helps to develop central ideas in the text.

Discussion & Writing Prompt

How do the authors use the overall structure of the text to communicate ideas about race and perspective? Identify structural choices and explain their impact on meaning.

Name: _____

Date: _____

Who was Ella Baker, and what was one of her accomplishments?

Who was Diane Nash, and what was one of her accomplishments?

Who was Fannie Lou Hamer, and what was one of her accomplishments?

What is one specific example of how Black women's voices have been silenced or erased?

How are historical accounts of Black women's activism remembered today?

Name: _____

Date: _____

Today's Materials:

- Article: "[How Did Black Women Leaders Contribute to the Successes of the Civil Rights Movement?](#)" by Quill.org
- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely

Objective: Analyze why Black women's roles in social justice movements have often been overlooked, and explain how this develops the reader's understanding of *All American Boys*.

1. How did Black women leaders contribute to the successes of the Civil Rights movement? Cite the evidence that most strongly supports your answer. ("How Did Black Women Leaders [...]")

2. What can you infer about why Ella Baker's contributions have been excluded from dominant historical narratives? Cite the evidence that most strongly supports your answer. ("How Did Black Women Leaders [...]")

3. Describe the role that the character Berry plays in *All American Boys*. Why do you think the authors chose her to play this role, and how is her role related to that of the other Black women in the text more generally? (*All American Boys*)

Name: _____

Date: _____

Today's Materials:

- Article: "[How Did Black Women Leaders Contribute to the Successes of the Civil Rights Movement?](#)" by Quill.org
- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely

Objective: Analyze why Black women's roles in social justice movements have often been overlooked, and explain how this develops the reader's understanding of *All American Boys*.

Discussion & Writing Prompt

Explain the historical systems and forces that limited the presence and recognition of Black women's voices. How does your knowledge of these historical forces develop your understanding of the portrayal of social justice in *All American Boys*? Cite the evidence that most strongly supports your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [All American Boys](#) by Jason Reynolds and Brendan Kiely — whole text

Objective: Determine themes in *All American Boys* and explain how they are developed over the course of the text.

1. What is the significance of Quinn's description of Rashad on page 310?

2. What theme do Reynolds and Kiely develop in *All American Boys* on the thematic topic of "loyalty"? What specific details or events from the text help to develop this theme? Cite the evidence that most strongly supports your answer.

3. What theme do Reynolds and Kiely develop in *All American Boys* on the thematic topic of **injustice**? What specific details or events from the text help to develop this theme? Cite the evidence that most strongly supports your answer.

Version 1

I wanted him to know that I saw him, a guy on the ground reminding the world he was alive.

Version 2

I wanted him to know that I saw him, a guy with a tear-streaked face, a guy on the ground pantomiming his death to remind the world he was alive.

Original

"I wanted him to know that I saw him, a guy who, even with a tear-streaked face, seemed to have two tiny smiles framing his eyes like parentheses, a guy on the ground pantomiming his death to remind the world he was alive." (310)

Version 1

I wanted him to know that I saw him, a guy on the ground reminding the world he was alive.

Version 2

I wanted him to know that I saw him, a guy with a tear-streaked face, a guy on the ground pantomiming his death to remind the world he was alive.

Original

"I wanted him to know that I saw him, a guy who, even with a tear-streaked face, seemed to have two tiny smiles framing his eyes like parentheses, a guy on the ground pantomiming his death to remind the world he was alive." (310)

Reynolds, J., & Kiely, B. (2017). *All American boys*. Atheneum/Caitlyn Dlouhy Books.

Name: _____

Date: _____

What is happening to the poem? ("Poem Resisting Arrest")

What is the poem being accused of? ("Poem Resisting Arrest")

What are two things that the speaker suggests doing in order to resist? ("How to Resist")

What are two things that the speaker suggests *not* doing in order to resist? ("How to Resist")

Name: _____

Date: _____

Today's Materials:

- Poem: "[Poem Resisting Arrest](#)" by Kyle Dargan
- Excerpt: "[How to Resist](#)" by Zetta Elliott — Foreword

Objective: Compare and contrast how authors use language to develop thematic topics across multiple poems.

1. How does Dargan use extended metaphor throughout "Poem Resisting Arrest"? How does the repetition of the phrase "this poem" (line 1) develop and emphasize the struggle that "this poem" (line 1) faces? ("Poem Resisting Arrest")

2. How do the strategies of resistance that the speaker suggests develop a theme of the poem? Cite the language that most strongly supports your answer. ("How to Resist")

3. How do both poets develop the thematic topic of resistance through word choices related to speaking and silence? What larger themes about resistance do these word choices support? ("Poem Resisting Arrest" and "How to Resist")

Name: _____

Date: _____

Today's Materials:

Objective: Engage in a Socratic Seminar with peers, demonstrating a deep understanding of the text and topic by posing and responding to questions, and providing evidence to support ideas.

1. How does race influence the way that people see others? How does this shape behavior?

2. What do these texts suggest about the power of protest and activism? In what ways do the characters in *All American Boys* resist racial **injustice**? In what ways have Black activists throughout history resisted racial **injustice**?

3. Why is the novel titled *All American Boys*? What messages does the novel offer about the meaning of the term "All-American"? How do the other texts from this unit contribute to your understanding of the term?

Name: _____ Date: _____

Personal Narrative Brainstorming Page

Directions: Think about your life and some of the moments that stand out to you. Generate at least three possible incidents from your life that you could turn into a narrative. Jot ideas in each column:

- Incident: In general, what was the incident that occurred? (What would you call your narrative?)
- Sequence of Events: What happened first, next, then, and last? Use objective language to describe four to six specific moments of how the action unfolded.
- Perspectives: Who is telling the story? Who else was there who could tell their side? What qualities does each person or character possess that would make their experience unique?

Incident	Sequence of Events	Perspectives

Name: _____ Date: _____

Narrative Graphic Organizer

Point of View:

Setting:

Characters:

Climax:

Rising Action:

Rising Action:

Exposition:

Falling Action:

Resolution:

Name: _____ Date: _____

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Incident	Sequence of Events	Perspectives

Name: _____ Date: _____

Narrative Graphic Organizer

Point of View:

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Rising Action:

Exposition:

Falling Action:

Resolution:

Name: _____ Date: _____

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Incident	Sequence of Events	Perspectives

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
accountable	adj.	required or expected to justify actions or decisions; responsible
active voice		when the subject performs the verb
allegiance	n.	loyalty or commitment to something or someone
assumption	n.	something accepted as true without question or proof
bias	n.	a conscious or unconscious prejudice against an individual or group based on their identity
bystander	n.	a person who is present at an event, or observes unacceptable behavior, but does not take action
citation		a quotation from or reference to a book, paper, or author
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

Word	Part of Speech	Definition
colloquial language		informal, everyday speech, which may include grammatical structures that differ from formal written English, slang, and idiomatic expressions
concluding sentence		the last sentence of a paragraph, which restates a main idea in different words
connotation		the social, cultural, and emotional associations words have, beyond their dictionary definitions
context		specific information that orients the reader or provides relevant background knowledge
dehumanize	v.	to make someone feel or appear less than human; to deny that someone is fully human and treat them that way
demographics	n.	statistical data relating to particular groups within a population, categorized by features such as age, gender, income, or ethnicity
descriptive details		words and phrases that help the reader form a clear and vivid picture
dialogue		anything a character says aloud, usually in conversation with another character
dumbfounded	adj.	speechless with shock or confusion

Word	Part of Speech	Definition
elaboration		additional information that expands upon the concrete events of the text in order to highlight the aspects of the text that connect to the big ideas in the claim
evidence		the factual proof of the reasons behind a particular argument
explanation		the connection that links evidence or supporting details back to the topic by clarifying their relationship
explicit		directly stated or communicated
exposition		the beginning of a story, in which the characters, setting, and context are 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
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
imagery		vivid description that appeals to a reader's senses to create a visual or idea in their head
impeccable	adj.	flawless

Word	Part of Speech	Definition
implicit		understood but not directly stated
inference		an educated guess based on details in the story/text and prior knowledge to make meaning
injustice	n.	violation of right or of the rights of another; unfair treatment
internal conflict		a psychological or emotional struggle within a character's mind
internal monologue		the thoughts and feelings passing through a character's mind, as if the character is narrating their experience or conversing with themselves
metaphor		a comparison of two unlike things in order to provide the reader with a deeper understanding of one of those things
oblivious	adj.	not conscious or paying attention; unknowing or unaware
passive voice		when the subject receives the action instead of performing the action
personal narrative		a true story written in the first person that describes a meaningful experience from the writer's life

Word	Part of Speech	Definition
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
prejudice	n.	an unfair opinion or belief about a person or group based on race, sex, religion, or other identifying factors
privilege	n.	a special right or advantage granted or available only to a particular person or group
prohibit	v.	forbid, prevent
radical	adj.	advocating for complete political or social change
reflection		an author's or character's thoughts on the meaning or significance of an experience or event
rising action		the section of text that comes after the exposition, when the story begins to get complicated and the central conflict is introduced
sensory language		language that evokes taste, smell, touch, sight, or hearing
structure		the way that a text is organized

Word	Part of Speech	Definition
supporting detail		an example, quote, or description that helps explain or develop the main idea
surreal	adj.	unreal; bizarre
synonymous	adj.	the same as, equivalent to
thematic topic		a one- or two-word phrase that describes the overarching topic of a text or section of text
theme		the author's message in the text about the way the world works or what it means to be human
tone		an author/speaker's attitude toward a topic or an audience, which is often conveyed through word choice and/or literary devices
topic sentence		a sentence that states the paragraph's main idea, usually at the beginning of a paragraph
transfixed	adj.	motionless with horror, shock, or wonder; unable to look away
ubiquitous	adj.	everywhere; extremely common
verbal irony		when a person says the opposite of what they mean

VOCABULARY PRACTICE

8th Grade ELA

Facing Prejudice: *All American Boys*

WORD LIST

1. **accountable** (adj.): required or expected to justify actions or decisions; responsible
2. **allegiance** (n.): loyalty or commitment to something or someone
3. **assumption** (n.): something accepted as true without question or proof
4. **bias** (n.): a conscious or unconscious prejudice against an individual or group based on their identity
5. **bystander** (n.): a person who is present at an event, or observes unacceptable behavior, but does not take action
6. **dehumanize** (v.): to make someone feel or appear less than human; to deny that someone is fully human and treat them that way
7. **demographics** (n.): statistical data relating to particular groups within a population, categorized by features such as age, gender, income, or ethnicity
8. **dumbfounded** (adj.): speechless with shock or confusion
9. **impeccable** (adj.) flawless
10. **injustice** (n.): violation of right or of the rights of another; unfair treatment
11. **oblivious** (adj.): not conscious or paying attention; unknowing or unaware
12. **prejudice** (n.): an unfair opinion or assumption about a person or group based on race, sex, religion, or other identifying factors
13. **privilege** (n.): a special right or advantage granted or available only to a particular person or group
14. **prohibit** (v.): forbid; prevent
15. **radical** (adj.): advocating for complete political or social change
16. **surreal** (adj.): unreal; bizarre
17. **synonymous** (adj.): the same as, equivalent to
18. **transfixed** (adj.): motionless with horror, shock, or wonder; unable to look away
19. **ubiquitous** (adj.): everywhere; extremely common

ACTIVITY 1. MATCHING

Directions: Match the correct word to each definition.

WORD BANK

accountable allegiance assumption bias bystander dehumanize demographics dumbfounded impeccable injustice	oblivious prejudice privilege prohibit radical surreal synonymous transfixed ubiquitous
--	---

ANSWER

DEFINITION

1.		loyalty or commitment to something or someone
2.		motionless with horror, shock, or wonder; unable to look away
3.		flawless
4.		a person who is present at an event, or observes unacceptable behavior, but does not take action
5.		not conscious or paying attention; unknowing or unaware
6.		a special right or advantage granted or available only to a particular person or group
7.		statistical data relating to particular groups within a population, categorized by features such as age, gender, income, or ethnicity
8.		a conscious or unconscious prejudice against an individual or group based on their identity

9.		unreal; bizarre
10.		required or expected to justify actions or decisions; responsible
11.		advocating for complete political or social change
13.		an unfair opinion or assumption about a person or group based on race, sex, religion, or other identifying factors
14.		to make someone feel or appear less than human; to deny that someone is fully human and treat them that way
15.		everywhere; extremely common
16.		something accepted as true without question or proof
17.		forbid; prevent
18.		the same as, equivalent to
19.		violation of right or of the rights of another; unfair treatment
20.		speechless with shock or confusion

ACTIVITY 2. FILL IN THE BLANK

Directions: For each practice below, use the context clues to fill in the blank using the correct vocabulary word.

WORD BANK

accountable allegiance assumption bias bystander dehumanize demographics dumbfounded impeccable injustice	oblivious prejudice privilege prohibit radical surreal synonymous transfixed ubiquitous
--	---

1. Standing across from the flag, he placed his right hand on his heart to recite the pledge showing his _____. As a military member, placing his hand on his heart was a way to show his commitment to the country as a sign of respect.
2. Despite his qualifications, Mr. Khan had felt the sting of _____ in past interviews as he was asked about his heritage. Determined, he showcased his skills and knowledge in his next interview, winning over the interviewers and landing the job.
3. Because Gianna had not looked at her class notes or syllabus for days, she was _____ when the teacher handed out a pop quiz. Gina didn't think that her teacher was the type to give out pop quizzes, so when it happened for the first time, she was shocked and confused.
4. During her time as a volunteer nurse at the retirement center in her town, Emma began to recognize her _____. As she listened to the stories of the people she was helping, she realized the power of empathy in connecting with others and understanding their struggles.
5. A minor car accident occurred at the corner of Mulberry Street and Broad Street this morning when a driver accidentally ran a stop sign. As a _____ who happened to witness the incident from across the street, the police asked Dr. Nguyen for his eyewitness account of

what he saw to file in their report.

6. During the Industrial Revolution, it was common for employers to make employees work in factories for as long as 100 hours per week with very little pay. It was also common to have children working in factories with little oversight or concern for safety. Strikers were considered _____ for suggesting the idea of an eight-hour work week and restricting children from working in dangerous factories. Many politicians and business owners at the time thought that this idea was preposterous.
7. Sabrina tugged on her mother's jacket and cried and begged her mother to get some candy for her. She was _____ by the delicious-looking chocolates and lollipops in the candy store. Her mother told her that if she calmed down and focused on watching her brother, she would get them for her.
8. It was getting toward the end of Ethan's birthday party when his mother realized that she forgot to buy the candles for the cake. In a pinch of time, Ethan's older brother Dylan ran to the store to get them, and with _____ timing, put the candles on the cake right before the cake was put in front of Ethan.
9. Olivia was very excited to go to see her favorite band, Matrix, for the first time live in concert. When she arrived, she was in awe as she'd never seen so many celebrities in her life! She thought that being around all of them was just so _____. Olivia could've sworn that she was in a dream! She couldn't believe that she was at the concert of one of the most popular bands in the world.
10. Witnessing _____ firsthand compels us to reflect on our values and the kind of world we wish to create for future generations. It is not merely an abstract concept, but a lived experience for many, demanding action and empathy to forge pathways toward equality for everyone.
11. Eva's school has a strict no-bullying policy and is constantly holding conventions to educate students on why bullying is not permitted. Eva knows that even though the school holds these conventions, there are still kids who use tactics to isolate and _____ certain students online or in less direct ways. Eva believes that bullying looks a lot of different ways, and decides to meet with her principal to discuss

revising the convention materials for next year.

12. In the bustling city, "Joy" and "Sunshine" became _____. Whenever the golden rays broke through the gray, clouded sky, smiles would light up the streets, reminding everyone that warmth and happiness were one and the same.
13. When the project failed, the team leader knew he had to be _____ for the mishap. He stood before the board, accepting full responsibility, promising to learn from these mistakes and ensure they wouldn't happen again.
14. Aneisha made the _____ that the quiet student in class wasn't interested in making friends. However, when she finally decided to talk to him, she was surprised to find they shared many common interests, and they quickly became good friends.
15. The advertising team promoting a new restaurant conducted a detailed analysis of the city's _____ to ensure their campaign would resonate with the diverse population. They tailored their ads to speak directly to the community's unique mix of ages, cultures, and interests.
16. Magic was _____ in the land of Eldoria; it flowed through the rivers, whispered with the winds, and sparkled under the moonlight. No creature, from the smallest ant to the grandest dragon, lived untouched by its enchanting presence.
17. It wasn't until the power went out that they removed their headphones, surprised to find a storm had been raging outside. Lost in the music, Finn was _____ to the chaos around them.
18. After receiving over 500 letters of support from parents and families, Monroe Middle School adopted a policy to _____ the use of phones during class. Initially met with resistance, students eventually found that this rule helped them focus better and improve their grades.
19. In a quaint village nestled between rolling hills, there lived a wise old owl whose advice was sought by all. However, the owl had a hidden _____, favoring the creatures of the night, like himself, over those who were awake during the day. This preference unknowingly shaped the destiny of the village, guiding nocturnal beings to prosperity while the others wondered why their fortunes dimmed.

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>
required or expected to justify actions or decisions; responsible	Amenable, answerable, liable, responsible
1. ACCOUNTABLE	
<i>use the word in a sentence</i>	<i>antonyms</i>
Managers must be held accountable for both the successes and failures of their teams, ensuring that responsibility is clearly defined and acknowledged within the organization.	irresponsible, unaccountable, exempt, immune, nonaccountable

<i>definition of the word</i>	<i>synonyms</i>
loyalty or commitment to something or someone	

2. ALLEGIANCE

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

<i>definition of the word</i>	<i>synonyms</i>
something accepted as true without question or proof	

3. ASSUMPTION

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

<i>definition of the word</i>	<i>synonyms</i>
a conscious or unconscious prejudice against an individual or group based on their identity	
4. BIAS	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
a person who is present at an event, or observes unacceptable behavior, but does not take action	
5. BYSTANDER	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
to make someone feel or appear less than human; to deny that someone is fully human and treat them that way	

7. DEHUMANIZE

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

<i>definition of the word</i>	<i>synonyms</i>
statistical data relating to particular groups within a population, categorized by features such as age, gender, income, or ethnicity	

8. DEMOGRAPHICS

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

<i>definition of the word</i>	<i>synonyms</i>
speechless with shock or confusion	

9. DUMBFOUNDED

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

<i>definition of the word</i>	<i>synonyms</i>
flawless	

10. IMPECCABLE

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

<i>definition of the word</i>	<i>synonyms</i>
violation of right or of the rights of another; unfair treatment	
11. INJUSTICE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
not conscious or paying attention; unknowing or unaware	
12. OBLIVIOUS	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
an unfair opinion or assumption about a person or group based on race, sex, religion, or other identifying factors	
13. PREJUDICE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
a special right or advantage granted or available only to a particular person or group	
14. PRIVILEGE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
forbid; prevent	

15. PROHIBIT

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

<i>definition of the word</i>	<i>synonyms</i>
advocating for complete political or social change	

16. RADICAL

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

<i>definition of the word</i>	<i>synonyms</i>
unreal; bizarre	

17. SURREAL

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

<i>definition of the word</i>	<i>synonyms</i>
the same as, equivalent to	

19. SYNONYMOUS

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

<i>definition of the word</i>	<i>synonyms</i>
motionless with horror, shock, or wonder; unable to look away	
20. TRANSFIXED	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
everywhere; extremely common	
21. UBIQUITOUS	
<i>use the word in a sentence</i>	<i>antonyms</i>

PART THREE: ADDING COMPLEXITY

ACTIVITY 4. CHANGING TENSES AND PARTS OF SPEECH

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

accountable (adj.): required or expected to justify actions or decisions; responsible	
CHANGE	EXAMPLE SENTENCE
<i>Accountability</i>	In a well-functioning team, each member's sense of accountability ensures that projects are completed efficiently and on time.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to noun</i>	

allegiance (n.): loyalty or commitment to something or someone	
CHANGE	EXAMPLE SENTENCE
<i>Allegiant</i>	Her supporters remained allegiant to her even after she lost the election.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adjective</i>	

assumption (n.): something accepted as true without question or proof	
CHANGE	EXAMPLE SENTENCE
<i>Assume</i>	When you assume you understand a person's intentions, it can lead to misunderstandings if not clarified through open communication.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to verb</i>	

bias (n.): a conscious or unconscious prejudice against an individual or group based on their identity	
CHANGE	EXAMPLE SENTENCE
<i>Biases</i>	Despite extensive training in impartiality, the judge's decision was subtly influenced by unconscious biases , which inadvertently shaped the outcome of the trial.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>More than one</i>	

bystander (n.): a person who is present at an event, or observes unacceptable behavior, but does not take action	
CHANGE	EXAMPLE SENTENCE
<i>Bystanders</i>	The bystanders watched in silence as the parade passed by, each one lost in their own thoughts about the day.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>More than one</i>	

dehumanize (v.): to make someone feel or appear less than human; to deny that someone is fully human and treat them that way	
CHANGE	EXAMPLE SENTENCE
<i>Dehumanization</i>	Government propoganda during the war messaged the dehumanization of the other country's soldiers in order to motivate their own army
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to noun</i>	

demographics (n.): statistical data relating to particular groups within a population, categorized by features such as age, gender, income, or ethnicity	
CHANGE	EXAMPLE SENTENCE
<i>Demographically</i>	The study focused on the city's population demographically , analyzing trends in age, income, and ethnicity.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adverb</i>	

dumbfounded (adj.): speechless with shock or confusion	
CHANGE	EXAMPLE SENTENCE
<i>dumbfounds</i>	She dumbfounds him when she recites the alphabet backwards.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to verb</i>	

impeccable (adj.): flawless	
CHANGE	EXAMPLE SENTENCE
<i>Impeccably</i>	The book was impeccably researched and full of lots of interesting facts.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adverb</i>	

injustice (n.): violation of right or of the rights of another; unfair treatment	
CHANGE	EXAMPLE SENTENCE
<i>Justice</i>	The documentary highlighted the justice that workers in the industry received as a result of the trial's positive verdict.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to antonym</i>	

oblivious (adj.): not conscious or paying attention; unknowing or unaware	
CHANGE	EXAMPLE SENTENCE
<i>Obliviously</i>	Obliviously , he walked through the crowded market, unaware of the glances directed at the unusual hat he was wearing.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adverb</i>	

prejudice (n.): an unfair opinion or assumption about a person or group based on race, sex, religion, or other identifying factors	
CHANGE	EXAMPLE SENTENCE
<i>Prejudicial</i>	Despite the progress society has made, prejudicial messages still exist in various forms, subtly influencing behaviors and decisions.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adjective</i>	

privilege (n.): a special right or advantage granted or available only to a particular person or group	
CHANGE	EXAMPLE SENTENCE
<i>Privileged</i>	Coming from a privileged background, he was previously unaware of the financial costs associated with being a member of the football team.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adjective</i>	

prohibit (v.): forbid; prevent	
CHANGE	EXAMPLE SENTENCE
<i>Prohibited</i>	Smoking is strictly prohibited inside the building to ensure a healthy environment for all visitors.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adjective</i>	

radical (adj.): advocating for complete political or social change	
CHANGE	EXAMPLE SENTENCE
<i>Radicals</i>	The unrest in the country gave way to a group of radicals overthrowing the government.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to noun</i>	

surreal (adj): unreal; bizarre	
CHANGE	EXAMPLE SENTENCE
<i>Surrealist</i>	René Magritte was a famous surrealist —a type of painter whose work challenges reality by depicting surprising, experimental images.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to noun</i>	

synonymous (adj.): the same as, equivalent to	
CHANGE	EXAMPLE SENTENCE
<i>Synonymously</i>	In her thesis, she used the term "anger" synonymously with "sorrow," arguing that they conveyed the same emotional state.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adverb</i>	

transfixed (adj.): motionless with horror, shock, or wonder; unable to look away	
CHANGE	EXAMPLE SENTENCE
<i>Transfixed</i>	His gaze from across the ballroom transfixed her instantly.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to verb</i>	

ubiquitous (adj.): everywhere; extremely common	
CHANGE	EXAMPLE SENTENCE
<i>Ubiquitously</i>	Television brings entertainment ubiquitously into every home.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adverb</i>	



Unit Rubrics & Assessments

Name: _____ Date: _____

Single Point Paragraph Writing Rubric

	Strengths What am I doing well already? What am I proud of?	Criteria Expectations for my writing assignment:	Areas for Growth What can I do to make my writing even stronger? How can I improve?
Claim		My claim is clear, complete, specific, and well-supported.	
Paragraph Structure		My paragraph includes a claim, supporting details, and a concluding sentence that directly answer the prompt.	
Examples		I describe supporting details from the text clearly so my reader understands what is happening.	
Explanation		I connect the supporting details to my claim by explaining how they support it.	
Elaboration		I expand upon my supporting details with additional information to help readers see connections between the events in the text and the big ideas in the claim.	

Language		I use active voice to emphasize who is performing the action of a sentence. I use passive voice to emphasize the action or who is receiving the action.	
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My goal for the next writing cycle is _____

Academic Discourse Rubric

6th–8th Grade English Language Arts

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

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

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.

Formatting and Evidence	
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).	
Sentence Structure and Grammar	
I use complete sentences and do not have run-on sentences or sentence fragments (unless intentional).	
I use consistent verb tense throughout.	
Punctuation and Mechanics	
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).	

Narrative Writing Rubric

8th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
Event Sequence Includes all the key components of the narrative arc: exposition, rising action, climax, falling action, resolution	4 3 2 1	
Point of View Establishes and maintains a clear and purposeful perspective that engages and orients the reader and shapes the reader's interpretation of events and characters	4 3 2 1	
Setting Introduces and develops the setting with descriptive details that show when and where the story takes place. The development of the setting shapes the mood and meaning of the narrative and supports the development of the plot and characters	4 3 2 1	

Development	Rubric Score	Notes
Character(s) Introduces and develops one or more well-developed characters whose actions, thoughts, dialogue, descriptions, and reflections reveal complex traits, motivations, and growth that shape the plot and theme	4 3 2 1	
Plot Builds a natural and logical sequence of events; uses dialogue, pacing, and description to develop and resolve conflicts; concludes with a resolution that reflects the significance of the events and their impact on characters	4 3 2 1	

<p>Precise Language Uses precise words and phrases, relevant descriptive details, and sensory language to capture action and vividly convey experiences and events; explicitly indicates relationships among events; shows changes over time or across the narrative</p>	<p>4 3 2 1</p>	
<p>Dialogue Reveals inner thoughts, complex traits, motivations, and reflections to show characters' perspectives clearly over the course of the narrative</p>	<p>4 3 2 1</p>	

Language	Rubric Score	Notes
<p>Literary Devices Uses sensory and figurative language to enhance details and convey perspective; uses tone and connotation to enhance dialogue and description.</p>	<p>4 3 2 1</p>	
<p>Grammar Demonstrates consistent command of grade-level grammar and usage, including correct application of verb voice and mood.</p>	<p>4 3 2 1</p>	
<p>Conventions Uses correct capitalization, spelling, and punctuation conventions, including commas, dashes, or ellipses to signal a pause or break.</p>	<p>4 3 2 1</p>	

Name: _____ Date: _____

Single Point Narrative Writing Rubric

	Strengths What am I doing well already? What am I proud of?	Criteria Expectations for my writing task:	Areas for Growth What can I do to make my writing even stronger? How can I improve?
Event Sequence		I include four key components of the narrative arc: exposition, rising action, climax, and falling action, using paragraphs to signal where the action changes or progresses.	
Perspective		I establish the perspective of both narrators and maintain it consistently throughout the narrative.	
Precise Details		I use precise words and phrases and relevant descriptive details to capture the action and convey experiences and events vividly.	
Development		I use dialogue, sensory language, and reflection to develop characters' perspectives and advance the plot.	

Language		I use both active and passive voice intentionally in my writing to either emphasize or deemphasize who or what performed an action.	
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My goal for the next narrative writing cycle is _____

Name: _____ Date: _____

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 Stars Beneath Our Feet

By David Barclay Moore

*The following is an excerpt from *The Stars Beneath Our Feet*, written by David Barclay Moore. In this excerpt, 12-year-old Harlem, New York resident Lolly Rachpaul is about to endure his first Christmas without his older brother, who died several months earlier in a gang-related shooting.*

- 1 What I couldn't get out of my skull was the thought of their rough, grimy hands all over my clean sneakers. What I couldn't get out of my heart was this joy-grabbing stone I felt there. Partly because of these two thugs trailing me now, but more because I knew Jermaine wouldn't be here to protect my neck this time.
- 2 He would never, ever be coming home.
- 3 My daddy, Benny Rachpaul, had bought me these sneakers when I turned twelve over the summer. I wasn't about to let two older boys strolling down 125th Street snatch them off me.
- 4 Besides me being humiliated by it, my mother would whup my butt if she knew I had let some dudes swipe my shoes. And then, when he found out, Daddy Rachpaul would drive over and whup me again.
- 5 I flipped up the collar of my blue parka and continued down 125th Street, but rushed my step a little bit more. I heard the two boys following me quicken their pace. Their footsteps behind me crunched on the ice that much faster. My heart was beating faster too.
- 6 The streets around me were cheery, though. Harlem's main street was laid out tonight with bright lights, and Christmas tunes played constant on loudspeakers. I guess to put you more in the Christmas spirit.
- 7 But for me, there was nothing, and I mean nothing, that would ever make me feel Christmassy again. I was through with it.
- 8 *Done.*
- 9 Done with all of the Christmas music, wreaths, ornaments and happy holiday shoppers. I had decided weeks ago that I would never be happy again.
- 10 Because it wasn't fair.
- 11 Wasn't fair to get robbed of somebody I thought would be there for the rest of my life. Someone who was supposed to spend this Christmas with me, plus lots more Christmases!
- 12 It also wasn't fair that I couldn't even walk down 125th Street without being harassed. Rushing along down the sidewalk, I glanced up at all the men who were passing. All of them older and

most of them Black like me. I was the youngest one out here and one of the few who felt scared to walk down this street.

13 For us young brothers, taking a stroll down here, even on Christmas Eve, was not relaxing at all. I felt like I had put my life on the line, straight up.

14 All of these old dudes lived in a different world from me.

15 I crossed the street and dipped into a gift shop on the corner. Grinning wide smiles, my two "buddies" waited for me outside, one of them sitting down on a fire hydrant and wiggling his fingers at me like I was a little infant in a stroller.

16 I sucked my teeth and turned toward the salesclerk.

17 "Happy holidays, my young man," the clerk said. "Help you find something?" For a minute, his eyes peeped outside at the two boys waiting. He frowned at them.

18 I watched them leave and sighed with relief. The clerk cocked his bald head to one side.

19 "I need an excellent Christmas gift," I said. "One for my mother, and another one for her, um, *friend*. And for my father. But I don't have much money."

20 "Last-minute shoppers," he said, smiling at me. "Come on. We'll get you straightened up. You're lucky we're open this late on Christmas Eve—125th Street is shutting down."

21 125th is a big street that runs from the East River on the east side of Manhattan to the Hudson River on the west side of Manhattan. The street cuts right through the neighborhood of Harlem and is where most of the main stores and shops and businesses are. The Apollo Theater, the Adam Clayton Powell Building and the Studio Museum are all lined up along 1-2-5. If Harlem was a human body, then 125th would be its pumping heart, throbbing all the time.

22 I don't know what the neighborhood's brain would be.

23 As I flew back toward home, I suddenly realized how heavy the gifts were that I had just bought in that shop. Ma and Yvonne would both be happy, I hoped. And Daddy, with his gift too.

24 But the bag handle cut into my fingers.

25 And just as I switched the plastic shopping bag to my other hand, I saw them. Across the wide blacktopped, slushy street, those two older boys had caught sight of me again. I started to step even faster down 125th Street, toward St. Nick, hoping I could make it to the border before they could catch me.

26 Where I live, it's all about borders.

27 And territories.

28 And crews.

29 When you're a little kid in Harlem, you can pretty much go anywhere and do anything as long as you're careful. But when you start to get old—about my age, twelve—things start to change.

- 30 You can't go everywhere.
- 31 You got to start worrying about crews. Crews are like cliques. Groups of mostly boys, and sometimes females, who hang out together. Mostly for fun, but for protection too. And each crew got its territory in their neighborhood. And if you ain't from that hood, or a member of that set, you need to stay out.
- 32 When I was young, I used to have a friend over on East 127th Street. His name was Cody. We used to play boxball and dodgeball on East 127th all the time, even though I lived on the West Side.
- 33 Nowadays when I see Cody and he's with his crew, we don't talk at all. He just glares at me like I'm about to get jumped. He does it because we live in different places and we're old now.
- 34 That's how crews work.
- 35 So tonight, when I finally turned off of 125th and onto Eighth Av', the boys following me had to stop right there. There wasn't no real roadblock set up for them. If they had really wanted to, they could'a kept on following me, right up the block and straight into St. Nick projects.
- 36 But if they'd done that, somebody would'a jumped them boys.
- 37 Or worse.

Excerpt(s) from THE STARS BENEATH OUR FEET by David Barclay Moore, copyright © 2017 by David Barclay Moore. Used by permission of Alfred A. Knopf, an imprint of Random House Children's Books, a division of Penguin Random House LLC. All rights reserved.

1. What is one way that the author develops Lolly's narrative voice in this excerpt?
 - a. Through the use of dialogue with other characters.
 - b. Through the use of colloquial language in his internal monologue.
 - c. Through descriptions of Lolly's setting and behavior in that setting.
 - d. Through the use of punctuation.

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

Part A: What is one way the loss of his brother changed Lolly's perspective?

 - a. Losing his brother has made Lolly feel more vulnerable in his neighborhood.
 - b. Losing his brother has made Lolly think more about how much control gangs have in his neighborhood.
 - c. Losing his brother has made Lolly see how important family is to him.
 - d. Losing his brother has made Lolly question his allegiance to his local crew.

Part B: What evidence best supports your answer to Part A?

 - a. "Partly because of these two thugs trailing me now, but more because I knew Jermaine wouldn't be here to protect my neck this time." (par. 1)
 - b. "I need an excellent Christmas gift," I said. "One for my mother, and another one for her, um, *friend*. And for my father. But I don't have much money." (par. 19)
 - c. "When you're a little kid in Harlem, you can pretty much go anywhere and do anything as long as you're careful." (par. 29)
 - d. "You got to start worrying about crews. Crews are like cliques. Groups of mostly boys, and sometimes females, who hang out together." (par. 31)

3. How is Lolly's perspective different from that of other characters? Select all that apply.
- Lolly thinks that the streets are a dangerous place, while older men do not.
 - Lolly thinks that crews are an important part of keeping neighborhoods safe, while older men don't approve.
 - Lolly thinks that crews lead to unnecessary divisions between people, while other people his age take them very seriously.
 - Lolly thinks that his father is too hard on him, but his mother appreciates that Daddy Rauchpaul is strict.
 - Lolly thinks that Christmas is a waste of time, but knows that his brother would have wanted him to celebrate.
 - Lolly thinks that he is being generous with his gifts for his parents, while the shopkeeper knows that the gifts are cheap.
4. In paragraph 21, Moore uses the following metaphor:

If Harlem was a human body, then 125th would be its pumping heart, throbbing all the time.

What is the most likely reason Moore makes this comparison?

- Moore compares 125th street to a pumping heart because Lolly loves being there.
- Moore compares 125th street to a pumping heart because it's the most active and important street in the neighborhood.
- Moore compares 125th street to a pumping heart because Lolly feels anxious when he walks down the street there.
- Moore compares 125th street to a pumping heart because the neighborhood would die without it.

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

Part A: How does Lolly's age impact the way he experiences the world?

- Now that Lolly is almost a teenager, he is old enough to shop for Christmas presents by himself.
- Now that Lolly is almost a teenager, he now has to watch out for crews and boundaries within his neighborhood.
- Now that Lolly is almost a teenager, older men on the street start to see him differently.
- Now that Lolly is almost a teenager, he has to give up childish friendships.

Part B: What evidence from the text best supports your answer to Part A.

- "All of these old dudes lived in a different world from me." (par. 14)
- "I need an excellent Christmas gift," I said. "One for my mother, and another one for her, um, *friend*. And for my father. But I don't have much money." (par. 19)
- "When you're a little kid in Harlem, you can pretty much go anywhere and do anything as long as you're careful. But when you start to get old—about my age, twelve—things start to change." (par. 29)
- "When I was young, I used to have a friend over on East 127th Street. His name was Cody. We used to play boxball and dodgeball on East 127th all the time, even though I lived on the West Side." (par. 32)

6. Which of the lines below communicate the idea that the store clerk shares Lolly's perspective of the boys?
- a. "For a minute, his eyes peeped outside at the two boys waiting."
 - b. "He frowned at them."
 - c. "The clerk cocked his bald head to one side."
 - d. "'You're lucky we're open this late on Christmas Eve—125th Street is shutting down.'"
7. Why did the author most likely include descriptions of the boys following Lolly while he was on his shopping trip?
- a. The author intended to create a humorous effect by showing how Lolly is trying to shop last-minute on Christmas Eve.
 - b. The author intended to emphasize how hard it was for Lolly to choose Christmas gifts for the people he loves.
 - c. The author intended to showcase the vibrancy of 125th Street, especially at Christmas time.
 - d. The author intended to create a suspenseful effect as Lolly walks through his neighborhood on Christmas Eve.
8. This question requires a **written response**.

How does the author's use of the narrator's internal monologue contribute to the development of the central idea of loss and fear in the excerpt from "The Stars Beneath Our Feet"? Use specific examples from the text 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

Text 2

Fear Prompts Teens to Act Impulsively

By Laura Sanders

Teenagers often face the stereotype of being rebellious and impulsive. But can science prove this? A 2013 study suggests that teenagers are impulsive and do not have control of their behavior. This could be a part of their neurological development.

- 1 A threatened teen may not back down. One reason: The teenage brain appears to undergo a rewiring that can prompt this response to fear. That's the finding of new research presented at a meeting on November 10, 2013. Its authors say their findings may help explain why criminal activity peaks during the teen years.
- 2 They reported their observations in San Diego at the Society for Neuroscience meeting. (Neuroscience deals with the structure or function of the brain and other parts of the nervous system.)
- 3 Kristina Caudle of Weill Cornell Medical College in New York City and her co-workers tested impulse control in 83 people. This is an ability to overcome our emotions so that we don't react in ways we shouldn't. The test volunteers ranged in age from 6 to 29. Caudle's team asked each to press a button when a photo of a happy face quickly flashed onto a computer screen. The scientists said not to press the button when a threatening face showed up.
- 4 People between the ages of 13 and 17 were more likely than at any other age to push the button when shown a face with a threatening expression. This reaction was viewed as evidence of poor impulse control.
- 5 The scientists wanted some idea of what was happening in the volunteers' brains during the tests. So they performed brain scans using what is known as functional magnetic resonance imaging. These scans showed that when people looked at the faces, activity sometimes increased in a brain area called the orbital frontal cortex. In fact, it only increased when someone successfully avoided pushing the button. That suggests this part of the brain helps curb the impulse to react inappropriately, Caudle reported.
- 6 Her team doesn't know why younger children don't show the same poor impulse control when viewing a threatening face. More studies could determine how parts of the brain that control behavior grow and change during the teen years, Caudle said.
- 7 Her team's finding also may help explain recent trends in teen fighting. Roughly five out of every 100 teen girls in the United States — and twice as many boys — report experiencing serious violence, a recent study found. It linked that violence to drops in IQ. If confirmed, latest data would suggest parents and schools should realize how vulnerable teens are to behaviors that might pose harm to their still-developing brains.

Sanders, Laura. "Fear Prompts Teens to Act Impulsively." 2013

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

Part A: What is a central idea developed in the text?

- a. Teens break down information faster in their brains than adults or little children, which makes them more reckless than adults.
- b. Because of the way their brains are developing, teenagers exhibit less impulse control than those of other ages when faced with a threat.
- c. Adolescents are more prone than adults and little children to respond violently under stressful situations.
- d. Teens are still learning how to recognize risky circumstances, so they may respond slowly to possible dangers.

Part B: What evidence from the text best supports your answer to Part A?

- a. "A threatened teen may not back down. One reason: The teenage brain appears to undergo a rewiring that can prompt this response to fear." (par. 1)
- b. "This is an ability to overcome our emotions so that we don't react in ways we shouldn't. The test volunteers ranged in age from 6 to 29." (par. 3)
- c. "The scientists wanted some idea of what was happening in the volunteers' brains during the tests. So they performed brain scans using what is known as functional magnetic resonance imaging." (par. 5)
- d. "Roughly five out of every 100 teen girls in the United States — and twice as many boys — report experiencing serious violence, a recent study found. It linked that violence to drops in IQ." (par. 7)

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

Part A: Which of the following is the best definition of the word "vulnerable" as it is used in paragraph 7?

- a. Likely to be involved in physical or emotional attack or harm.
- b. Likely to be discouraged from participating in physical altercations.
- c. Likely to be consistent in managing impulsive behaviors.
- d. Likely to be hesitant to participate in negative behavior.

Part B: Which words and phrases from paragraph 7 are most useful in determining the meaning of the word from Part A?

- a. "report experiencing serious violence"
- b. "team's finding also may help explain recent trends in teen fighting"
- c. "might pose harm to their still-developing brains"
- d. "linked that violence to drops in IQ"

11. Which statement best describes the author's perspective on teenage behavior?

- a. Teenagers are naturally violent and irresponsible.
- b. Scientific evidence about brain development explains teenage impulsiveness.
- c. Society exaggerates how much criminal activity comes from teenagers.
- d. Teenage impulsiveness is caused mostly by social pressures, not biology.

Name: _____ Date: _____

Directions: Read each question carefully and select the best answer(s).

1. If a person says that two ideas are **synonymous**, they mean:
 - a. The two ideas are very different.
 - b. The two ideas are the same.
 - c. The two ideas are not clearly articulated.
 - d. The two ideas are not convincing.

2. Read the sentence.

Jacob and other students were initially _____ by the police response to the march, because they could not understand why tanks and riot gear were necessary.

What word best completes this sentence?

- a. oblivious
 - b. transfixed
 - c. dehumanized
 - d. dumbfounded

3. Which of the following words has a strong negative connotation? Select the best answer.
 - a. impeccable
 - b. transfixed
 - c. dehumanize
 - d. surreal

4. If a person is **transfixed** by something, this means:
 - a. They are very frightened by it.
 - b. They are unable to move or look away from it.
 - c. They are confused by it and want to understand more.
 - d. They are disgusted by it but cannot explain why.

5. Which of the following situations might someone describe as **surreal**?
 - a. A musician hearing their song played on a local radio station.
 - b. Someone seeing their mother get upset after receiving disappointing news.
 - c. Talking to friends about plans and goals for the next five years.
 - d. Being able to read your favorite book in the park with ideal weather.

6. Which of the following sentences uses the word **impeccable** incorrectly?
- After studying Japanese for many years, Javier was thrilled when his teacher told him that his accent was impeccable.
 - Sam easily won the election for school president, as her reputation as a student and community member was impeccable.
 - Levar's grandmother was impressed that he had done an impeccable job cleaning the kitchen.
 - Olivia's clothing was impeccable after football practice, and many of the stains would not come out no matter how many times she washed them.

7. Read the sentence.

A person's **allegiance** to their country is less important than their commitment to their family or friends.

What is the meaning of the word **allegiance** as it is used in the sentence?

- betrayal of something or someone
 - loyalty or commitment to something or someone
 - honesty or trustworthiness to something or someone
 - willingness or ability to do something with someone
8. Read the sentences.

Drew suffered a grave _____ being wrongfully terminated from his job. He was _____ as to why he was fired, but later learned that his coworker forged his signature on a document.

Which two words best complete this sentence?

- bias ; dumbfounded
 - injustice ; oblivious
 - assumption ; accountable
 - prejudice ; prohibited
9. The following question has two parts.

Read the sentences. First, answer Part A. Then, answer Part B.

In many cities today, smartphones have become so common that it is unusual to see anyone without one. Because they are used for communication, navigation, and entertainment, smartphones have become nearly ubiquitous in daily life. Some people operate under the assumption that owning the newest model will automatically improve their productivity, even though that is not always true.

Part A: What is the best meaning for the word **ubiquitous** as used in the sentences above?

- extremely rare and difficult to find
- found everywhere or very common
- confusing or difficult to use
- important but easily ignored

Part B: What is the best meaning for the word **assumption** as used in the sentences above?

- a. something accepted as true without proof or evidence
- b. a feeling of uncertainty or hesitation
- c. a decision based on strong evidence
- d. a rule that must be followed without question

10. Read the sentences.

It is not always easy to recognize your _____ against people who don't look like you or from different cultural backgrounds. However, once Jenny realized the flaw in her thinking, she didn't see the protestors as just a/an _____ group disturbing the peace, but as true advocates for change and justice.

Which two words best complete this sentence?

- a. biases ; radical
- b. ambivalent ; oblivious
- c. oblivious ; prejudice
- d. accountable ; ubiquitous

11. Organizing information by **demographics** would include... (Select all that apply.)

- a. a group of people's favorite genre of reading.
- b. the nationality of a group of people.
- c. the religious practices of a group of people.
- d. the preferred work schedule of a group of people.
- e. the education level of a group of people.

12. The following question has two parts.

Read the sentence. First, answer Part A. Then, answer Part B.

We are **accountable** for what we post on social media even though we can't control or **prohibit** misinformation from flooding our timelines.

Part A: What is the best meaning for the word **accountable** in the sentence above?

- a. justified
- b. entitled
- c. interesting
- d. responsible

Part B: What is the best meaning for the word **prohibit** in the sentence above?

- a. continue or keep up
- b. forbid or prevent
- c. encourage to quit or give up
- d. discouraged to continue

13. Read the sentences below.

The train station was filled with _____ that the police officers needed to question about the altercation. Two passengers began to complain about the wait the incident caused and demanded that they give their statement before anyone else so they could leave. The police officer exclaimed, "The only person that has the _____ of telling me what to do is my boss! We'll get to you when we get to you!" The crowd in the station immediately fell quiet, startled by the officer's reaction.

What two words best complete the sentence above?

- a. bystanders ; privilege
- b. criminals ; nerve
- c. contestants ; courage
- d. participants ; audacity

14. Read the sentences below.

Carl believed that women in the medical field were better suited to be nurses. He boasted about intentionally making the residency program harder for aspiring female doctors. After nearly a decade of exercising his **prejudice**, Carl was reported and suspended without pay from his job.

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

- a. violation of right or of the rights of another; unfair treatment
- b. submitting to a superior force or to the authority of another person
- c. an unfair opinion or assumption about a person or group based on race, sex, religion, or other identifying factor
- d. to make someone feel or appear less than human; to deny that someone is fully human and treat them that way

Student: _____ Examiner: _____ Date: _____

Words Read Correctly: _____ Errors: _____

Excerpt from *All American Boys*

He waved to me and I waved back, automatically, out of habit. What was I doing? He	17
jogged up to us, and I kept thinking, All I had to do was turn and walk away, what the hell	38
<i>is wrong with me? He looked like he hadn't slept in days. Maybe he hadn't. Maybe he'd</i>	55
been up all night too, thinking about what he had done to Rashad. Poor guy -- yup, that	72
was my first actual thought. Not Rashad. Paul. Jesus.	81
"What's up, Collins?" he said when he got to us.	91
"Uh, hey," I mumbled. All that normalcy was gone. He sniffled, and I wasn't sure if it was	109
one of those things a guy like him did before he socked a guy like me in the face. I	129
gripped Willy's hand.	132
Paul tussled Willy's hair. He glanced back and forth between Willy and me, and I focused	148
on the grease stain on Paul's T-shirt.	155
"Hey," he said. "I thought we were going to practice some footwork?" He didn't sound	170
angry, more like he was pleading. "I'm right here, man."	180
"Yeah," I said again, fishing for words. "Look, I know. It's been busy, and we have to get	198
to school and all and ---"	203
"Hey," he said, now with more force. "Don't bullshit me."	213
This made Willy jump a little, and Paul calmed down. "No, listen," he said, easy, like old times.	231
"Litt'e Guz's been telling me about all the chatter at school."	242
"Nah," I said, not sure what to say. "It's nothing."	252
"No," Paul said. "No, it's not. It's weird. I know it."	263

Reynolds, Jason and Brendan Kiely. *All American Boys*. Atheneum/Caitlyn Dlouhy Books, 2015. Print. Page 208.

Excerpt from *All American Boys*

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"What's up, Collins?" he said when he got to us.

"Uh, hey," I mumbled. All that normalcy was gone. He sniffled, and I wasn't sure if it was one of those things a guy like him did before he socked a guy like me in the face. I gripped Willy's hand.

Paul tussled Willy's hair. He glanced back and forth between Willy and me, and I focused on the grease stain on Paul's T-shirt.

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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/8th-grade/materials/>