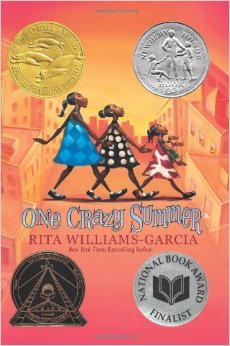
Prose, Poetry, People, and Protest



Unit Plan Featuring *One Crazy Summer* by Rita Williams-Garcia

Accompanies the Study of Mid-Century Social Movements

4th-6th Grade Literacy Unit Plan with ELL Adaptations

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| STAGE 1-DESIRED RESULTS | |
| **Unit Title: Prose, Poetry, People, and Protest**  **Unit Description:** During this unit, students will read *One Crazy Summer* and companion nonfiction texts. Based on the theme of the book, students will also discover poetry and poets from the mid-century Black Art Movement. The unit will focus on reading strategies and vocabulary acquisition as well as content pertaining to mid-century social movements.  **Rationale:** The lesson plan has been written for 6th grade, as I believe that age group will get the most out of the book and the corresponding lessons, but it could be adapted for children as young as fourth grade or into high school. Students have already practiced working with signposts during the last reading unit, and they will now be asked to used them without explicit teaching. Students have also already been exposed to poetry reading and writing, and they will be asked to practice and extend those skills in this unit. Overall, students should be practicing close reading strategies and applying them both independently and in small group work.  **MN State Standards, 6th Grade:**  6.4.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  6.4.2.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  6.4.3.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  6.4.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  6.4.5.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.  6.4.7.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch  6.4.10.10 By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range. a. Self-select texts for personal enjoyment, interest and academic tasks. b. Read widely to understand multiple perspectives and pluralistic viewpoints.  6.5.2.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  6.5.3.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  6.7.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use literary and narrative techniques, such as dialogue, pacing, rhythm and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events. e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.  Writing Process: Production and Distribution of Writing 6.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  6.7.5.5 With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 73.)  6.7.7.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  6.7.8.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.  **Required Readings:**   * *One Crazy Summer* by Rita Williams-Garcia: "In the summer of 1968 after traveling from Brooklyn to Oakland, California to spend a month with the mother they barely know. 11-Year old Delphine and her two younger sisters arrive to a cold welcome as they discover that their mother, a dedicated poet and printer, is resentful of the intrusion of their visit and wants them to attend a nearby Black Panther summer camp." Book Jacket, Amistad Publishers * "We Real Cool", "The Bean Eaters", and "The Tiger Who Wore White Gloves"[[1]](#footnote-1) by Gwendolyn Brooks * "The Black Panther”, "Why Free Breakfast" * “We Were There Too: Young People in American History” | |
| ***Students will understand that*….**   * Writers use details to help readers understand a story or poem. Readers use these details to note contrasts and contradictions that can offer insight to the message, theme, or moral of the story. * Readers can use details and parts of a poem or story to draw conclusions and make predictions. * Story writers use characters and plot to help readers understand a moral, message, or theme. | **Essential Questions**:   * How can you utilize life experiences as a foundation for creative and expressive thinking? * What does learning about ourselves teach us about others? * How do you read between the lines? |
| **Students will know**...   * key facts about the BPP and the mid-century Black Art Movement. * chosen vocabulary words spellings, pronunciations, and meanings. * how to interpret a text using evidence from the text. * how to express themselves and their experiences through poetry | **Students will be able to...**   * discover the purpose of the BPP and the Black Art Movement through articles, picture walks, and their text. * independently research topics related to classroom discussions. * list facts about occurrences in the Civil Rights Movement and the events f 1968. * draw an illustration of events from a reading. * teach their discussion findings to the class. * record signposts and confusing moments as they read with graphic organizers and sticky notes. * compare and contrast character actions and motivates with charts. * discuss the events of a book and their possible meaning with classmates in group discussion. * predict the events of a book based on written evidence. * produce a poem inspired by their own lives and the spoken word style popular in the Black Art Movement. * devise a final project that incorporates their learning and new understandings brought on by the text and unit lessons. |
| **STAGE 2: ASSESSMENT EVIDENCE** | |
| **Performance Tasks:**   * Students will read and engage with authentic literature, making connections between the text and content from the social studies unit on mid-century social movements. * Students will engage in classroom discussion and participate in group work that demonstrates their understandings of the text. * Students will craft their own personal narrative as a free verse, spoken word poem. | **Other Evidence:**   * Student progress will be determined by their class participation and the level of understanding demonstrated in their reading packets. * Entrance and exit slips will also assess students understandings of the text and lesson plans. Entrance slips will sometimes be used to ask quiz-like content questions about the readings. * A final project will act as the end of unit assessment. |

1. [↑](#footnote-ref-1)