



Curriculum Unit Title
Self-Reflection of African American Culture through Southern Children's Literature

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This curriculum unit is recommended for:
This curriculum unit is recommended for: 7th-8th grade AVID Students

Keywords: Self-Awareness, Self-Validation, Cultural Awareness, Morals, Social Purpose, African American traditions, Racism

Teaching Standards: See [Appendix I](#) for teaching standards addressed in this unit.

Synopsis: When we start exploring Southern Literature, we begin to explore and examine the issues of religion, racism, slavery, freedom, inequality, and so much more. As much as some of these issues may seem to create tension, discomfort, and sorrowful emotions for some African Americans by the roles that are portrayed in some of those stories; there are some positive and significant realizations of African Americans as it relates to our culture and morals seen through Southern African American Children's Literature. We will begin to define the role of African Americans within the larger American society and issues such as culture, racism, religion, slavery, freedom, and equality through different lenses. As we begin to explore African American Southern Children's Literature we begin to define our morals, cultural uniqueness and our purpose.

Using African American Children's Literature allows African American Children to get self-validation of who they are, how to use their voices, and a sense of how important and rich our cultural heritage really is. These stories will give these students a sense of belonging as they connect to characters that they can relate to.

I plan to teach this unit during the upcoming school year. I am still trying to decide if I will do all three grade levels.

I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.

Introduction:

Rationale

Over the years, creativity in our lessons has been taken away from us. We are provided with lessons and text that helps teach standards in our content area. Just recently, a scripted curriculum was provided for ELA teachers along with various novels. Although the district believes that these novels are appropriate and exciting for our scholars, many teachers who work with low income scholars, feel differently. They believe that while some of these stories are unique, many of our scholars cannot relate to the stories or the characters. While it is important to explore other cultures and read various types of literature, it is also important for our scholars to see themselves within these stories. It is important for them to develop a sense of self-concept. Through Southern Children's Literature, it will show our scholars a sense of family in the South's culture, a sense of community and the **role** of the individual, justice, how dominant Christianity is and the positive and negative impacts of religion and racial tensions. The books I will select for this unit will also focus on self-identity and self-awareness. They will also Racial and cultural stereotypes. They will help scholars look at how important they are and being comfortable in the skin that they are in.

The first book that I plan to use in my curriculum unit is *Gone Crazy in Alabama* by Rita Williams-Garcia. Rita Williams- Garcia is the New York Times bestselling author for young adults and middle grade readers. Born in Queens, New York, Rita began writing short stories at the tender age of 12. As a child she was not allowed to play outside with her siblings while growing up in New York, so writing was her source of entertainment. By the age of 14 she sold her first story to Highlights Magazine and six years later she sold another story to Essence Magazine. Her novels have been the recipients of numerous awards, including the Coretta Scott King Award, National Book Award Finalist, Newbery Honor Book, Junior Library Guild, and the Scott O'Dell Prize for Historical Fiction. Although I am only using "Gone Crazy in Alabama" Rita Williams-Garcia takes Delphine, Vonetta and Fern--the three sisters from her Newbery Honor book, *One Crazy Summer*, and *P.S. Be Eleven* --to their paternal grandmother's home in Alabama. Along the way, she digs deeply into the complexities of race and societal hierarchy during the summer of 1969. History, self-awareness, negotiated boundaries and family secrets are also at the heart of *Gone Crazy in Alabama*.

I am a second year AVID elective teacher which is a class based off of college and career readiness, and standards are based on WICOR strategies. Scholars will express their feelings, emotions, and ideas in various activities implemented through WICOR Standards (writing, inquiry, collaboration, organization and reading) which is an AVID strategy used school wide. WICOR strategies are not content based and looks different from content area standards. Scholars read and analyze various short stories where they are expected to make real life connections from these stories and it relates to African Americans and our identity, culture, morals, and self-purpose.

Demographics:

This 2021-2022 academic year, Wilson STEM Academy enters its fourth year as one of Charlotte Mecklenburg Schools' newest technology schools. We reside on the west side of Charlotte and our affiliation is with the Northwest Learning Community. We continue as a fully inclusive computer science/engineering "partial magnet" immersion middle school. Computer Sciences/ Project Lead the Way (PLTW) courses offered include Computer Science for Innovators and Makers (required for 6th grade and offered to 7th), Flight and Space - 6th, 7th, and 8th grades, Science of Technology – 6th grade, App Creator and Automation and Robotics - 7th, 8th grades, and Design and Modeling – 8th only. Currently, we have 57 students identified as part of our Computer Science magnet. In 6th grade, we have 25, 7th grade has 28, and 8th grade has 4 seats. Overall, enrollment sits at 509 scholars with 173 6th graders (34%), 163 7th graders (32%), and 173 8th graders (34%). Gender representation comprises 262 boys (51%) and 247 girls (49%). Our population is 74% African American, 17% Hispanics, 4% Asian, 2% Caucasian and less than 1% Native American. We have 2% Academically Intellectually Gifted (AIG), 9% English as Second Learners (ESL) and 11% Students with Disabilities (SWD)/Exceptional Children (EC). Last of all, 3% of our scholars are McKinney-Vento and 100% receive free breakfast and lunch.

I teach AVID (Advancement Via Individual Determination), which is a College and Career Readiness Course. I teach 6th, 7th and 8th grade. This is our second year actually offering AVID as an Elective Class at Wilson Stem Academy. Students were placed in AVID based on teacher recommendations. Students are expected to maintain an overall 2.0 GPA and encouraged to take rigorous courses as they progress in the AVID Program. I have a total of (29) 6th graders, (29) 7th graders, and (31) 8th graders. These demographics are important because it represents the population of our school which solidifies the importance of these black and brown children needing to have exposure to books with characters who look like them and who share the same adversities that some of our students face. As an AVID teacher I have the flexibility to add novels that I hand select myself that addresses self-reflection of our culture through Children's Literature, specifically African American Children's Literature.

Objectives: The main objectives/goals of this unit is to have scholars to develop a healthy self-concept of who they are within the African American Community, develop a sense of self pride and a sense of belonging within Society, Scholars will discuss cultural differences amongst different ethnic groups. They will discuss appropriate course of actions using Socratic Seminars and/or Philosophical Chairs. I want scholars to strengthen their ability to self-advocate and to express their thoughts, views, and opinions, Scholars will build background knowledge related to literature selections and connect vocabulary within those selections to broaden concepts in the selections. Lastly, scholars will utilize inquiry and

writing skills to express themselves as they make connections as they interpret and recognize their own beliefs, values, and opinions and those of others.

I plan to start teach this curriculum as a part of my book study that I am starting this year in AVID. I am thinking that this unit may be taught throughout the year as a part of our book study.

Content Research:

What is Southern Children's Literature? Why is it important?

Children's Literature is Literature which is written and produced for the information or entertainment of children or young adults. When we talk about Southern Children's Literature we begin to examine Literature that focuses on Strong sense of tradition, Strong sense of the past, Importance of family and community, Importance of place (setting) in a physical sense, Emphasis on concrete imagery. It also focuses on race relation, social injustices, and religion that occurred in the South. Children's literature is important because **it provides students with opportunities to respond to literature**; it gives students appreciation about their own cultural heritage as well as those of others; it helps students develop emotional intelligence and creativity; it nurtures growth and development of the student. (Crippen,2012)

Self-Identity and African American Children

Self-identity **refers to stable and prominent aspects of one's self-perception (Webster)**. A **positive sense of identity or self-identity** is crucial to the development of self-esteem and confidence. A healthy sense of identity can help children to be more open to people from other backgrounds because they are less likely to fear differences or put other children down to feel better about themselves. Children develop self-identity, **who they believe themselves to be**, and begin to form relationships through play and peer relations which contribute to their emotional, social and cognitive development. When children feel a sense of belonging and sense of pride in their families, their peers, and their communities, they can be **emotionally strong, self-assured**, and able to deal with challenges and difficulties. This also creates an important foundation for their learning and development (Raburu, 95-96). Self-identity can be a key instrument in addressing obstacles that create barriers that hinders the success of African American children. When black students strongly identify with their cultural heritage, there is an increase in their self-esteem, self-efficacy, and academic motivation (Ross et al.) As we know some African American children that attend Title 1 schools, lack the basic characteristics of having a positive self-identity. These students are faced with poverty, a lack of religious structure, one parent homes, drug addicted parents, a lack of positive role models. These barriers can hinder the

success of African American Children if they are not properly addressed. This means that our children must first know who they are and what they can become even through adversity.

The Importance of African American Southern Children's Literature for African American Children

The use of African American children's literature throughout the curriculum provides a powerful means to greatly enhance the educational experience of African American by immersing them in the stories of their people and developing a cultural mirror image which would reflect their place in the world as valid, valuable, and voiced (Collier). These stories offer them personal stories, a view of their cultural surroundings, and insight on themselves. When children read books that are about them and interesting and meaningful to them, they find support for the process of defining themselves as individuals and understanding their developing roles within their families and communities (Hefflin and Barksdale-Ladd).

The Changing Image

In the early realm of literature for African American Children, books fostered prejudice by planting false images in the minds of children. In those times the majority of writers were white and their interpretation of African Americans were offensively and insulting. We had no purpose in their stories, only presented as lazy and shiftless. Through the mid-thirties, the black experience in American was still described primarily in plantation stories. Stories that formed inaccurate ideas and opinions of African Americans were being read by black and white children all over. Parents of African American children, educators and black authors begin to realize that black boys and girls were reading about heroes and the history of every country without being told the truth about the contributions of their own African and slave ancestors to the progress of this country. Our children had no one to relate too and our voices were not being heard (Baker). This is when African American authors began to realize the need of positive role models being introduced in stories that our children were reading. They realized that our values, morals, and strength even through what we were going through needed to be represented so that our children could identify with other people of color who were great in hopes to influence young African American children all over know that people who look like them were more than slaves, were not lazy, did not just sit around and laugh and sing all day.

The Role of the Grandparents in the African American Family

In my school setting I often see grandparents being the sole caregivers for our students, more specifically the grandmother. Although I did not have the privilege of growing up with my maternal grandmother because she passed before I was born and my paternal grandmother lived in Alabama, the significant role of a grandmother was positively displayed through my own mother as it relates to her care, advice, wisdom, encouragement, and financial support she provided for my two children. She was and still is the glue that has held our family together.

In most African-American families, grandparents hold positions of authority. The grandparents are involved in discipline, provide financial assistance and often act as parents.

African-American parents often see grandparents as sort of second-line parents. They rely on grandparents to take up the slack when they need help with parenting. This practice can lead to a blurring of the line between parenting and grand parenting and can cause boundary issues (Adcox)

In addition to the other roles they play, African-American grandparents often see themselves as teachers. The lessons they transmit often concern manners, values, morals and religion. In African-American families, many women simply see themselves as women who work and take care of family members, with no discernible end in sight. In the novel *Gone Crazy in Alabama*, both grandmothers play a significant role in their families and both instills knowledge amongst the family.

Being Transparent

As I thought about my students at Wilson Stem Academy, I pondered upon the questions of how our students really view themselves. My questions I thought about were: What race do you identify with? What gender do you identify with? (Optional) What parts of your identity do you choose for yourself? What parts of your identity do you feel are determined by others, by society, or by chance? Who are people you look up to and why? Who are you as a citizen of America? Do you feel it is important to have positive influences in your life why or why not? Identify one character from a book that you've recently read that you can identify with or have a personal connection with? These are questions I would like my students to answers with clear and concrete answers by the end of this curriculum unit.

Instructional Implementation

Teaching Strategies

Introduction

Words to Know

The purpose of this activity is for scholars to be familiar with words that will be used during the duration of this unit. Scholars will use the Frayer Model to familiarize themselves with the

following vocabulary terms: Self-Awareness, Self-Identity, Self-Validation, Cultural Awareness, Morals, Social Purpose, African American traditions, and Racism. Students will refer back to this vocabulary throughout our novel study.

Who Am I?

Writing Activity

Students will write a 1-2-page essay that describes how they view themselves as young and black in America. The essay should include some of the following questions: How is our identity formed? How do we label ourselves and how are we labeled by others? How are our identities influenced by how we think others see us? How do our identities inform our values, ideas, and actions? How would I describe myself? What am I really struggling with at the moment? What am I really interested in? Interested enough to invest more time and effort into it? What do I do outside of my school? What is the quality of my relationships with people? What kind of people do I want to be with/around and why? What are you inspired by? What do I want to be remembered for? How do I want to contribute to the people around me? Students will share out their essays at the end of the assignment. This assignment can create crucial dialogue within the classroom.

Character text to Self-Connection: Quick Write

Students will complete this assignment in their Novel Study Notebook

- Select a Character from your favorite short story, novel, or movie.
- Select 1-character trait that you and that character possess. Provide personal and textual evidence to support your answer.
- Identify a character trait that your character possesses that you wished you possessed. What is so unique about this character trait? Provide personal and textual evidence to support your answer.
- What other person connection do you have with that character?

Self-Awareness “The One Important Thing” Quick write 3-5 sentences

Students will watch the following video on Self-Awareness <https://youtu.be/TfzOVQwIxLY> Students will identify a quote from the video or the “One Important Things” shown in the video and explain why that statement/quote resonated with them about self-awareness. Students can share out their “One Important Thing” with their peers. Students will indicate why self-awareness is important and beneficial.

Coat of Arms/Family Crest

A **coat of arms** is the arrangement of symbols, colors, and shapes on a shield and it is used to identify families or individuals.

Independent Assignment-Students will complete a personal coat of arms about their family. Students will share any of the following things on their coat of arms.

Group Assignment- Students will work in a group to complete a family coat of arms using, “Gone Crazy in Alabama”. Students will discuss the similarities and differences between their family dynamics and the family in the novel.

- One word, emoji, or symbol that describes or represents their family
- Use a symbol, image or word to tell where their family is from
- Use a symbol, image or word to represent something their family does for fun
- Use a word, image or symbol that describes a family tradition
- Use a word, image or symbol that represents a food that everyone in your family enjoys
- What is one saying or rule that their family stands by? For example, “a family that prays together stays together”.

The Reflection of Me Video “Turn and Talk”

Students will watch the following video: <https://youtu.be/D9OOXCu5XMg> Students will “Turn and Talk” with a partner discussing the “theme” of this video and explain why they choose that the theme and the importance of it. Scholars will then share one great thing about them to their partner and then identify one great thing about their partner to share with their partner.

Critical Thinking Questions-Guided questions

Students will answer questions after each chapter. The purpose of this activity is to ensure that students are fully engaged with the text and understand the main idea of each chapter. It also ensures that students provide personal and textual evidence to support their answer. Guided questions from novels will address the following:

Gone Crazy in Alabama

- Family Secrets
- Sibling rivalries
- Responsibility
- Forgiveness
- Love
- Identity

Character Analysis Graphic Organizer

Character analysis is a way to use clues from the story to learn more about the characters. It is important because it helps us understand the story and the people in it. It helps make the people in the story real and more interesting. Character analysis is when you evaluate a character's traits, their role in the story, and the conflicts they experience.

Black Panther Party: 3, 2, 1 Reflection

Students will watch the following video about the Black Panther Party and complete the following reflection: <https://youtu.be/W9PwhmyhYLA>

- List three things you learned about the BPP
- List 2 benefits of the BPP
- Identify one question that you still have pertaining to the BPP

Reflection: What are your thoughts about the Black Panther Party? Do you think they were heroes for the black community or more of a hindrance? Explain your thoughts.

Self-awareness questions on personality using self/connection and character connection

The purpose of this assignment is for students to be in tune with themselves by evaluating themselves through a self-awareness tool. Self-awareness is often defined as the ability to engage in some kind of reflective awareness. Students will complete the short self-awareness assessment on themselves and then complete one on any character from the novel. Students can provide real life connections and textual evidence to support their answers. Students can use this activity to begin to connect with their own unique identity.

<ul style="list-style-type: none">● Describe yourself in three words.● Describe your personality and has it changed from when you were younger?● Is your personality like either of your parents?● What qualities do you most admire in yourself?● What is your biggest weakness?● What is your biggest strength?● What things scare you?	
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- Do you make decisions logically or intuitively?
- How would you complete the question: “What if?”.

- Describe your character in three words.
- Did your character’s personality change within the story?
- Is your character’s personality like either of their parents?
- What qualities do you most admire about your character?
- What is your character’s biggest weakness?
- What is your character’s biggest strength?
- What things that scare your character?
- Does your character make decisions logically or intuitively?
- How would you complete the question: “What if?”

Summary: How are you and your character similar? How are you and your character different? Complete summary using 3-5 complete sentences.

The purpose of this activity is to allow students to have a formal discussion based on the text. Students will listen closely to the comments of others, thinking critically for themselves, and to articulate their own thoughts and opinions and their responses to the thoughts of others.

- How did segregation differ between the North and the South in the 1960's?
- How were the characters in *Gone Crazy in Alabama* affected by these differences when they went to visit their grandmother and great grandmother in the South?
- Do you feel that the sisters should have been able to express their thoughts and feelings about how Sheriff John Doggett referred to them as Negro's and how he treated their family?

Post Mortem of a Character-

Students will select one a character from the text and create a visual autopsy of that character using butcher paper. Students will create a visual representation of a character, identify traits of that character and provide textual evidence to support their analysis of the character they selected. Students can select 10 body parts to complete. Students need to make sure they provide chapter and page number in parentheses after each quotation or passage. Teachers can modify the descriptions of each body part if need be.

BODY PARTS

- Head- Intellectual side of the character-what are his/her dreams? Visions? Philosophies he/she keeps inside?
- Eyes- Seeing through the characters Eyes-What memorable sights affect him/her? How?
- Ears- Hearing through the characters Ears-What does he/she notice and remember others saying to him/her? How is he/she affected?
- Nose- Smelling through the characters Nose-What smells affect him? How?
- Mouth- The character's communication- What philosophy does the character share/espouse? What arguments/debates? What song would symbolize the character's philosophy of life? What specific lyrics/images from the song would symbolize his or her philosophy?
- Arms- Working- What is the character's relationship to work in general? To specific work?
- Hands- The practical side of the Character-What conflicts does he or she deal with? How?
- Heart- The emotional side of the character what does he/she love? Whom? How?

- Torso- The instinctive side of the character- What doesn't him or her like about himself or herself? What does he or she hide? What brings the character pain? What does he or she fear? Describe his or her "dark" side.
- Legs- The playful side of the Character-What does he or she do for fun? What are his or her avocations?
- Feet- The character's mobility- Where has he or she been (literally/figuratively)? How has he or she been affected by travel or setting?
- Wings- The character's future-Where is he or she going? (Students can make an inference or prediction based on the text)

***Gone Crazy in Alabama* Final Essay Assessment Students will select one of the following questions to complete for their short essay assignment. The students will type a 500-word response (12 font) to one of the following questions. Students must use textual evidence to support their answers.**

- Describe the setting of this story once the girls have reached Alabama. How important is the setting? What difference would it make if it had taken place in a city?
- Food appears in most chapters, starting with the trip to the candy store, and meals are central to many scenes. What are some of the foods the family eats in Alabama? How does food highlight differences between Brooklyn and the South? Give examples of key scenes that take place during meals.
- Relationships among sisters play a big role in the story. Describe how Ma Charles and Miss Trotter are related and why they don't speak to each other. Find places in the text where they show interest in each other. Explain why they reconcile near the end, giving examples that illustrate their new relationship. How do Delphine and her sisters resemble Ma Charles and Miss Trotter?
- Mother-daughter relationships are also a significant theme. How do Big Ma and Ma Charles interact with each other? Compare and contrast their characters. Describe Cecile's relationship with her daughters as shown by her words and actions. Why isn't Cecile as affectionate with Delphine as she is with Fern?
- Why does Jimmy Trotter have both names joined together? Describe his life and the tragedy in his past. How does he treat his great-grandmother and his cousins? What does that tell you about his character? Discuss his disagreement with Delphine about oppression.
- Discuss the responsibilities Delphine has, such as being in charge on the bus trip. What circumstances have put her in the position of being responsible? How well does she handle things for a 12-year-old? Discuss ways in which she's good at looking after her sisters and ways in which she might not be.
- The family, including Jimmy Trotter, watches the Apollo 11 launch and moon landing together. Discuss what different meanings it holds for Delphine, Jimmy Trotter, Big Ma,

and Ma Charles. Why do they cheer when they see a black person in the crowd? Why does Delphine say the moon landing makes them earthlings? What is the significance of her thought about the third astronaut “holding everything together”?

- The pace of the story escalates with the first signs of the tornado. Re-read passages about the tornado appearing and analyze how the author builds suspense. She then adds another layer of tension with Vonetta’s disappearance. Find words, phrases, and passages that heighten the reader’s tension about Vonetta and even hint that she might be dead.
- The family pulls together in their worry about Vonetta and the tornado. What has Vonetta done and why? Describe her relationships with different people including Delphine, Fern, Ma Trotter, and Uncle Darnell. What do those relationships reveal about her character? Talk about her strengths and about what she wants in life.
- Delphine is shocked by the familiarity between the sheriff and her family, especially in the scene starting on p. 124. Why is she so surprised? What did she expect instead? Discuss how the sheriff treats her family, how they treat him, and why. How do these interactions relate to the title of the book?
- Delphine is reading a famous novel called *Things Fall Apart*. The title expresses how she feels about her family, which she sees as “scattering, piece by piece” (p. 23). Discuss whether or not her family is falling apart, and if that changes during the story. How does her family’s history as shown by the family tree reflect the idea of things falling apart?
- Re-read Cecile’s letter to Delphine on p. 280 and analyze what she is saying to her daughter. How does the letter relate to Cecile’s actions in Alabama and earlier? What advice is she giving to Delphine? Talk about her use of a storm as a metaphor.

Classroom Lessons/Activities and Assessments

Lesson 1/ Unit Standard: 8-WRI, 8- INQ, 8-COLL 8-ORG, 8-REA

Words to Know

The purpose of this activity is for students to be familiar with words that we will be referencing throughout our novel study/curriculum unit. Students will use the Frayer Model to become more familiarized with the following vocabulary terms: Self-Awareness, Self-Validation, Cultural Awareness, Morals, Social Purpose, African-American Traditions, and Racism.

Who Am I?

Students will write a 1-2-page essay that describes how they view themselves as young and black in America. The purpose of this assignment to analyze how student view themselves and others, how they think others see them. This assignment will also examine things students deem important in relationship with others, things that inspire them, and how they would like to be remembered. This will connect to our text as we explore how each character, mainly the sisters discover who they are to themselves and to each other.

Lesson 2. Unit Standard: 8-WRI, 8- INQ, 8-COLL 8-ORG, 8-REA

Self-Awareness “The One Important Thing” Quick write 3-5 sentences

The main purpose of this assignment is for students to gain an idea of why self-awareness is important and how it can be beneficial to one’s growth. This will connect to our text as we explore how each character, mainly the sisters discover who they are to themselves and to each other.

Coat of Arms/Family Crest

Students will complete a personal coat of arms about their family. Students will use images, symbols, and words to describe their family. The purpose of this assignment is to allow students to share family traditions and culture about their family prior to beginning the novel. Students can compare with their peers to see what similarities and differences they share.

Post Activity- - Students will work in a group to complete a family coat of arms using, “Gone Crazy in Alabama”. Students will discuss the similarities and differences between their family dynamics and the family in the novel.

Character text to Self-Connection: Quick Write

The purpose of this activity is to have students to identify with any character from a book, television show, or movie that they recently read or watched to see what time of person they feel more connected to. Do these characters display positive or negative behavior? What do they have in common with these characters or lack thereof. How do they see themselves being viewed in these various roles?

Critical Thinking Questions

The purpose of this lesson is to ensure students are fully engaged with the text and understand the main idea of each chapter. Students are to provide personal and textual evidence to support their answers. (questions will be provided after every 3 chapters)

Lesson 3/ Unit Standards: 8-WRI, 8- INQ, 8-COLL 8-ORG, 8-REA

The Reflection of Me Video “Turn and Talk”

The purpose of this video is to allow students to see that although they may not see greatness within themselves that we all have attributes and characteristic that make us each unique. Scholars will share one great thing about them to their partner and then identify one great thing about their partner

Critical Thinking Questions

The purpose of this lesson is to ensure students are fully engaged with the text and understand the main idea of each chapter. Students are to provide personal and textual evidence to support their answers. (questions will be provided after every 3 chapters)

Blast from the Past

The novels make many references to history and especially the 1960s. The purpose of this assignment is to provide background knowledge about these topics. As a class, students will brainstorm a list of historical topics from the book such as Apollo 11, freedom riders, Creek freedman, Black Power, the KKK. Have students research one of these topics, using at least one print and one internet source, and present a short google slide presentation about that topic. This can be an individual or group assignment.

Lesson 4/Unit Standards: 8-WRI, 8- INQ, 8-COLL 8-ORG, 8-REA

Black Panther Party: 3, 2, 1 Reflection

The purpose of this assignment is to have students learn information about the Black Panther Party as it is mentioned in the text. Students will complete a 3, 2, 1 reflection after watching a short informative video about the BPP.

Critical Thinking Questions

The purpose of this lesson is to ensure students are fully engaged with the text and understand the main idea of each chapter. Students are to provide personal and textual evidence to support their answers. (questions will be provided after every 3 chapters)

Lesson 5/Unit Standards: 8-WRI, 8- INQ, 8-COLL 8-ORG, 8-REA

Critical Thinking Questions

The purpose of this lesson is to ensure students are fully engaged with the text and understand the main idea of each chapter. Students are to provide personal and textual evidence to support their answers. (questions will be provided after every 3 chapters)

Socratic Seminar

The purpose of this lesson is to allow students to interact in a formal discussion based on the text. Students will listen closely to the comments of others, thinking critically for themselves, and to articulate their own thoughts and opinions and their responses to the thoughts of others.

- How did segregation differ between the North and the South in the 1960's?

- How were the characters in “Gone Crazy in Alabama” affected by these differences when they went to visit their grandmother and great grandmother in the South?
- Do you feel that the sisters should have been able to express their thoughts and feelings about how Sherriff John Doggett referred to them as Negro’s and how he treated their family?
- What does forgiveness mean to you? Although Delphine and Fern has forgiven Uncle D about stealing their money, should Vonetta forgive him as well because he’s sober now? Does drugs excuse what he did to his nieces?
- How would you feel if you had a disconnect with your mom? Do you feel that Cecile truly loves her girls? Why is she not affectionate with Delphine and does her justification make it right?

Lesson 6/Unit Standards: 8-WRI, 8- INQ, 8-COLL 8-ORG, 8-REA

Critical Thinking Questions

The purpose of this lesson is to ensure students are fully engaged with the text and understand the main idea of each chapter. Students are to provide personal and textual evidence to support their answers. (questions will be provided after every 3 chapters)

Self-awareness questions on personality using self/connection and character connection

The purpose of this assignment is for students to be in tune with themselves by evaluating themselves through a self-awareness tool. Self-awareness is often defined as the ability to engage in some kind of reflective awareness. Students will complete the short self-awareness assessment on themselves and then complete one on any character from the novel. Students can provide real life connections and textual evidence to support their answers. Students can use this activity to begin to connect with their own unique identity.

Lesson 7/Unit Standards: 8-WRI, 8- INQ, 8-COLL 8-ORG, 8-REA

Gone Crazy in Alabama Kahoot review:

The purpose of this assignment is to review information from the text to access the knowledge the students have gained from the Novel.

<https://create.kahoot.it/share/gone-crazy-in-alabama/95effd75-7054-43f2-a46f-9ddce7ab55a7>

Post Mortem of a Character-Final Assignment/project

The purpose of this assignment is for students to select one a character from the text and create a visual autopsy of that character using butcher paper. Students will create a visual representation of

a character, identify traits of that character and provide textual evidence to support their analysis of the character they selected. Students can select 10 body parts to complete. Students need to make sure they provide chapter and page number in parentheses after each quotation or passage. Teachers can modify the descriptions of each body part if need be.

Gone Crazy in Alabama Final Essay Assessment

The purpose of this assignments is to have students to reflect on the following topics that have been previously discussed from our guided questions:

- Family Secrets
- Sibling rivalries
- Responsibility
- Forgiveness
- Love
- Identity
- Family relationships
- Cultural differences

Students will select one question to answer in a 500-word response (12 font). Students must use textual evidence to support their answers.

AVID WRITING 8-WRI

The Writing Process

- Use varied strategies to prepare for and plan writing assignments

Writing Applications

- Write to a prompt under timed circumstances

Writing to Learn

- Compose well-written summaries adhering to the five criteria of good summaries
- Refine usage of weekly learning logs, which include thoughts, reactions and responses to class content, and focus on applying concepts learned to one's life and future
- Write detailed self-reflections on experiences, presentations, speeches and field trips

AVID INQUIRY 8-INQ

Socratic Seminar and Philosophical Chairs

- Actively participate in and evaluate the process of Philosophical Chairs and/or Socratic Seminar, focusing on strategies for continuous improvement
- Reference text, citing location to support claims and questions
- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation in a Socratic Seminar or Philosophical Chairs discussion
- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea in a Socratic Seminar or Philosophical Chairs discussion

AVID COLLABORATION 8-COLL

- Scholars will refine inquiry, listening, and oral communication skills through a variety of activities, including tutorials, presentations, Socratic Seminars, and Philosophical Chairs
- Scholars will continue to foster trust building skills by working with classmates
- scholars will interact in a formal discussion, based on a text in which the leader asks open-ended questions. Within the context of the discussion, scholars will listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others.
- Scholars will Enhance understanding of collaboration and develop leadership skills by working in groups during team building and motivational activities or problem solving
- Scholars Identify roles within a team/study group to complete a task

AVID ORGANIZATION 8-ORG

Research Technology

- Use technology in assignments and presentations, particularly in response to a writing assignments
- Use the Internet to conduct research in preparation for speeches and essays Note-taking
- Mark, highlight and underline key concepts in notes to show key information

AVID READING 8-REA

Vocabulary

- Understand how to use context clues in interpreting new vocabulary Textual Analysis
- Compare and contrast the structure of two or more texts and analyze how the structure of each text contributes to its meaning and style
- Read and discuss various examples of text, including, but not limited to, articles from fiction and non-fiction
- Use multiple reading strategies, including, but not limited to, Marking the Text and annotating text
- Understand and use pre-reading strategies to build background knowledge of unfamiliar texts
- Utilize strategies to identify an author's purpose and reading for a specific purpose
- Practice rereading to deepen understanding of a text
- Identify and discuss traits of voice found in literature
- Build understanding of drawing inferences from texts
- Determine the main idea of grade-appropriate text

[grade_8 AVID Standards.pdf](#)

List of Material for Classroom Use:

Materials for Students and Teacher

Chromebooks

Gone Crazy in Alabama Paperback - Williams-Garcia, Rita

Butch Paper

Makers/Coloring Pencils

Resources for Students and Teachers

Assignments, projects, and reading material

Words to know

The purpose of this activity is for scholars to be familiar with words that will be used during the duration of this unit. Scholars will use the Frayer Model to become more familiarized with the following vocabulary terms: social injustice, racial bias, racism, racial discrepancies.

<https://www.education.com/download/worksheet/172583/frayer-model-synonyms-andantonyms.pdf>

Coat of Arms Family Crest

Students can use template to create their family crest.

<https://formspal.com/pdf-forms/coat-of-arms-template/>

Students will watch the following video about the Black Panther Party and complete the following reflection: <https://youtu.be/W9PwhmyhYLA>

[3 2 1 Black Panther Party.docx](#)

- List three things you learned about the BPP
- List 2 benefits of the BPP
- Identify one question that you still have pertaining to the BPP

Character Analysis Graphic Organizer/Story Map

Students will use these organizers to track each character in the story and to track details about events that take place in the story.

[character details \(1\).pdf](#)

[story-map-graphic-organizer.png](#)

Self-awareness questions on personality using self/connection and character connection

The purpose of this assignment is for students to be in tune with themselves by evaluating themselves through a self-awareness tool. Self-awareness is often defined as the ability to engage in some kind of reflective awareness. Students will complete the short self-awareness assessment on themselves and then complete one on any character from the novel. Students can provide real life connections and textual evidence to support their answers. Students can use this activity to begin to connect with their own unique identity

[Self-awareness questions on personality.docx](#)

Post Mortem of a Character-

Students will select one a character from the text and create a visual autopsy of that character using butcher paper. Students will create a visual representation of a character, identify traits of that character and provide textual evidence to support their analysis of the character they selected. Students can select 10 body parts to complete. Students need to make sure they provide chapter and page number in parentheses after each quotation or passage. Teachers can modify the descriptions of each body part if need be.

Students will trace each other to create their character using markers and butcher paper.

The Reflection of Me Video “Turn and Talk”

Students will watch the following video: <https://youtu.be/D9OOXCu5XMg> Students will “Turn and Talk” with a partner discussing the “theme” of this video and explain why they choose that the theme and the importance of it. Scholars will then share one great thing about them to their partner and then identify one great thing about their partner to share with their partner.

Self-Awareness “The One Important Thing” Quick write 3-5 sentences

Students will watch the following video on Self-Awareness <https://youtu.be/TfzOVQwIxLY> Students will identify a quote from the video or the “One Important Things” shown in the video and explain why that statement/quote resonated with them about self-awareness. Students can share out their “One Important Thing” with their peers. Students will indicate why self-awareness is important and beneficial.

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