

# CHILDREN OF BLOOD AND BONE

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NOVEL STUDY



# UNIT CONTENTS

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- 30 Literary Analysis Assignments
- 30 Close Reading Assignments
- 10 Nonfiction Readings
- 6 Extension Activities
- Clan Competition & Anticipation Resources
- 30 Mini-Quizzes – Check for Understanding
- 4 Novel Comprehension & Literary Quizzes
- 1 Final Literary Assessment
- 6 Vocabulary Crossword Puzzles & Quizzes
- Anticipation Activities & Clan Competition
- 6 Discussion Activities & Resources
- 3 Novel Projects
- Instructional Pacing Guide
- Digital Links for Google Drive™
- Answer Keys for ALL Resources!

# LITERARY ANALYSIS

Literary Analysis 1

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

Chapter 1

1. What is Chapter One mostly about? Summarize the chapter with key details and support with evidence from the text.

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2. What are the different classes of people in Orisha? Why are there different classes of people? What distinguishes one group from another? Explain at least two ways and support with textual evidence.

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3. What slur does the soldier call the girls in the hut? Why does he call them this word? How does the slur affect Zélie? Support with evidence from the text.

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4. What conflict does Mama Agba face when the soldiers visit? Why does Mama Agba face this conflict? How does it affect her? Support with evidence from the text.

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5. How does Mama Agba's conflict affect Zélie? What might Zélie's reaction reveal about her character? Explain and support with textual evidence.

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6. Where does the story take place? What mood does the setting create? Support with evidence from the text.

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➤ 30 Assignments  
– 10 Questions  
Each

➤ Common Core-  
Aligned  
Material

➤ Prompts  
Require Textual  
Evidence

➤ Depth of  
Knowledge  
Questions

7. What weapon does Mama Agba require the girls to fight with? Why? What may be the deeper meaning of this weapon? Explain and support with evidence from the text.

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8. Analyze Mama Agba's flashback (story). What is its significance? What does it reveal? Support with textual evidence.

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9. Summarize the "Raid" mentioned throughout the first chapter. How does this event affect the characters of the story and their current lives? Support with textual evidence.

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10. Interpret Mama Agba's quote: "I teach you to be warriors in the garden so you will never be gardeners in the war." (16) What is the deeper meaning of her quote? What does she mean? Support with evidence from the text.

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Directions: Identify an example of figurative language from the reading that helps you visualize the text. In the space below, draw the image the figurative language creates. Include the quote and the page number.

Quiz:

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Visualization  
Section –  
Figurative  
Language

Mini-Quiz –  
Check for  
Understanding

Designed to  
Differentiate  
for Centers

Character  
Timelines

RESOURCE ALSO INCLUDES...

Discussion Questions • Answer Keys • Google  
Drive™ Links

# CLOSE READINGS

Close Reading 1

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

Chapter 1

## Flashbacks

- Flashback is a \_\_\_\_\_ of events prior to the start of the story
- \_\_\_\_\_ are also considered flashbacks
- Flashbacks have deeper meanings because they give \_\_\_\_\_ or \_\_\_\_\_ into current events
- Specifically, flashbacks...
  - Provide insight into \_\_\_\_\_
  - Increase \_\_\_\_\_
  - \_\_\_\_\_ the past with the present

Directions: In Chapter One, the author includes numerous references to the past. Use the timeline below to piece together these memories. Include textual evidence to support the events you identify. Then, answer the questions that follow.

START

END

➤ 30 Assignments

➤ Notes for  
Literary  
Elements

➤ Graphic  
Organizers to  
Scaffold  
Learning

➤ Literary Skills-  
Based

**Setting**

- \_\_\_\_\_ and \_\_\_\_\_ of a story
- Setting affects \_\_\_\_\_, creates a \_\_\_\_\_, and develops/drives \_\_\_\_\_

Setting can also extend beyond just time and place. It can also include several other elements such as:

- \_\_\_\_\_ - Country, state, house, basement, rural/urban
- \_\_\_\_\_ - Day, night, weather, season
- \_\_\_\_\_ - Values, ideals, attitudes, politics
- \_\_\_\_\_ - Time period, year, major events
- \_\_\_\_\_ - Time elapsed, time of day, flashbacks, between scenes

**Map of Orisha – Image Study**

Directions: Examine the map of Orisha located at the front/back of your book. Study the details of the map and try to notice as much as you can. Then answer the questions that follow.

1. What do you notice about the map? What sticks out to you? Why?

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2. What might the map reveal about life in Orisha? Include descriptions of details from the map to support your answer.

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3. How might this map help you understand the setting of Orisha? Include descriptions of details from the map to support your answer.

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4. Look at the map again. What do you notice now that you did not before?

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Depth of Knowledge Questions



Common Core-Aligned Material



Great for Rotation Centers



Provides Flexibility & Helps Differentiate

RESOURCE ALSO INCLUDES...

Answer Keys • Google Drive™ Links

# ASSESSMENTS

Reading Check 1 Name:

## Chapter 1

1. How does Mama Agba hide her combat lessons from outsiders?
2. What metal is used to weaken those with magic?
3. What gift does Mama Agba give Zélie for her graduation?

Reading Check 2 Name:

## Chapter 2

1. How does Baba almost die?
2. What happens if Zél's family cannot pay the diviner tax?
3. Where do Zél and Tzain plan to go and sell their fish?

Reading Check 3 Name:

## Chapter 3

1. Why is Amari's mother ashamed of her?
2. What does Amari see in the throne room that devastates her?
3. What magical artifact is still missing?

Reading Check 4 Name:

## Chapters 4-5

1. Who does Zél trade her fish with?
2. How does Zél change the mysterious girl's appearance to hide her?
3. Who saves Zél and the mysterious girl from capture?

Complete on  
Google  
Forms™

30 Mini-  
Quizzes  
– 3 Questions  
per Reading

4 Novel  
Quizzes

1 Final Literary  
Assessment

**SECTION I: Order the following events of the novel in chronological order**

- \_\_\_\_\_ - Zél and Amari make a trade in Sokoto and prepare to travel to Chândomblé.  
 \_\_\_\_\_ - Zél helps rescues Amari from Lagos and returns to Ilorin.  
 \_\_\_\_\_ - Inan burns Ilorin to the ground and realizes that he is now a magi.  
 \_\_\_\_\_ - Zél faces Yemi in her graduation match and she earns her staff from Mama Agba.  
 \_\_\_\_\_ - Mama Agba has a vision of Zél, Tzain, and Amari on a journey to connect with the gods.

**SECTION II: Mark true statements with a T, and false statements with an F**

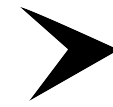
- \_\_\_\_\_ - Zél infected Inan with her magic and turned him into a maji.  
 \_\_\_\_\_ - Amari steals the scroll and flees the palace after her father kills her friend Binta.  
 \_\_\_\_\_ - Zél saves Baba from drowning after she left him alone so she could train at school.  
 \_\_\_\_\_ - Amari's father cut her during a sword fight, resulting in a large scar on her back.  
 \_\_\_\_\_ - Zél sells sailfish in Lagos to try to raise enough money to pay her family's diviner tax.

**SECTION III: Multiple-choice**

- \_\_\_\_\_ Which symbol most closely ties to the theme of hatred and oppression?
  - Majacite weapons
  - White hair of diviners
  - Staffs
  - Amari's headdress
- \_\_\_\_\_ Which of the following is **not** a reason Zél helps Amari escape Lagos?
  - Zél would feel guilty if she did not help her
  - Zél sees the same kind of fear in Amari's eyes
  - Zél knows she must protect those that cannot defend themselves
  - Zél wants to take the scroll and bring magic back to the royal family
- \_\_\_\_\_ Which of the following best characterizes Tzain?
  - Judgmental
  - Prudent
  - Reckless
  - Cynical
- \_\_\_\_\_ Which of the following best summarizes how Zél's flashbacks of the Raid are effective in the novel?
  - Provide insight into the source of Zél's intense fear of the monarchy and its oppressive rule
  - Provide explanation of King Saran's hatred of magic and current efforts to destroy it
  - Provide insight into Inan and Amari's hatred of their father and desire to leave
  - Provide explanation of how magic was destroyed and why it is coming back now



Final Literary  
Map Test



Depth of  
Knowledge  
Questions



Essay Choice  
Board



Common Core-  
Aligned  
Materials

RESOURCE ALSO INCLUDES...

Answer Keys • Google Drive™ Links

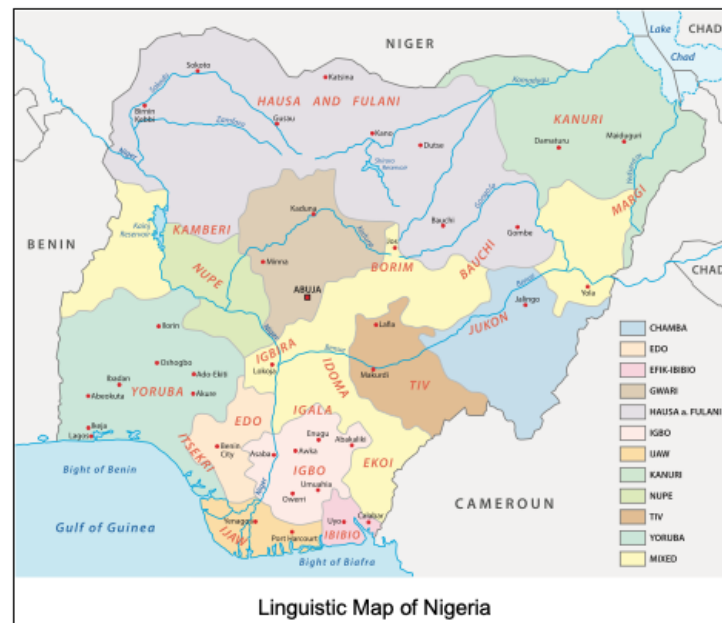


# NONFICTION READINGS

7

## Yoruba: Overview of History

Although most historical attention focuses on the West African empires<sup>1</sup> of Ghana, Mali, and Songhai, there were many other contemporary empires that thrived alongside them. In the 8<sup>th</sup> century CE, a Yoruba kingdom flourished in the southwestern region of present-day Nigeria. The Yoruba, various groups that shared a common ethnicity and language, primarily lived in urban centers.



The early Yoruba kingdom originated

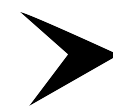
in Ile-Ife and eventually transformed into a vast empire. Yoruba mythology<sup>2</sup> considers Ile-Ife to be the site of human civilization and remains a sacred place to this day. As more people settled in the area that became known as Yorubaland, powerful villages and city-states grew. Most of these polities were ruled by an oba and counseled by royal leaders called oloyes. Then, in the 15<sup>th</sup> century, the Oyo Empire absorbed Yoruba city-states and kingdoms. It grew to become a powerful military and political state, and one of the largest empires ever to exist in West Africa.

In the 16<sup>th</sup> century, the Oyo Empire began to engage in trade with the Europeans. When the demand for slaves increased due, in part, to the proliferation of plantations in the New World, the Oyo Empire worked with the Europeans to provide human captives. The Oyo Empire required human captives as a form of payment, and those captives were then sold to Europeans who enslaved them. Internal warfare intensified within the empire as a result of the grisly<sup>3</sup> market being established. Many of the captives sold to the foreign countries became part of the transatlantic slave trade and were shipped off to the Americas and Caribbean.

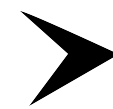
During the 18<sup>th</sup> and 19<sup>th</sup> centuries, the Oyo Empire began to decline. The political instability<sup>4</sup> sowed during the rise of the European slave trade led to sustained conflict between the empire and its subjects. Soon, the Oyo Empire could not withstand external attacks, falling to the Fulani Empire to



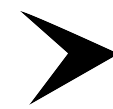
10 Nonfiction Readings



Engaging Text Features



Topics on West Africa & Yoruba Culture



Common Core-Aligned Material

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

1. What is the article mostly about? Summarize with key details from the text. Support with textual evidence.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Why is Ile-Ife and important city to the Yoruba? Explain and support with evidence from the text.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. How did the transatlantic slave trade affect the Oyo Empire? Explain and support with textual evidence.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Why might the Yoruba and Oyo Empire not be studied as much as other major empires? Make and inference and support with evidence from the text.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Why does the boundary of Yorubaland differ from the boundary of Nigeria? Support with evidence from the text.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. What does the article make you curious about? What do you want to learn more about? Why? Support with textual evidence.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Depth of Knowledge Questions



Text Connections to Novel



Use for Centers or Rotation Model



Cross-Curricular Learning

RESOURCE ALSO INCLUDES...

Answer Keys • Google Drive™ Links

# EXTENSION ACTIVITIES

Extension Activity Name:

Creation Myths

Directions: Many ancient civilizations have creation stories that explain the beginnings of the planet and life. We are going to examine two creation myths that find their roots in West Africa – Yoruba and Vodoun. First, you will fill out the chart below to learn a little more about the two civilizations. Then, complete the Venn diagram on the next page.

The Big Myth Website (<http://www.bigmyth.com>)

- English → Teacher's Section
- Read the "Culture" article first and fill in the chart below
- Read the "Creation" story second and fill out the diagram

Topic	Yoruba	Vodoun
Location of Civilization		
Important Historical Facts		
Overview of Religion		
Interesting Facts		

➤ 6 Engaging Assignments

➤ History, Myths & Cultural Activities

➤ Build Background Knowledge

➤ Novel Connections

## Extension Activity

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

## Colonialism Across the Atlantic

Directions: The article "West Africa: Overview of Colonialism" provided a snapshot of the colonization of Africa, particularly during the height of the slave trade and the decades immediately following. Prior to the "scramble for Africa," European countries were also engaged in colonization across the Atlantic Ocean. For this activity, you will research the colonization of South America and the Caribbean to create snapshots of this history.

### Research Requirements:

- Research the various aspects of the colony and its colonizers before and after the period of colonization.
- Use the graphic organizers to take accurate and comprehensive notes on the time period.
- Specifically, take notes on the original motivations for colonizing the country and the effects of that process.

### Snapshot Requirements:

- Draw 5+ sketches, or snapshots, that capture the history of colonialism in your researched country.
- Draft explanations for your snaps. The explanation should explain the snap, the history behind it, and it should include historical evidence.
- Finalize your snaps and explanations and create your final product.

### Snapshot Gallery Walk:

- Take notes on the snapshots of history created by your peers.

### Final Reflection:

- Compose a final reflection your learning that answers the following question: *How has your research about colonialism in South America or the Caribbean changed your perspective about this time period in history?* Explain how your understanding of history changed due to the snapshots and the new information you learned.

Write the name of the country you will be researching and studying below:

\_\_\_\_\_

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Incomplete (1)
<b>Research Completion</b>	Research notes are complete and demonstrate thorough investigation	Research notes are complete and show somewhat thorough search	Research notes are somewhat complete	Research notes are incomplete
<b>Snapshot Drafts</b>	Drafts complete, detailed, and clearly connect to research	Drafts generally complete with some connection to research	Drafts somewhat complete but lack connection to research	Drafts are generally incomplete
<b>Historical Snapshots</b>	Snapshots connect to history and show thoughtful analysis	Snapshots somewhat connect to history and show some analysis	Snapshots attempt to connect to group studied	Snapshots are either incomplete or are not representative
<b>Snapshot Explanations</b>	Explanations thoroughly explain symbolic meaning	Explanations somewhat explain symbolic meaning	Explanations attempt to explain symbolic meaning	Explanations are off topic or not complete
<b>Creativity</b>	Student demonstrates advanced artistic expression and creativity	Student demonstrates some artistic expression and creativity	Student demonstrates limited artistic expression and creativity	Product clearly lacks artistic expression and creativity
<b>Overall Effort</b>	Project exhibits above and beyond effort	Project exhibits acceptable effort	Project somewhat lacks effort	Project is incomplete and lacks effort

\_\_\_\_\_ / 24 x 2 = \_\_\_\_\_ / 48 = \_\_\_\_\_ %

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Use for  
Centers or  
Rotation Model



Common Core-  
Aligned  
Material



Cross-  
Curricular  
Learning



Collaborative  
Work

RESOURCE ALSO INCLUDES...

Answer Keys • Google Drive™ Links

# DISCUSSION RESOURCES

Discussion Vocabulary Name: \_\_\_\_\_

Creating a Common Classroom Language

## Critical Consciousness and Vocabulary

The novel *Children of Blood and Bone* takes on some difficult themes and topics. From racism to classism, to colorism, the characters confront these issues in the fantastical world of Orisha. As the author states in the Author's Note, "Although riding giant lionaires and performing sacred rituals might be in the realm of fantasy, all the pain, fear, sorrow, and loss in this book is real." (526) As we read the novel and explore these themes, it is important that we establish a common language to help us discuss, question, and grapple with the realities of the novel and in turn our own world.

What is critical consciousness? Paulo Freire, an educational theorist, developed the term "critical consciousness." Critical consciousness occurs when a person develops a deep understanding of the world. Specifically, it enables a person to recognize and/or expose social and political inequalities. Think of it as critical thinking mixed with anti-oppressive thinking. Finally, critical consciousness involves taking action against the oppressive systems. Developing this skill and identifying contradictions take practice and time, but through dialogue, learners can "intervene in reality in order to change it."

- **Racism:** prejudice, discrimination, or hatred directed against someone of a different race based on the belief that one's own race is superior
- **Classism:** prejudice against or in favor of people belonging to a particular social class.
- **Colorism:** prejudice or discrimination against individuals with a dark skin tone, typically among people of the same ethnic or racial group
- **Prejudice:** preconceived opinion that is not based on reason or actual experience
- **Bias:** prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair
- **Stereotype:** a widely held but fixed and oversimplified image or idea of a particular type of person or thing
- **Discrimination:** the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex
- **Privilege:** a special right, advantage, or immunity granted or available only to a particular person or group of people
- **Empathy:** the ability to understand and share the feelings of another



6 Engaging  
Activities



Develop  
Critical  
Consciousness



Elicit Meaningful  
Discussions



Novel  
Connections

**Discussion**

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

Identity Cards

Directions: Our identities are what makes each of us unique. It is also something that connects people with each other. For this activity, you will explore your own identity, what shapes it, and how it is influenced by various factors. First, brainstorm a list of words that you believe describes your identity. Then, for each of the boxes below, list the five descriptors that you feel represent who you are. Order the descriptors from most important to least important.

**Identity Categories Brainstorm**

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**Identity Categories Top 5**

Word:	Why did you select this word?
Word:	Why did you select this word?
Word:	Why did you select this word?
Word:	Why did you select this word?
Word:	Why did you select this word?

- Use for Centers or Rotation Model
- Common Core-Aligned Material
- Thematic Exploration
- Collaborative Conversations

RESOURCE ALSO INCLUDES...

Answer Keys • Google Drive™ Links

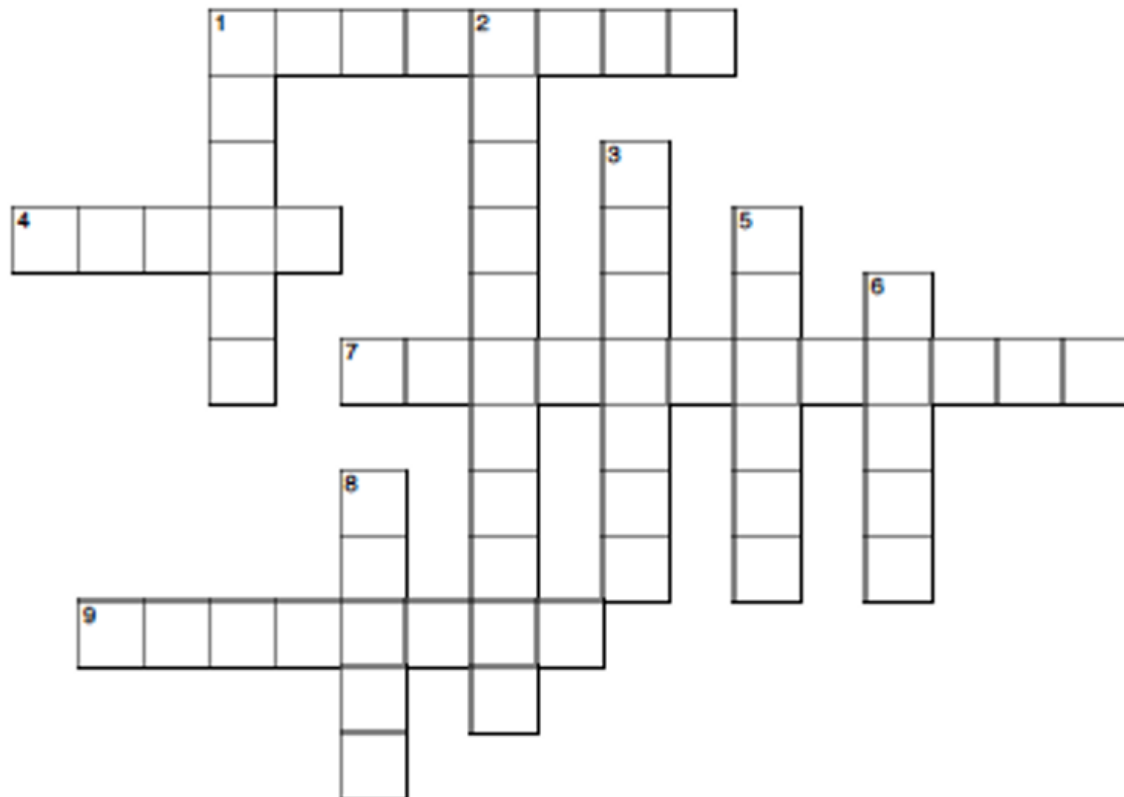
# VOcabULARY

## Crossword Puzzle

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

Frequently Used: Set 1

Directions: Match the definition, synonym, antonym, or sentence with the correct word.



### ACROSS

- 1 I tried to \_\_\_\_\_ my giggles in class, but I was unsuccessful and got in trouble with my teacher.
- 4 I \_\_\_\_\_ at the idea of performing on stage by myself. I get terribly bad stage fright.
- 7 Make (someone) weak and infirm
- 9 After months of renovations, the \_\_\_\_\_ of the house fire could hardly be seen.

### DOWN

- 1 Antonym: Lighthearted
- 2 Antonym: Quieten
- 3 Synonym: Impose on, force
- 5 To answer back; reply angrily or sharply
- 6 Severe or bare in appearance or outline; sharply clear
- 8 My sister and I tried to \_\_\_\_\_ our parents' questions about the party by changing the subject.

WORD BANK: COWER, DEBILITATING, EVADE, INFLICT, REMNANTS, RETORT, REVERBERATE, SOLEMN, STARK, SUPPRESS

➤ 6 Vocabulary Sets

➤ 6 Crossword Puzzles

➤ 6 Vocabulary Quizzes

➤ Variety of Graphic Organizers

**SECTION I: Match the correct definition, synonym, or antonym with the correct word**

1. _____ Cower	a. Synonym: Crouch, shrink, flinch
2. _____ Evade	b. Definition: A small remaining quantity of something
3. _____ Suppress	c. Synonym: Serious or grave
4. _____ Remnant	d. Antonym: Confront
5. _____ Solemn	e. Definition: Prevent the development, action, or expression of

**SECTION II: Fill in the blank**

1. When the couple could not take their parents' criticisms any longer, they made a sarcastic \_\_\_\_\_ that ended up hurting their parents' feelings.
2. Rumors of a new principal \_\_\_\_\_ down the halls of the hectic and chaotic high school.
3. I loved my new dress for the dance, but I had to admit that it looked rather \_\_\_\_\_ compared to my best friend's sequined suit.
4. Since his migraines were so \_\_\_\_\_, he had to take a lot of sick days, which made it hard for him to keep a steady job.
5. Predictions warn that the storm will \_\_\_\_\_ serious damage on any infrastructure in its path.

REVERBERATED – STARK – DEBILITATING – RETORT – INFLICT

➤ Spiraling Rigor and Challenge

➤ Expanding Understanding

➤ Essential Definitions

➤ Application in Context

RESOURCE ALSO INCLUDES...

Answer Keys • Google Drive™ Links



# ANTICIPATION RESOURCES

## Clan Quiz

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

Directions: Circle the box/number that best represents who *you* are! Be honest and if you get stuck, go with your first instinct.

<b>1. If your hair could be any color, what would you want it to be?</b>		1. Lavender	2. Turquoise
3. Blue	4. Orange	5. Gray	6. Strawberry
7. White	8. Green	9. Multi-colored	10. Banana

<b>2. If you were a type of weather/natural event, which one would best describe you?</b>		1. Hurricane	2. Meteor Shower
3. Tsunami	4. Volcano	5. Tornado	6. Earthquake
7. Eclipse	8. Epidemic	9. Comet	10. Drought

<b>3. Which of the following is your favorite hobby/sport?</b>		1. Martial Arts	2. Playing Video Games
3. Fishing	4. Camping	5. Running	6. Making things
7. Singing/Playing Instrument	8. Reading	9. Playing chess	10. Taking care of animals

<b>4. Which power would you most like to have?</b>		1. Control Life and Death	2. Mind Control
3. Control Water	4. Control Fire	5. Control Air	6. Control the Earth
7. Control Light	8. Control Disease	9. Control Time	10. Control Animals

<b>5. Which location would be your ideal vacation spot?</b>		1. Seaside Resort	2. Spaceship
3. Tropical Island	4. Hike Up a Volcano	5. Snowy Mountains	6. Desert
7. Big City of Your Choice	8. Rainforest	9. Grand Canyon	10. Safari

➤ Anticipation Guide – Debatable Questions

➤ Hero's Journey Activity

➤ Clan Competition!

➤ Competition Activities & Resources

# TEACHING RESOURCES

## ***Children of Blood and Bone* Unit Pacing Guide**

The following pacing guide outlines a suggested schedule of lessons, readings, and activities in order to complete a 6-WEEK study of *Children of Blood and Bone*. The pacing guide may need to be adjusted to meet the rhythm of your classroom and needs of your students. Also, the unit provides additional materials not listed in the guide, such as vocabulary quizzes, projects, and essays. Those materials can be worked into the scope of your unit in a way that best suits you and your students.

Day 1	Day 2	Day 3
1. Anticipation Guide (Before) 2. Hero's Journey mini-lesson 3. Vocabulary Work (5 words) 4. Clan Quiz 5. Clan Deity Activity 6. Clan Deity Presentations	1. Vocabulary Work (5 words) 2. Reading 1 3. Literary Analysis 1 and/or Fiction Close Reading 1 4. Nonfiction Readings – West Africa: Overview and Geography & Legacy of Culture 5. Extension Activity: Adinkra  HW: Reading 2 – Literary Analysis 2 and/or Fiction Close Reading 2	1. Vocabulary Work (5 words) 2. Reading 3 3. Literary Analysis 3 and/or Fiction Close Reading 3 4. Nonfiction Readings – West Africa: Overview and Geography & Legacy of Culture 5. Extension Activity: Adinkra  HW: Reading 4 – Literary Analysis 4 and/or Fiction Close Reading 4
Day 4	Day 5	Day 6
1. Vocabulary Work (5 words) 2. Reading 5 3. Literary Analysis 5 and/or Fiction Close Reading 5 4. Nonfiction Readings – West Africa: Overview and Geography & Legacy of Culture 5. Extension Activity: Adinkra  HW: Reading 6 – Literary Analysis 6 and/or Fiction Close Reading 6	1. Vocabulary Work (5 words) 2. Reading 7 3. Literary Analysis 7 and/or Fiction Close Reading 7 4. Nonfiction Readings – West Africa: Empires 5. Extension Activity: Timelines  HW: Reading 8 – Literary Analysis 8 and/or Fiction Close Reading 8	1. Vocabulary Work (5 words) 2. Reading 9 3. Literary Analysis 9 and/or Fiction Close Reading 9 4. Extension Activity: Timelines  HW: Reading 10 – Literary Analysis 10 and/or Fiction Close Reading 10
Day 7	Day 8	Day 9
1. Vocabulary Work 2. Reading 11 3. Literary Analysis 11 and/or Fiction Close Reading 11 4. Nonfiction Readings – West Africa: Overview of Slave Trade 5. Extension Activity: Monuments  HW: Reading 12 – Literary Analysis 12 and/or Fiction Close Reading 12	1. Vocabulary Work 2. Reading 13 3. Literary Analysis 13 and/or Fiction Close Reading 13 4. Nonfiction Readings – West Africa: Overview of Slave Trade 5. Extension Activity: Monuments  HW: Reading 14 – Literary Analysis 14 and/or Fiction Close Reading 14	1. Vocabulary Work 2. Reading 15 3. Literary Analysis 15 and/or Fiction Close Reading 15 4. Nonfiction Readings – West Africa: Overview of Slave Trade 5. Extension Activity: Monuments  HW: Reading 16 – Literary Analysis 16 and/or Fiction Close Reading 16



Standards  
Alignment



6-Week Unit



Pacing Guide

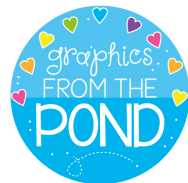
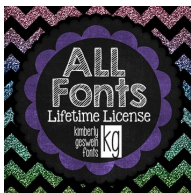


Implementation  
Notes

# TERMS OF USE

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