

HARBOR ME

NOVEL STUDY



UNIT CONTENTS

- 10 Literary Analysis Assignments
- 10 Comprehension Assignments
- 20 Close Reading Assignments
- 5 Novel Analysis Assignments
- 10 Mini-Quizzes – Check for Understanding
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- 6 Discussion Activities & Resources
- 4 Vocabulary Crossword Puzzles & 4 Quizzes
- Vocabulary Graphic Organizers & Flashcards
- Oral History Unit – Readings, Project & More!
- Instructional Pacing Guide & 30 Lesson Plans
- Digital Links for Google Drive™
- Answer Keys for ALL resources!

COMPREHENSION GUIDE

Comprehension Guide 1

Name: _____

Chapters 1-4

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

2. When does Chapter 1 take place? Where is the narrator? How old is she? Support with evidence from the text.

3. When does Chapter 2 take place? How is the setting (time and place) different than Chapter 1? Support with evidence from the text.

4. What is the point of view of the novel? Who tells the story? Support with textual evidence.

5. Describe the characters readers meet in the first four chapters. Who are they? Support with textual evidence.

➤ 10 Assignments
– 10 Questions
Each

➤ Comprehension
Questions

➤ Prompts
Require Textual
Evidence

➤ Common Core-
Aligned Material

LITERARY ANALYSIS

Literary Analysis 1

Name: _____

Chapters 1-4

1. How does the author indicate when a character is talking? Why might the author choose to write dialogue this way? What are the effects of this stylistic choice? Support with evidence from the text.

2. What metaphor does Ms. Laverne use to describe Haley and the other students? What is the deeper meaning of the metaphor? Support with textual evidence.

3. Describe the structure of the novel. How does the author organize events? How is this structure effective? Support with evidence from the text.

4. What mood does the setting of the school create? What conflicts does it emphasize? How does it affect the characters? Support with evidence from the text.

5. What is the point of view of the novel? Who is the narrator? What are two disadvantages of the point of view? Explain and support with textual evidence.

6. Characterize Haley. How would you describe her personality? Why would you describe it in this way? Explain and support with textual evidence.

➤ 10 Assignments
– 10 Questions
Each

➤ Analysis &
Critical Thinking
Questions

➤ Stimulate
Class
Discussion

➤ Differentiated
Assignments –
Comprehension
& Analysis

7. What conflict does Esteban face? What kind of conflict is it? How does it affect him? How does it affect the other characters? Support with evidence from the text.

8. Analyze Haley's first flashback to her father. What does the flashback reveal? How is it effective? Support with textual evidence.

9. What is Haley's tone toward her experiences in sixth grade? What might her tone foreshadow about future events of the novel? Support with evidence from the text.

10. Analyze Haley's thought: "Once we circled around each other, and listened. Or maybe what matters most is that we were heard." (3) What do you think she means? What is the deeper meaning of her comment? Support with evidence from the text.

Directions: Identify an example of figurative language 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

Practice Re-
Reading to Cite
Evidence

RESOURCE ALSO INCLUDES...

Character Profiles • Discussion Questions •
Answer Keys • Google Drive™ Links

CLOSE READINGS

Fiction Close Reading 1

Name: _____

Chapters 1-4

Text Structure

- _____ = Chronological or time order.
- _____ = Events are described out of chronological order.
- _____ = Story within a story.
- _____ = Circular narrative that starts in the middle of the plot.

Directions: Cut out the following events from Chapters 1-4. Put the events in chronological order. Then, number the events in the order they are first presented in the novel. Finally, answer the questions that follow.

Haley's father is playing the piano, and her uncle is preparing to move.

Ms. Laverne asks the class to follow her and bring all their possessions.

The small class of 6 students (originally 8) sit in Ms. Laverne's class on a Friday in September.

Haley finds her voice recorder and starts listening to stories from the ARTT room.

Haley's father was arrested and her uncle moved in to take care of her.

Esteban reveals to Ms. Laverne that he does not know where his father is or what happened to him.

➤ 20 Assignments
– 2 per Reading

➤ Notes for
Literary
Elements

➤ Graphic
Organizers to
Scaffold
Learning

➤ Literary Skills-
Based

| Point of View Analysis | |
|--|--|
| <p>Directions: Even though the novel has just started, the narrator has revealed a lot about themselves already. Let's document what we have learned and how that may be an advantage or disadvantage when it comes to the point of view of the story. Fill out the organizer below.</p> | |
| <p>Age - How old is the narrator? _____</p> | |
| <p>Advantage: How might the narrator's age be helpful to readers when it comes to the story?</p> | <p>Disadvantage: How might the narrator's age be a problem for readers when it comes to the story?</p> |
| <p>Time – When does the narrator tell the story? _____</p> | |
| <p>Advantage: How might the time of the story be helpful to readers when it comes to the story?</p> | <p>Disadvantage: How might the time of the story be a problem for readers when it comes to the story?</p> |
| <p>Conflict(s) – What problems does the narrator face? _____</p> | |
| <p>Advantage: How might the narrator's conflicts be helpful to readers when it comes to the story?</p> | <p>Disadvantage: How might the narrator's conflicts be a problem for readers when it comes to the story?</p> |
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Depth of Knowledge Questions



Common Core-Aligned Material



Great for Rotation Centers



Provides Flexibility & Helps Differentiate

RESOURCE ALSO INCLUDES...

5 Whole Novel Analysis Assignments • Answer Keys • Google Drive™ Links

ASSESSMENTS

Mini-Quiz 1

Name:

Chapters 1-4

1. Which character's father is missing?
2. Who moved back into the Haley's home? Who is leaving?
3. What is the name of the students' teacher?

Mini-Quiz 2

Name:

Chapters 5-8

1. What does ARTT stand for?
2. Where do Haley and her uncle go one Saturday every other month?
3. Ms. Laverne teaches the students about a Native American tribe. What is the name of the tribe?

Mini-Quiz 3

Name:

Chapters 9-12

1. What does Amari do when he uses the recorder?
2. What state is Esteban's father currently located?
3. What does Haley's father send her?

Mini-Quiz 4

Name:

Chapters 13-16

1. What do the ARTT students promise each other before Amari talks?
2. What is Amari's father's nickname for him?
3. What does Amari's father not want him to do anymore?

➤ 10 Mini-Quizzes
– 3 Questions
per Reading

➤ Complete on
Google
Forms™

➤ 2 Novel
Quizzes

➤ 2 Final
Assessments

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

- _____ - Haley's father sends her a letter, apologizing for not visiting her and her uncle.
- _____ - Amari explains to the ARTT group that his father does not want him playing outside with toy guns.
- _____ - Ms. Laverne takes the students to the art room and tells them they will return every Friday.
- _____ - Esteban tells the story of his father's dreams and disappearance.
- _____ - Ashton tells the story of how he became friends with Amari when he first came to Brooklyn.

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

- _____ - The novel starts at the end of the school year and Haley's father has returned from prison.
- _____ - Haley's father is in prison for hitting a pedestrian while driving drunk.
- _____ - Esteban's father's dream was to be a poet or to be a baseball player.
- _____ - Amari creates the acronym for ARTT – A Room to Talk.
- _____ - Amari calls Haley "Red" because she blushes bright red any time she talks.

SECTION III: Fill-in-the-blank

- When Haley remembers the accident at the playground, she recalls how her uncle called her _____, not Haley.
- While with Ms. Laverne, the students learn about the _____, a Native American tribe.
- Holly, Haley, and _____ have yet to share any stories during ARTT.
- Amari's father's nickname for him, Mar, means _____ in Japanese.
- Haley spends most Fridays at Holly's house so _____ can do her hair.

SECTION IV: Multiple-choice

- _____ Which of the following best describes the setting of the novel?
 - Present day Brooklyn; at Haley's house and flashbacks to the ARTT room
 - Present day Brooklyn; in an art room and lunchroom at a primary school
 - Present day New York; at various characters' houses and flashbacks to their home life
 - Present day New York; at Haley's house and Holly's house
- _____ How is the plot **most advanced** by the start of ARTT?
 - The class foreshadows the climax when Esteban's father returns
 - The class initiates the rising action and the various conflicts the students face
 - The class highlights the students' need for a smaller classroom to focus on their studies
 - The class reveals Haley's main conflict with her father and his incarceration
- _____ Which theme can be most clearly seen through Amari's story?
 - Racism and injustice
 - Friendship
 - Family
 - Courage

➤ Depth of
Knowledge
Questions

➤ Common Core-
Aligned
Material

➤ Essay Prompts

➤ Comprehension
& Analysis
Resources

RESOURCE ALSO INCLUDES...

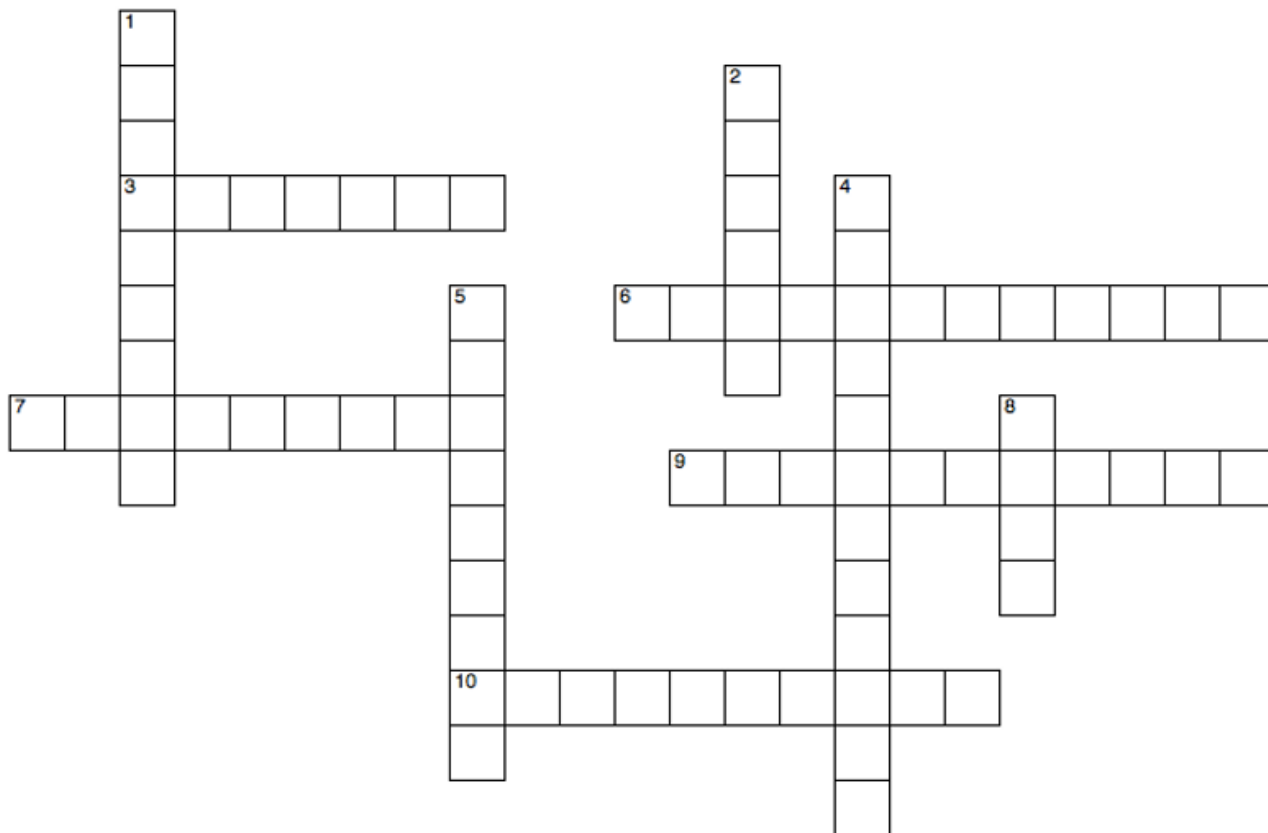
Answer Keys • Google Drive™ Links

VOCABULARY

Crossword Puzzle 1

Name: _____

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



ACROSS

3 The ability to understand and share the feelings of another

6 To treat some people better than others without any fair or proper reason

7 Synonym: Reunite, resolve

9 The _____ leader asked every person to present a possible solution before making a decision as a group.

10 The volunteers treated the abandoned dog with love and _____. As a result, the animal recovered quickly.

DOWN

1 Antonym: Narrow-minded

2 Belief that certain races of people are by birth and nature superior to others

4 Synonym: Diminish or trivialize

5 Antonym: Fairness or tolerance

8 Before the jury deliberated, the judge reminded each juror to not let any _____ influence their verdict.

WORD BANK: BIAS, COMPASSION, DISCRIMINATE, EMPATHY, MARGINALIZED, OPEN-MINDED, PREJUDICE, RACISM, RECONCILE, TOLERANCE

Vocabulary List

4 Crossword Puzzles

4 Vocabulary Quizzes

Variety of Graphic Organizers

Vocabulary Quiz 1

Name: _____

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

| | |
|-----------------------|---|
| 1. _____ Racism | a. Synonym: Unbiased or unprejudiced |
| 2. _____ Bias | b. Antonym: Indifference or cruelty |
| 3. _____ Compassion | c. Definition: An attitude that always favors one way of feeling or acting over any other |
| 4. _____ Open-minded | d. Definition: To treat some people better than others without any fair or proper reason |
| 5. _____ Discriminate | e. Synonym: Discrimination |

SECTION II: Fill in the blank with the correct word

1. Although most of the town was accepting of the newcomers, a small group of people's _____ against outsiders made the new family feel unwelcome.
2. His lack of _____ makes it hard for him to understand others. As a result, he has a lost a good number of friends.
3. The Native American perspective is oftentimes _____ in History textbooks.
4. The couple could not _____ their differences and decided to end their marriage.
5. The community's _____ of diversity ensured that all people felt accepted and respected.

EMPATHY – RECONCILE – TOLERANCE – MARGINALIZED – PREJUDICE

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➤ Spiraling Rigor
and Challenge

➤ Expanding
Understanding

➤ Essential
Definitions

➤ Application in
Context

RESOURCE ALSO INCLUDES...

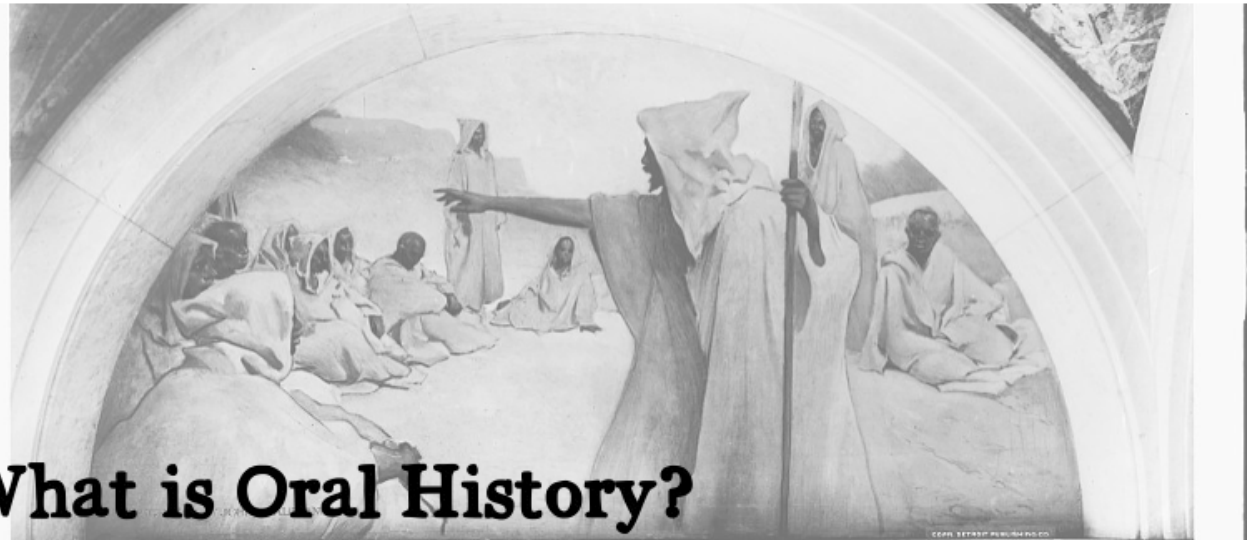
Flashcards • Answer Keys • Google Drive™
Links

ORAL HISTORY RESOURCES

Informational Text 1

Name: _____

Oral History Readings



What is Oral History?

Image: Photo of mural in the Library of Congress Jefferson Building depicting Arabian storyteller recounting tales to a group of Arabs. (Library of Congress)

¹ Since the human civilizations formed, storytelling has been a bedrock of the historical record. Storytelling allowed early societies to pass along accounts of important events, share fables and moral lessons, and preserve traditions. As record-keeping methods have evolved over time, our understanding of what constitutes 'oral history' has too. Defining oral history is tricky, but historians have worked to develop a clearer understanding of what it is and what it is not.

Definition of Oral History

² The *Oral History Association* defines the term 'oral history' as "a field of study and a method of gathering, preserving and interpreting the voices and memories of people, communities, and participants in past events." Based on this definition, oral history can be viewed as encompassing a variety of methods for gathering accounts of events. Those ways can include anything from interviews to informal conversations to rehearsed tapings and even printed stories that transcribe oral accounts.

Oral History of the Ancients

³ Since a very small percentage of ancient societies could read and write, most people had to rely on the spoken word to learn about and preserve their knowledge. This fact also creates a paradox: oral histories are spoken but our historical understanding of their content relies on writing. Therefore, the earliest oral histories are hard to find. Many were not well-documented until around 400 BCE when Thucydides, one of the greatest ancient historians, recorded the events of the Peloponnesian War. Thucydides incorporated eyewitness accounts and his own experiences into a comprehensive narrative of the epic battle between the city-states of Athens and Sparta. Given his reliance on the word of others, Thucydides' work counts as an 'oral history.' Since his time, many others have documented historical events drawing upon similar sources. However, changes in technology over the centuries have meant debates over what truly counts as an 'oral history.'

Evolution of Oral History

⁴ From Thucydides' time until the early 20th century, historians collected and recorded oral history as a way to document the past. While the events may have been told through word for those alive in the present, they were memorialized for later generations through writing. Human note-taking was the sole method for recording historical accounts. Therefore, it is important to consider the perspective and bias of those taking the notes. Were they accurate and fair? The question calls into doubt the validity of oral accounts.

➤ 5 Nonfiction Readings & Questions

➤ Anticipation Activity & Vocabulary

➤ Oral History Activity & Project

➤ Common Core-Aligned Material

Interview Analysis

Name: _____

Oral History Project

Directions: Now that you have conducted your interview, it's time to analyze the recording in order to uncover what it can teach us about history.

History: How does the oral history fill in the gaps of your history research?

Answer:

Evidence to support:

Social: What connection does the interviewee have with the larger community? Society?

Answer:

Evidence to support:

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Entire Unit
Included!



Connections to
Novel



Use for
Centers or
Rotation Model



Cross-
Curricular
Learning

RESOURCE ALSO INCLUDES...

Answer Keys • Google Drive™ Links

DISCUSSION RESOURCES

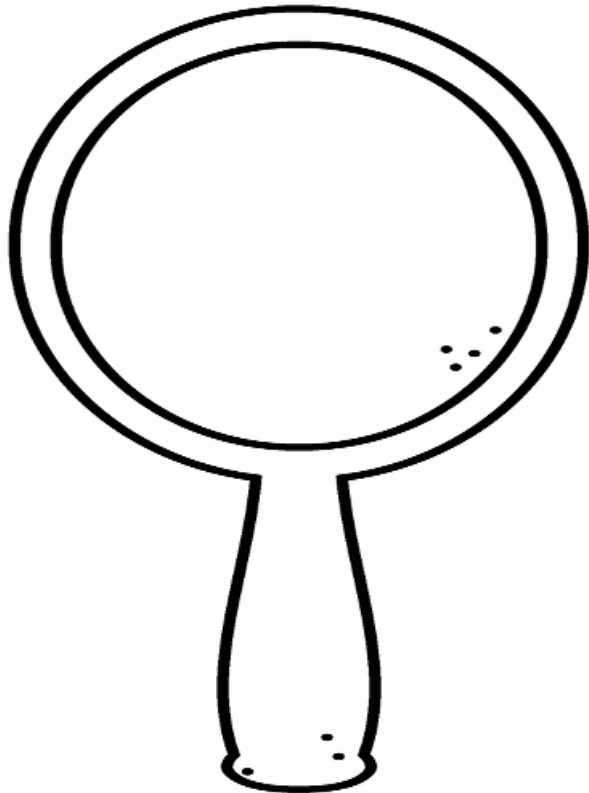
Windows & Mirrors

Name: _____

Novel Discussion

Directions: Novels, such as *Harbor Me*, are such important contributions to society because they provide readers the opportunity to see themselves in a powerful work and/or provide a perspective that allows someone to better understand people that may be different. For this activity, we will embrace this idea through windows and mirrors.

- Mirrors – Identify a time in the novel where you felt like it reflected you in some way. Draw the moment, explain the situation, and provide textual evidence to support.
- Windows – Identify a time in the novel where you felt like you were provided a different perspective or opportunity to understand people that may be different from you. Draw the moment, explain the situation, and provide textual evidence to support.

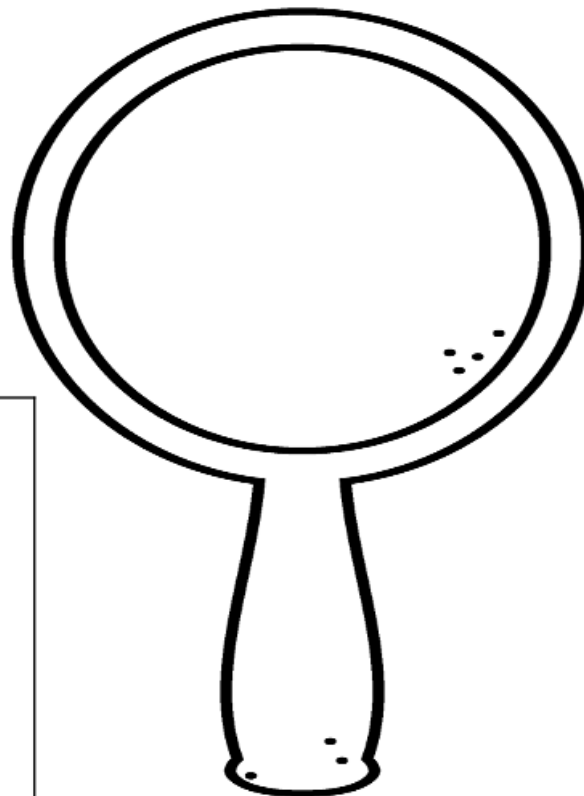


Quote:

Explanation:

Quote:

Explanation:



6 Discussion Activities



Collaborative Conversations



Discussion Formats & Resources



Common Core-Aligned Material

ANTICIPATION RESOURCES

Building Background Knowledge

Name: _____

The Statue of Liberty

A Joint Effort

In the aftermath of the Civil War 's end in 1865, France wanted to help the United States look forward and commemorate the 100th anniversary of the United States' declaration of independence. The colonial era witnessed a strong bond form between the two countries as they shared a mutual desire for the preservation of democracy. French political thinker, Édouard de Laboulaye, also a supporter of President Lincoln, proposed the idea for a monument that would later become the Statue of Liberty. The United States embraced the idea. In a symbolic display of their friendship, they would share in the monument's construction. The United States agreed to build the pedestal upon which the statue would sit while France would create the statue itself.

The Statue's Construction

Even after the United States and France agreed to the monument's creation, it still took over two decades for the project to be completed. One challenge was both countries faced financial issues. They had to hold fundraisers to raise enough money to actually finance the monument. It took 10 years for France to accumulate sufficient funds to even begin designing the statue. They tapped sculptor Frederic Auguste Bartholdi, who called it "Liberty Enlightening the World." France finished its work creating the statue by 1884 then shipped it across the Atlantic in hundreds of boxes. Meanwhile, the United States' fundraising efforts took even longer, which is why it would take almost two years for it to be assembled. Even the poem inscribed on the base, Emma Lazarus' "The New Colossus," was funded through a donation. In 1885, the United States had enough money to start constructing the pedestal. Work finished in 1886. Finally, on October 28, 1886, President Grover Cleveland oversaw the ceremony dedicating the Statue of Liberty.

A Symbol of Hope

In 1892, shortly after the statue's dedication, the U.S. opened an immigration station on Ellis Island. Ellis Island is located a short distance away from what we now call Liberty Island, where the Statue of Liberty is located. Immigrants seeking refuge in America would pass the Statue of Liberty on their way to Ellis Island, where they disembark for official processing. Between 1892-1954 over 12 million immigrants would view the famous statue on their way to processing at the federal immigration center. The words of Lazarus' poem, "Give me your tired, your poor, / Your huddled masses yearning to breathe free," came to life as the statue guided the immigrants into harbor. Thus, the Statue of Liberty became a symbol of the immigrants' hope for a better life in America.

The Statue of Liberty Today

In 1933, the National Park Service was charged with caring for and managing the Statue of Liberty. By 1965, Ellis Island also became part of the Statue of Liberty National Monument. Originally, the statue was a copper color but now is a famously green hue due to the weathering process of oxidation. In addition, the Statue of Liberty has had to undergo several renovations to preserve the monument for generations to come. Today, it still stands as a **revered** historical destination for people from all backgrounds and countries.



Anticipation
Guide with
Debatable
Questions



Build
Background
Knowledge



2 Readings &
Poem Analysis



Text
Connections to
Novel

TEACHING RESOURCES

| Lesson 1 Building Background Knowledge and Anticipation for Reading |
|---|
| Essential Question(s): <ul style="list-style-type: none">• What does the Statue of Liberty symbolize?• How might the cover of the novel, <i>Harbor Me</i>, be symbolic? |
| Essential Standard(s) Covered: <ul style="list-style-type: none">• RL.5-8.4: Figurative meaning and symbolism• RH.6-8.2: Summarize the main idea with key details from the text• W.5-8.3: Write narratives to develop real/imagined events |
| Lesson Overview and Resources: <ul style="list-style-type: none">• Bell ringer – The title of the novel we will be reading in class is <i>Harbor Me</i>. What do you think the book will be about? Why?• Introduce vocabulary – pages/graphic organizers• Anticipation Guide – Before• Anticipation Activity – Statue of Liberty image study, poem analysis, nonfiction reading and questions, perspective writing, and <i>Harbor Me</i> cover predictions• Discussion – Make predictions about the novel's plot and content based on the cover, its images, and new knowledge about the Statue of Liberty |
| Resources Needed: <ul style="list-style-type: none">• Vocabulary graphic organizers• Statue of Liberty activity resources• Exit ticket• <i>Harbor Me</i> books to examine cover |
| Homework: <ul style="list-style-type: none">• <i>Harbor Me</i> Chapters 1-4 reading and comprehension guide (<i>Optional</i>) |
| Assessment: <ul style="list-style-type: none">• Exit Ticket – Why might the author of <i>Harbor Me</i> include an image of the Statue of Liberty on the book's cover? |



Standards
Alignment



6-Week Unit



30 Lesson
Plans

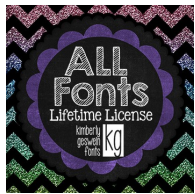


Instructional
PowerPoint

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- Finally, thank you for your hard work and service to children. I know this product will help you in your efforts. Enjoy!