



finding
LANGSTON

novel study

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Comprehension Guide

Comprehension Guide I Name: _____ Chapters 1-2

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

2. Where does the story take place? Describe the setting of the novel and support with evidence from the text.

3. What is the point of view of the novel so far? Who is the narrator? Support with evidence from the text.

4. Where is the main character from? How does the narrator feel about this place? Support with textual evidence.

5. What characters do we meet in the first two chapters? Who are they? Describe them and support with evidence from the text.

6. What do the students at school call the narrator? Why do they call him this name? Explain and support with textual evidence.

7. What conflict does the narrator face at school? Support with evidence from the text.

8. What happened to the narrator's mother? Support with textual evidence.

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➤ 10 Assignments
– 8 Questions
Each

➤ Comprehension
Questions

➤ Prompts Require
Textual Evidence

➤ Common Core-
Aligned Material

Literary Analysis

| | | |
|---|-------------|--------------|
| Literary Analysis I | Name: _____ | Chapters 1-2 |
| 1. Where is the narrator from? How is the narrator's new home different from his old one? How does the change in setting affect the narrator? Support with textual evidence. | | |
| _____ | | |
| _____ | | |
| _____ | | |
| _____ | | |
| 2. According to the narrator, what are the different names for this area of Chicago? Which one does the narrator like best? Why do you think that is? Support with evidence from the text. | | |
| _____ | | |
| _____ | | |
| _____ | | |
| _____ | | |
| 3. Describe the narrator's apartment. What mood does this setting create? How does it affect the narrator? Support with evidence from the text. | | |
| _____ | | |
| _____ | | |
| _____ | | |
| _____ | | |
| 4. What internal conflict does the narrator face? How does it affect the narrator? Support with textual evidence. | | |
| _____ | | |
| _____ | | |
| _____ | | |
| _____ | | |
| 5. How is the narrator's life different in Chicago compared to his old home? Based on the first two chapters, what are some positive changes? What are negative changes? Support with textual evidence. | | |
| _____ | | |
| _____ | | |
| _____ | | |
| _____ | | |
| 6. What conflict does the narrator face at school? Why does he face this problem? How does it affect the narrator? Support with textual evidence. | | |
| _____ | | |
| _____ | | |
| _____ | | |
| _____ | | |

➤ 10 Assignments
– 0 Questions
Each

➤ Analysis &
Critical Thinking
Questions

➤ Prompts Require
Textual Evidence

➤ Stimulate Class
Discussion

Literary Analysis

7. Characterize the narrator. What kind of person is he? How would you describe his personality? Support with evidence from the text.

8. Interpret the following comment: "Lymon does the talkin', they do the laughin'. Kinda like a preacher preaching the gospel and the congregation shoultn' "Amen." (9) What is the deeper meaning of the comment? How is the comment ironic? Support with textual evidence.

9. Based on the narrator's comments about his father, what kind of parent do you think the father is? Why? Make an inference and support with evidence from the text.

10. Analyze the flashback at the end of Chapter 2. How is it effective? What does it reveal about the narrator and his life? Support with evidence from the text.

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:

- Visualization Section – Figurative Language
- Accommodate for ALL Learners
- Google Slides™ Links – Pre-made Text Boxes for Students
- Answer Keys

Close Readings

Close Reading 2 Name: _____ Chapters 3-4

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 serve three purposes in literature:
 1. Provide insight into _____.
 2. Increase _____.
 3. _____ the past with the present.

Directions: Reread Chapter 3, focusing on Langston's expanded flashback. Gather evidence below that captures the purpose of the flashback.

| Key Detail of Flashback (Include Page #) | Purpose of Detail | How are the details of the flashback effective in the story? |
|--|-------------------|--|
| | | |
| | | |
| | | |
| | | |
| | | |

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➤ 10 Close Reading Assignments

➤ Notes for Literary Elements

➤ Graphic Organizers to Scaffold Learning

➤ Literary Skills-Based

Close Readings

Flashback Analysis

Directions: Throughout Chapter 3, Langston flashes back many times to his life with his mother and Alabama. To deepen our understanding of Langston's flashback and its importance, draw an image that captures the most revealing part of the flashback on the left. Then, illustrate Langston and his current context on the right. Answer the questions that follow.

Past

Present

Caption:

Caption:

1. What part of Langston's flashback do you believe is most important? Why? Summarize with key details and support your answer with evidence from the text.

2. How is this part of the flashback particularly effective? What does it reveal? What purpose does it serve in the text? Support with textual evidence.

3. How does the flashback change your understanding of Langston and his story? Support with textual evidence.









➤ 3 Whole Novel Analysis Assignments

➤ Rigorous & Creative Tasks

➤ Accommodate for ALL Learners

➤ Text-Based Questions & Analysis

Close Readings

| | | | | | |
|--|--|-------------|--|---------------|--|
| Close Reading 5 | | Name: _____ | | Chapters 9-10 | |
| Conflict | | | | | |
| <ul style="list-style-type: none"> Conflict is the struggle between opposing _____, _____, or _____. Conflict affects _____, builds _____, and drives _____. | | | | | |
| There are four types of conflicts listed below. On the blank, write whether the conflict is an external conflict or internal conflict. Then, write an example of the type of conflict in the space. Try to identify a conflict from the novel. | | | | | |
| Person vs. Person/Group | | | Person vs. Self | | |
|  VS  | | |  VS  | | |
| <ul style="list-style-type: none"> _____ conflict Example: _____ | | | <ul style="list-style-type: none"> _____ conflict Example: _____ | | |
| Person vs. Nature/Supernatural | | | Person vs. Society | | |
|  VS  | | |  VS  | | |
| <ul style="list-style-type: none"> _____ conflict Example: _____ | | | <ul style="list-style-type: none"> _____ conflict Example: _____ | | |
| Identifying and Analyzing Conflicts | | | | | |
| There are numerous conflicts in these chapters. First reread the chapters, and then, analyze 3 different types of conflicts the characters face. Identify the third conflict. Include textual evidence to support. | | | | | |
| 1. Explain the Conflict : Langston's Grandmother vs. Nature | | | How does the conflict affect characters? | | |
| | | | | | |
| How does the conflict drive the plot/create suspense? | | | How do the characters overcome/ try to overcome this conflict? | | |
| | | | | | |

➤ Answer Keys

➤ Google Slides™ Links

➤ Great for Rotation Model & Centers

Assessments

Reading Check 1 Name: _____

Chapters 1-2

1. Where did the narrator grow up before moving to Chicago?
2. Who lives in the apartment across from the narrator and his father?
3. What are the names of the three boys that bully the narrator?

Reading Check 2 Name: _____

Chapters 3-4

1. Who does the narrator miss the most? What happened to this person?
2. Where does the narrator go after school?
3. How many times has the narrator been in this kind of place?

Reading Check 3 Name: _____

Chapters 5-6

1. How did Langston and his father travel to Chicago?
2. Who wanted Langston to stay in Alabama?
3. Who is the library Langston visits named after?

Reading Check 4 Name: _____

Chapters 7-8

1. How many books can Langston check out? How long can Langston keep the books?
2. What name did Langston's father want him to have instead?
3. What do Langston and his father do on Saturdays?

➤ 10 Mini-Quizzes – 3 Questions per Reading

➤ Common Core-Aligned Materials

➤ Check for Understanding

Assessments

| | | |
|---------------------------------|-------------|---------------|
| <i>Finding Langston: Quiz I</i> | Name: _____ | Chapters I-10 |
|---------------------------------|-------------|---------------|

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

_____ - Langston reads his father's letter and discovers his grandma is sick.
_____ - Langston gets lost on his way home from school and discovers a library.
_____ - After Langston tells Lymon to leave him alone, Lymon punches him.
_____ - When Langston returns home from school, Miss Fulton tells him to help her with her cart.
_____ - Langston receives a library card and learns how a library works.

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

_____ - Langston likes to check out adventure books at the library.
_____ - Langston and his mother moved from Alabama to Chicago.
_____ - Langston's father sends money back home to Alabama to help Aunt Lena and Grandma.
_____ - Miss Fulton lives in the apartment below Langston and his father.
_____ - Langston's father keeps a shoebox full of photographs under his bed.

SECTION III: Fill-in-the-blank

1. The bullies at school call Langston _____.
2. Langston likes to read books written by _____.
3. On Saturdays, Langston and his father run errands, and on Sundays they go to _____.
4. Langston checks out a book about _____ trees because they remind him of his mother.
5. Langston's father wanted to name him _____.

SECTION IV: Multiple-choice

1. _____ Which of the following best describes the setting of the novel?
 - a. WWII, country of Alabama
 - b. 1940's, South Side of Chicago
 - c. WWII, South Side of Chicago
 - d. 1940's, Chicago and Alabama
2. _____ Which of the following best characterizes Langston's father?
 - a. Sentimental
 - b. Approachable
 - c. Selfish
 - d. Distant
3. _____ Which of the following is **not** a conflict Langston faces in the first half of the novel?
 - a. Langston is hungry because his father loses his job
 - b. Three boys bully Langston for being from the Alabama country
 - c. Langston misses his mother
 - d. Langston wants to return home to Alabama

➤ 2 Novel Quizzes – 1 per Part of Book

➤ Depth of Knowledge Questions

➤ Use for Assessment or Practice

Assessments

Final Literary Assessment

Name: _____

Multiple-Choice - Section I

Read the passage below and answer questions 1-5 that follow.

"Would you like to look at more books?" she asks. Wish I could make my mouth do some talking, but I mumble, "Yes ma'am."

I look close as we pass by shelves of books and big wooden tables and people sitting in chairs with round backs. We pass rows of pictures of colored people in frames like the ones in Miss Fulton's apartment. Lined up nice in one straight line. Each person smiling back, with a gold nameplate under their picture.

"Who are they?" I point at the pictures on the wall.

"They are several of the authors from our lecture series. Of course, Chicago is home to many esteemed Negro writers." She smiles. I nod like I know exactly what she's talking about.

I don't see a white person anywhere. "This a library for colored folks?" I whisper.

She stops and the smile is gone from her face. "A library for colored folks? It's a library for Chicago residents," she says, serious.

I don't know what residents means. But sounds to me like that means it's a colored library. We keep on walking.

"It is named for a colored man, however." She keeps walking. She has a way of talking sounds like her lips are too tight for her face. "George Cleveland Hall was a local physician. He served on the board of directors as one of the Chicago Public Library's first Negro members."

"So he built this here library?" I ask, nearly out of breath trying to keep up with her, listen about Mr. Hall, and look at the books at the same time.

She stops short and I almost walk right into her back. "He didn't build the library." She looks serious again. "But it was because of his efforts to ensure this community had a library that this branch was built fifteen years ago. It was named in his honor."

I nod again, pretending I understand. History ain't one of my favorite subjects, but I ain't ever learned any history about colored folks being physicians and directors.

1. _____ Which of the following best describes the main idea of the above passage?
 - a. The passage is mostly about the rules of the library and how the check-out process works
 - b. The passage is mostly about George Cleveland Hall and the librarian's respect for him
 - c. The passage is mostly about Langston's confusion about visitors allowed in the library and the rules
 - d. The passage is mostly about a brief overview of the historical and cultural significance of the library
2. _____ Which detail is most effective at revealing the larger societal conflict of discrimination during this time period?
 - a. History ain't one of my favorite subjects, but I ain't ever learned any history about colored folks being physicians and directors.
 - b. I don't know what residents means. But sounds to me like that means it's a colored library.
 - c. "They are several of the authors from our lecture series. Of course, Chicago is home to many esteemed Negro writers."
 - d. We pass rows of pictures of colored people in frames like the ones in Miss Fulton's apartment.
3. _____ Which feeling does the phrase "A library for colored folks? It's a library for Chicago residents" convey?
 - a. Befuddled
 - b. Amused
 - c. Affronted
 - d. Irate
4. _____ How does the author best convey the idea that the library is a respected and important part of the community?
 - a. Through descriptions of the physical setting and high volume of visitors
 - b. Through the librarian's overall seriousness and attitude toward Langston
 - c. Through incorporating the history about its founder and writers that participate in the lecture series
 - d. Through Langston's interest and curiosity about the library
5. _____ What intended effect do Langston's questions have in the passage?
 - a. Reveal his desire to impress the librarian
 - b. Reveal his curiosity and amazement about the library
 - c. Reveal the disdain Langston has for learning about history
 - d. Reveal the lack of opportunities Langston has in his Chicago school

➤ Final Literary Test

➤ Essay Choice Board

➤ Answer Keys

➤ Google Forms™ Links for ALL Resources

Vocabulary

| | | | |
|--|--|-------------|-------|
| Vocabulary Check 2 | | Name: _____ | Set 2 |
| SECTION I: Match the correct definition, synonym, or antonym with the correct word | | | |
| 1. _____ Shame | a. Definition: Sit, lie, or fall with one's arms and legs spread out in an ungainly or awkward way | | |
| 2. _____ Liken | b. Antonym: Pride, honor, or praise | | |
| 3. _____ Namesake | c. Definition: Point out the resemblance of someone or something to | | |
| 4. _____ Racket | d. Synonym: Name | | |
| 5. _____ Sprawl | e. Synonym: Noise or uproar | | |
| SECTION II: Fill in the blank with the correct word | | | |
| 1. My _____ colleague won the most important award in our field for her efforts to create a vaccine for a deadly virus. | | | |
| 2. The team won the championship game at the buzzer, _____ expectations for the second year in a row. | | | |
| 3. Afraid that the snowstorm would close the emergency room, I called before I trekked out in the blizzard. The secretary _____ me it would be open 24/7, no matter the weather. | | | |
| 4. I did not want to _____ over the food during the meeting, but it looked too undercooked to eat. I had to send it back to the kitchen. | | | |
| 5. While I handle the company's internal matters, my colleague is tasked with handling the public _____. | | | |
| FUSS – ESTEEMED – ENSURED – AFFAIRS – SURPASSING | | | |
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➤ 2 Vocabulary Lists - Word Location

➤ Google Forms for Easy Grading

➤ 2 Vocabulary Quizzes – Check for Understanding

➤ Identify Words in Context

Vocabulary

Crossword Puzzle I Name: _____ Set I

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

ACROSS

3 Synonym: Exceeding or excelling

4 When I lied to my friend and told her a stranger broke her bike, I felt _____, so the next day I admitted I was the one who broke it.

6 A person or thing that has the same name as another

8 The Ancient Egyptians _____ their rulers to gods.

9 After I came home from the week-long basketball tournament, I _____ on the couch and slept for what felt like days.

DOWN

1 Show unnecessary or excessive concern about something

2 Synonym: Valued, regarded, or appreciated

4 A matter that is a particular person's concern or responsibility

5 The neighbors next door were making such a _____ last night, I went over in my pajamas and asked them to quiet down.

7 Antonym: Endanger or reject

WORD BANK: AFFAIR, ASHAMED, ENSURE, ESTEEMED, FUSS, LIKENED, NAMESAKE, RACKET, SPRAWL, SURPASSING

Puzzle made at puzzle-maker.com © 2019 LIT Lessons 14

➤ 2 Crossword Puzzles

➤ Use for Centers or Rotation Model

➤ Graphic Organizers & Activity

➤ Answer Key & Google Slides™ & Forms™ Links

Informational Texts

Topics

- A Country in Conflict & Map Activity
- The Reconstruction Era
- The Rise of Sharecropping
- The Rise of Jim Crow Laws
- The First Great Migration
- Life in the North
- The Second Great Migration
- The Promised Land
- The Legacy of the Great Migration
- The People's Poet

Informational Texts

5

The First Great Migration

From the late 19th century to the early 20th century, Black Americans in the South faced intense racism and oppression. From the exploitative sharecropping system to the discriminatory Jim Crow laws to unchecked violence and intimidation, the notions of citizenship, freedom, and equality were simply words on paper, not the reality of their lives. Many families were eager for the opportunities and rights that the Constitution promised them. But how could they possibly attain rights and equality in a region that deemed a whole race of people secondary citizens? An uncertain answer motivated many Black communities and families across the South to pack up their lives and move north and west with the hope for a better life. It constituted one, major reason for the move. Many factors *pushed* Blacks to migrate and many factors *pulled* them to the north.

Overview of the First Great Migration

The **First Great Migration** refers to the mass migration, or movement, of Blacks from the South to northern and midwestern urban centers. Historians typically mark it as lasting from 1910 to 1940.

Northern, midwestern, and western cities, such as New York, Detroit, Chicago, Philadelphia, and Los Angeles, saw their Black populations increase upwards of 50 percent. During this first wave of migration out of the South, more than 1.5 million Black people took trains, buses, cars, and even carts to leave. The trip was not easy, and Blacks faced many difficulties along the way. Meanwhile, upon arrival, Blacks found life in these cities was far from perfect too. However, the reality did not stop the tide of people.

Push Factors

Political, social, and economic factors pushed Blacks to migrate from the South. First, states made a concerted effort to discriminate against and disenfranchise Blacks through Jim Crow laws. These laws segregated Blacks and whites and preserved systematic inequalities that prevented Blacks from access to opportunities. Since Jim Crow laws made segregation legal, this led many whites to further assert

their superiority through harassment, intimidation, and violence. White supremacist groups, most famously the Ku Klux Klan (KKK), lynched and murdered countless Blacks without consequence. In addition, economic instability proved to be another factor that pushed Blacks to migrate north. The sharecropping system limited economic gains. Meanwhile, the boll weevil – a beetle that feeds on cotton buds and flowers – wreaked havoc, causing the collapse of the cotton crop and further limiting the money to be made in agriculture. The cotton market's collapse contributed to an economic depression that significantly affected sharecroppers and tenants. These three main factors, political, social, and economic, influenced over 1.5 million people to leave the South to seek a better life. From where Blacks lived, the *pushed* individuals to seek a better life elsewhere.



Boll weevil in a cotton flower



Image showing why African Americans fled to the north. In the *Crisis* (NAACP) publication, March 1920.

- 10 Nonfiction Readings
- Educational Text Features
- Glossary of Key Vocabulary
- Foster Class Discussion

Informational Texts

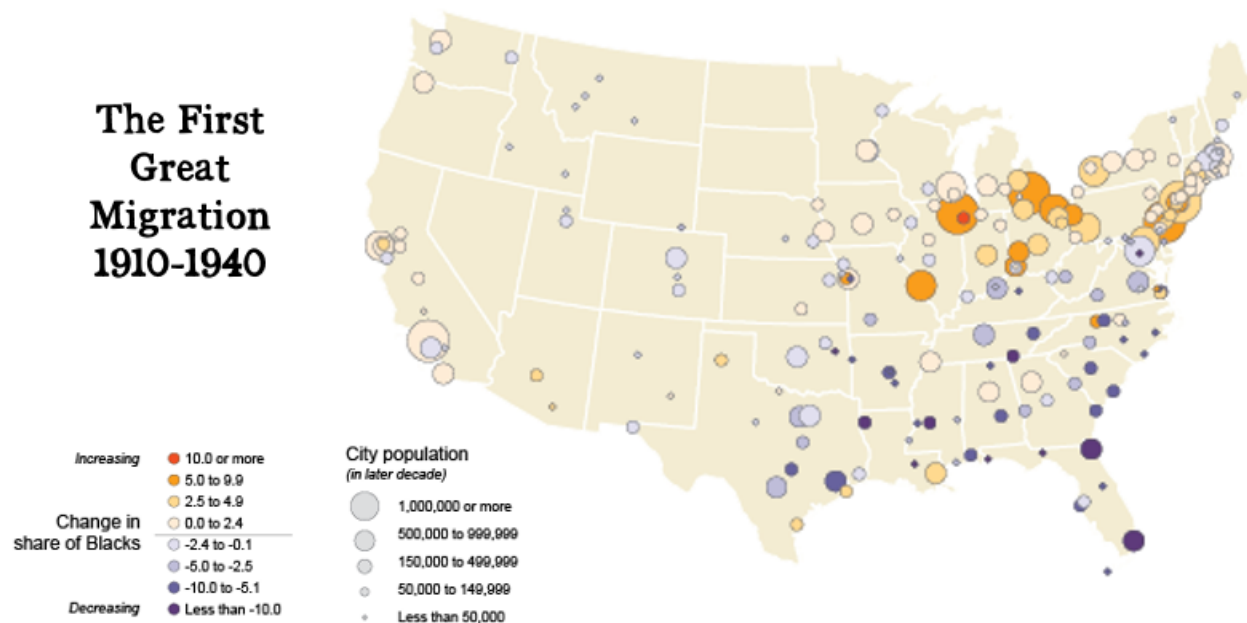
Pull Factors

Other political, social, and economic factors pulled, or persuaded Blacks to migrate north. They offered **enticements** to leave, attractive reasons to settle where they could be found. Unlike the segregated and racist South, the North, Midwest, and West appeared to offer more freedom and political opportunities. Segregation, although present, was not as entrenched as in the South. Blacks could vote without first facing unconstitutional laws, such as poll taxes and literacy tests. Although discrimination and racism were present, their influence was not nearly as strong. In general, Blacks faced less discrimination in nearly every aspect of their lives. The economic opportunities in the North and Midwest were also a huge draw for Blacks. When World War I (WWI) began in 1914, the industrialized cities of the North and Midwest lost a large population of their workers. In combination with restrictive immigration laws, the factories were desperate for labor. Companies even sent recruiters to the South to convince Blacks to move North. Some even paid their way. While the South's agriculture economy staggered through a depression, the North's industrialized economy was thriving. Jobs and wages were nowhere near as scarce. Lastly, letters home from those who already moved and newspaper editorials detailed the benefits to be found in the North. They publicized a seemingly better life, offering Blacks more evidence life could be far better in the North.

The Great Depression Hits

The First Great Migration saw over one million Blacks move from the South to seek better opportunities elsewhere in the United States. Most participated in the migration before 1930. At the end of 1929, the United States experienced an economic disaster of epic proportions, the Great Depression. During this time period, millions lost their jobs and money. As a result, one major pull factor – the promise of jobs and good wages – diminished. This, in turn, disrupted the flow of Blacks from the South. Yet, another world war would change the tide once again. The Second Great Migration would begin in 1940.

The First Great Migration 1910-1940



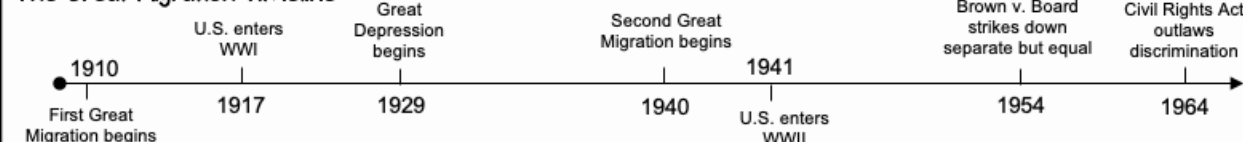
➤ Appropriate Spacing to Allow for Annotation

➤ Common Core-Aligned

➤ Informational Texts and History Standards

➤ Critical Thinking Opportunities

The Great Migration Timeline



Informational Texts

| | | | |
|--|----------------------|---|--|
| 5a Nonfiction Text Analysis Name: | | The First Great Migration | |
| Nonfiction Text Features | | Directions: Fill out the following organizer, identifying the key features of the informational text. | |
| Feature 1: Image 1 | | Feature 2: Map | |
| What is it? Name/describe the feature. | | What is it? Name/describe the feature. | |
| How does this feature contribute to your understanding of the whole article? | | How does this feature contribute to your understanding of the whole article? | |
| Vocabulary & Terms | | Directions: Define the key vocabulary words and terms below by using context clues from the text. | |
| First Great Migration | | | |
| push factors | | | |
| pull factors | | | |
| enticements | | | |
| Main Idea & Key Details | | Directions: Fill out the graphic organizer below in order to determine the main idea of the text. | |
| Title: | | | |
| Key Detail 1: | Key Detail 2: | Key Detail 3: | |
| Main Idea: What is the article mostly about? | | | |

➤ Comprehension & Analysis Questions

➤ Format A – Text Features, Main Idea

➤ Format B – Analysis Questions

➤ Depth of Knowledge Prompts

Informational Texts

5b Nonfiction Text Analysis
Name: _____

The First Great Migration

1. What factors pushed Blacks to migrate north and west? Which factor do you think was the most influential? Why? Support with textual evidence.

2. What factors pulled Blacks to migrate north and west? Which factor do you think was the most influential? Why? Support with evidence from the text.

3. How did recruiters try to persuade Blacks to migrate out of the South? Based on what you know about the South, how do you think these recruiters were treated? Why? Make an inference and support with evidence from the text.

4. What caused the First Great Migration to slow? Why did it slow Black migration from the South? Support with textual evidence.

5. Examine the map closely. What do you notice? What sticks out to you? How does the map enhance your understanding of the First Great Migration? Explain and support with textual evidence.

6. What challenges do you think Black migrants faced in their new home? Infer at least two challenges and support with textual evidence.

- 2 Formats to Allow for Differentiation
- Use for Centers or Rotation Model
- Pair with Novel – Cross-text Connections
- Answer Key & Google Slides™ Links

Extension Activities

Musician Profile Name: _____

Directions: Select one Blues musician from Chicago to study. Conduct research on this musician and fill out a profile of his/her life.

Background Information

Image of Musician _____

Name: _____

Birthdate: _____

Birthplace: _____

When did the musician begin to play music and sing?

Music Career

1. How did the musician become a Blues player?

2. How did the musician end up in Chicago? What led them there?

3. Why was this musician important to Blues music?

4. How was this musician influential during their lives? How did they influence music?

➤ 4 Extension Activities

➤ Variety of Subjects – Art, Music

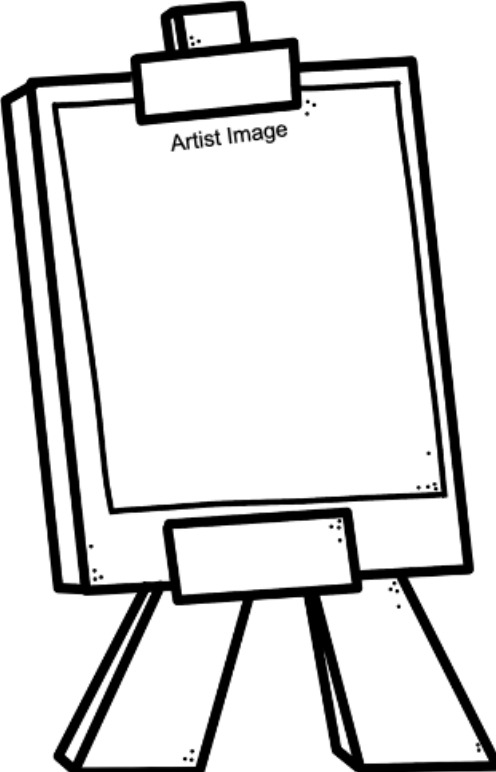
➤ Engage with Different Activities

➤ Comprehension & Analysis Questions


Extension Activities

Jacob Lawrence Profile Name: _____

Fill out the profile for Jacob Lawrence, using what you have learned from your research.



Artist Image

Jacob Lawrence 

Birthdate: _____

Birthplace: _____

How did Lawrence discover the arts? How did he become a painter?

How does his life connect to the Great Migration?

The Migration Series 

1. What is *The Migration Series*? What inspired Lawrence to create this series of paintings?

2. What from Lawrence's life might have influenced the scenes depicted in *The Migration Series*?

3. Why is the *Great Migration* series significant? Why does it remain an important part of art history?

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- Allows for Differentiation
- Standards-aligned – Informational & History Texts
- Pair with Nonfiction Readings
- Make Connections Between Texts

Extension Activities

| Essay Choice Board | | Name: _____ | | | Novel + Poetry + Nonfiction Texts | |
|---|--|---|--|---|-----------------------------------|--|
| Directions: Select one of the following essay options. Write a Text-Dependent Analysis essay (5-paragraph minimum) with thesis, topics, and quotes for all the body paragraphs. | | | | | | |
| Option # | Prompt | | | | | |
| 1 | What theme is most prevalent in Langston Hughes' poetry? How does he develop this theme? Based on what you have learned from <i>Finding Langston</i> and the nonfiction articles, why might Hughes choose to incorporate this theme in his writing? Provide textual evidence to support your answer. | | | | | |
| 2 | How historically accurate is the novel <i>Finding Langston</i> ? How does the novel's accuracy enhance and/or change your understanding of the characters and their story? Incorporate evidence from multiple sources to support your answer. | | | | | |
| 3 | Choose a poem by Langston Hughes. How do the themes in the poem connect with a prominent them in <i>Finding Langston</i> ? Explain the connection and the lesson learned by using evidence from both the novel and the poem. | | | | | |
| 4 | How do the nonfiction articles enhance your understanding of <i>Finding Langston</i> ? Use specific information from the articles to make connections to specific events in the novel. Explain their relationship and how it aids your understanding. | | | | | |
| Essay Rubric | | | | | | |
| Essay | Exceeds Expectations (4) | Meets Expectations (3) | Approaching Expectations (2) | Needs Improvement (1) | | |
| Controlling Idea | Essay has a thesis that clearly explains the topic and answers the question. | Essay has a thesis that generally explains the topic. | Essay attempts to include thesis and attempts to explain topic. | Thesis or controlling idea is not complete. | | |
| Organization | Essay is organized in a way that makes the most sense for the topic and content. | Essay is somewhat organized in a way that makes sense for the topic. | Essay attempts to organize ideas but may not be the best organization for the topic. | Essay is incomplete or not clearly organized. | | |
| Evidence | Evidence supports the thesis. Evidence is quoted, explained, and analyzed. | Evidence supports the thesis. Evidence is quoted, explained, and/or analyzed. | Evidence somewhat supports the thesis and may not be quoted, explained, or analyzed. | Evidence does not support thesis or is not included in essay. | | |
| Language | Effectively uses transitions, words, and/or phrases to connect ideas. | Somewhat uses transitions, words, and/or phrases to connect ideas. | Attempts to use transitions, words, and/or phrases to connect ideas. | Transitions, words, and/or phrases to connect ideas not included. | | |
| Style | Style is appropriate and consistent throughout entire essay. | Style is somewhat appropriate and consistent throughout entire essay. | Appropriate and consistent style not maintained throughout entire essay. | Style is not appropriate or consistent for the task. | | |
| Conventions | Essay has minimal to no errors in mechanics. | Essay has few errors, but the errors do not take away from understanding. | Essay has many errors and may take away from understanding. | Essay is either incomplete or many errors that inhibit understanding. | | |
| _____ / 24 = _____ % | | | | | | |

➤ Foster Rich Discussion

➤ Comprehensive Examination of History

➤ Prompts Require Evidence-based Responses

➤ Cross-curricular Learning

Poetry Close Readings

| | | |
|---|---|-----------------------------|
| Poem Analysis I | Name: | "Dreams" by Langston Hughes |
| Section I: Poem Basics Directions: Identify the key features of the poem. | | |
| 1. How many stanzas does the poem have? _____ | | |
| 2. How many lines does the poem have? _____ | | |
| 3. Are there any other important features of the poem? If so, describe them. _____ | | |
| Section II: Vocabulary & Terms Directions: Define the key vocabulary words below by using context clues from the poem. | | |
| fast | | |
| barren | | |
| Section III: Main Idea & Key Details Directions: Fill out the graphic organizer below in order to determine the main idea of the poem. | | |
| Title: | | |
| Key Detail 1: | Key Detail 2: | Key Detail 3: |
| | | |
| Main Idea: What is the poem mostly about? | | |
| Section IV: Figurative Language Directions: Identify the type of figurative language listed from the poem. Then, analyze for its deeper meaning. | | |
| Metaphor 1: | What is the deeper meaning? What is the author trying to say? | |
| | | |

➤ Foster Rich Discussion

➤ Comprehension & Analysis Tasks

➤ Prompts Require Evidence-based Responses

➤ Connections Between Texts

Poetry Close Readings

| | |
|---|--|
| Metaphor 2: | What is the deeper meaning? What is the author trying to say? |
| Section V: Literary Element - Symbols | |
| Directions: Fill out the following graphic organizer to analyze the symbols in the poem. | |
| What does the author use to symbolize "life" in the first stanza? | What does the author use to symbolize "life" in the second stanza? |
| Why might the author choose this symbol? | Why might the author choose this symbol? |
| How might this symbol connect with a person's life? | How might this symbol connect with a person's life? |
| Section VI: Poem Analysis | |
| Directions: Answer the following questions. Support your answer with textual evidence. | |
| <p>1. Revisit the two metaphors. How is the author's use of the word "if" and "when" effective in the figurative language? What might the speaker be suggesting about dreams?</p> <p>2. Compare and contrast the use of the words "die" and "go." Why might the author choose to use these words with their respective metaphors? What is ironic about their use?</p> <p>3. How is the repetition of the phrase "Hold fast to dreams..." effective in the poem? What tone does the phrase convey? Why might the speaker want to convey this tone?</p> <p>4. How does the poem connect with <i>Finding Langston</i>? Explain at least one way and support with textual evidence.</p> | |

➤ Figurative Language & Literary Devices

➤ Flexible Implementation

➤ Google Slides™ Links – Pre-made Text Boxes for Students

➤ Answer Keys

Instructional Resources

| Day 2 Reading 1 – Literary Analysis & Close Reading |
|--|
| Essential Question(s): <ul style="list-style-type: none">• How does setting create mood, create conflict, and affect characters in a text?• How does the author develop literary elements over time and how does this development create meaning? |
| Essential Standard(s) Covered: <ul style="list-style-type: none">• RL.6.1: Comprehend what the text says explicitly• RL.6.1, 2, 3, 4, 5, 6, 10: Literary analysis – multiple standards• RL.6.5: Analyze how the setting of the novel affects characters, creates mood, and emphasizes conflict (Fiction Close Reading) |
| Lesson Overview and Resources: <ul style="list-style-type: none">• Bell ringer – Have you ever moved houses, towns, cities, states, countries? If so, what was it like? If not, where would you like to move? Why?• Vocabulary work – pages/graphic organizers/flashcards/activity• Reading 1 – Chapters 1-2• Comprehension Guide 1 – complete as a whole class, small groups, and/or rotation model• Literary Analysis 1 – complete as a whole class, small groups, and/or rotation model<ul style="list-style-type: none">• Use analysis questions to facilitate discussion about the novel (Pick 1-2 to discuss)• Fiction Close Reading 1 – complete as a whole class, small groups, and/or rotation model• Extension Activity – Early finishers can do the independent book study or the Blues music study (Optional) |
| Resources Needed: <ul style="list-style-type: none">• Vocabulary graphic organizers• Comprehension Guide 1• Literary Analysis 1• Fiction Close Reading 1• Extension Activity: Novel Study and/or Blues Study (Optional)• Exit ticket• <i>Finding Langston</i> books |
| Homework: <ul style="list-style-type: none">• Extension Activity: Novel Study and/or Blues Study (Optional) |
| Assessment: <ul style="list-style-type: none">• Exit Ticket – How has the move to Chicago changed the narrator (Langston)? |

➤ 5-WEEK Unit with Implementation Suggestions

➤ Standards Alignment

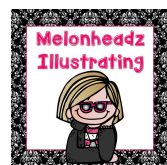
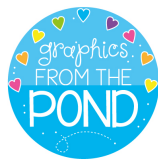
➤ 30 Instructional Lesson Plans

➤ Pacing Guide

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