

The UNSUNG HERO of  
BIRDSONG, USA

NOVEL STUDY




# UNIT CONTENTS

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- 15 Analysis Reading Response Assignments
- 15 Close Reading Assignments & 5 Novel Analysis Tasks
- South Carolina History, Civil War, Reconstruction, Jim Crow, and WWII
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- Digital Links for Google Drive™
- Answer Keys for Applicable Activities!

# READING RESPONSE A

<b>Reading Response A</b>	<b>Name:</b>	<b>Chapters 1-3</b>
1. What is Chapter 1 mostly about? Summarize the chapter with key details and support with evidence from the text.		
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2. According to the narrator, who teaches him an important lesson? What lesson does he learn? Support with evidence from the text.		
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3. Where does the story take place? When does it take place? Describe the setting and support with evidence from the text.		
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4. What gift does the narrator receive? Why does he get a present? How does he feel about this gift? Support with textual evidence.		
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5. According to the narrator, what does his aunt see in his eyes? What do you think she means by this description? Support with textual evidence.		
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➤ 15 Assignments  
– 8 Questions  
Each

➤ Comprehension  
Questions

➤ Prompts Require  
Textual Evidence

➤ Common Core-  
Aligned Material

# READING RESPONSE A

6. What happens when the narrator travels to town? Why does this incident happen? Explain and support with evidence from the text.

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7. Who saves the narrator? In what ways is this character different from the other characters the narrator describes? Support with textual evidence.

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8. What is the point of view of the novel so far? Who is the narrator? How old is he? Support with evidence from the text.

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## Visualize the Text


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

- Visualization Section – Figurative Language
- Accommodate for ALL Learners
- Great for Small Group or Rotation Models
- Rigorous Materials

Quiz:

# READING RESPONSE B

<b>Literary Analysis 1</b>	<b>Name:</b>	<b>Chapters 1-3</b>
<p>1. Describe the structure of the first chapters. How is the first chapter different than the rest? What does this difference reveal about the narrator and their point of view? Support with textual evidence.</p> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>2. Analyze the setting of the novel so far. What mood does it create? How does the author create this mood? Support with evidence from the text.</p> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>3. What is Gabriel's attitude toward Birdsong? Why does he have this tone? Support with evidence from the text.</p> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>4. What does Gabriel get for his birthday? Although it is early in the story, what might this object come to symbolize? Make a prediction and support with textual evidence.</p> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>5. How is the point of view of the first paragraphs of Chapter 3 different than the rest of the novel? How is this change in perspective effective? Why might the author choose to briefly change the point of view? Support with textual evidence.</p> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>6. What brief conflict does Gabriel face in Chapter 3? How does it affect him? How does he overcome this conflict? Support with evidence from the text.</p> <hr/> <hr/> <hr/> <hr/> <hr/>		

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➤ 15 Assignments  
– 10 Questions  
Each

➤ Analysis &  
Critical Thinking  
Questions

➤ Prompts Require  
Textual Evidence

➤ Stimulate Class  
Discussion

# READING RESPONSE B

7. How do the townspeople react to the incident you identified in #7? What do you find interesting about their reaction? What does it make you curious about? Support with evidence from the text.

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8. In what ways does the author build suspense in the first three chapters? What do you think the author may be building suspense towards? Support with evidence from the text.

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9. Characterize the narrator. What kind of person is he? How would you describe his personality? Explain and support with evidence from the text.

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10. Interpret the following quote: "...looking at things with more eyes than just your own lets you see things more clearly – maybe even see things the way they really are, not just the way you want them to be." (1) What is the deeper meaning of the quote? Support with evidence from the text.

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## Critical Connection

Directions: Based on this reading, identify a reference, description, or statement that relates to the time period the story takes place *and* makes you curious. What question(s) does what you identified raise for you? What else would you like to learn about this history?

Textual Evidence

Questions



Quiz:

- Critical Connections Section– Historical Thinking
- Use for Differentiation
- Google Slides™ Links – Pre-made Text Boxes for Students
- Answer Keys

# CLOSE READINGS

Close Reading 3		Name:	Chapters 6-7
<b>Character</b>			
Directions: Let's take a closer look at Gabriel's character based on Chapters 6-7. Reread the chapters and fill in the organizer below with details that reveal Gabriel's character. Then, answer the question that follows.			
Gabriel's...	Evidence that reveals Gabriel's character		
Words			
Thoughts			
Actions			
Other character reactions to him			
Relationship with his family			
1. Characterize Gabriel. What kind of person is he based on the evidence above? Support your answer with details from the text.			
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➤ 15 Close Reading Assignments

➤ Notes for Literary Elements

➤ Graphic Organizers to Scaffold Learning

➤ Literary Skills-Based

# CLOSE READINGS

## Character Analysis: What would Gabriel do?

Directions: Based on your knowledge of Gabriel's character, explain what you think Gabriel would do if he witnessed or experienced the following scenarios. Describe how he would react and also explain why you believe he would respond this way.

Scenario	Response and Explanation
A Birdsong resident walks out of Mr. Summerlin's drugstore with an armful of groceries. Then, the resident trips and drops all the groceries on the ground.	Describe Gabriel's response:
	Why would Gabriel respond this way?
Scenario	Response and Explanation
Gabriel goes to the movies with his friend, Patrick, and sees his crush, Rosie, there.	Describe Gabriel's response:
	Why would Gabriel respond this way?
Scenario	Response and Explanation
Gabriel goes into town and sees Meriwether on the corner with his sign, asking for work.	Describe Gabriel's response:
	Why would Gabriel respond this way?

➤ 5 Whole Novel Analysis Assignments

➤ Rigorous & Creative Tasks

➤ Accommodate for ALL Learners

➤ Text-Based Questions & Analysis



# CLOSE READINGS

<b>Close Reading 4</b>	Name: _____	Chapters 8-9
<b>Flashback</b>		
<ul style="list-style-type: none"> <li>• Flashback is a _____ of events prior to the start of the story.</li> <li>• _____ are also considered flashbacks.</li> <li>• Flashbacks have deeper meanings because they give _____ or _____ into current events.</li> <li>• Specifically, flashbacks serve three purposes in literature:             <ol style="list-style-type: none"> <li>1. Provide insight into _____.</li> <li>2. Increase _____.</li> <li>3. _____ the past with the present.</li> </ol> </li> </ul>		
<p>Directions: Reread Chapter 9, focusing on Gabriel's expanded flashback. Gather evidence below that captures the purpose of the flashback.</p>		
Key Detail of Flashback (Include Page #)	Purpose of Detail	How are the details of the flashback effective in the story?

➤ Differentiate for Students

➤ Great for Rotation Model & Centers

➤ Google Slides™ Links

➤ Answer Keys for Applicable Activities

# ASSESSMENTS

**Reading Check 1** Name:

Chapters 1-3

1. What gift does Gabriel receive for his birthday?
2. Who almost hits Gabriel with their car?
3. Why does Gabriel almost get hit by a car?

**Reading Check 2** Name:

Chapters 4-5

1. Who saves Gabriel's life?
2. What does this person you identified in #1 do for Gabriel?
3. Who tells Gabriel's parents about the accident?

**Reading Check 3** Name:

Chapters 6-7

1. Where is Tink's new friend, Helene, from?
2. What is one piece of advice Tink gives Gabriel to avoid a harsh punishment?
3. Who claims that Gabriel has a special destiny?

**Reading Check 4** Name:

Chapters 8-9

1. How long is Gabriel forbidden to ride his bicycle?
2. Who is Gabriel's best friend?
3. Where do Gabriel and his best friend go to find Meriwether? (Name two places)

➤ 15 Mini-Quizzes – 3 Questions per Reading

➤ Google Forms for Easy Grading

➤ Common Core-Aligned Materials

➤ Check for Understanding

# ASSESSMENTS

## Novel Quiz 1

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

Chapters 1-16

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

- \_\_\_\_\_ - Lucas spits on Meriwether's shoes when he finds out he might work at Jake's shop.
- \_\_\_\_\_ - Gabriel's father hires Gabriel to work at the gas station and shop.
- \_\_\_\_\_ - Gabriel sneaks a ride on his bicycle, disobeying his parents' punishment.
- \_\_\_\_\_ - When Gabriel is riding his bicycle, Meriwether saves him from being hit by Mrs. Babcock's car.
- \_\_\_\_\_ - Gabriel and Patrick walk to Meriwether's house because Gabriel wants to offer Meriwether a job.

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

- \_\_\_\_\_ - As punishment for Gabriel's accident, his parents forbid him to ride his bicycle for three weeks.
- \_\_\_\_\_ - Patrick, Gabriel's friend, is training to become a U.S. Navy frogman when he grows up.
- \_\_\_\_\_ - Gabriel's parents met at Oberlin College in Ohio, and then moved to Birdsong.
- \_\_\_\_\_ - Abigail's name means "a father's love."
- \_\_\_\_\_ - Tink always carries around a camera because she wants to be a photographer.

### SECTION III: Fill-in-the-blank

1. Tink's friend, Helene, just moved to South Carolina from \_\_\_\_\_.
2. Meriwether lives in a part of Birdsong some residents call \_\_\_\_\_.
3. Birdsong enforces \_\_\_\_\_ laws, which legally permit segregation.
4. Meriwether tells Patrick they are alike because the \_\_\_\_\_ hates them both.
5. Gabriel gets mad at Patrick when Patrick refers to Meriwether as \_\_\_\_\_ instead of his name.

### SECTION IV: Multiple-choice

1. \_\_\_\_\_ Which aspect of the novel's setting influences the characters the most?
  - a. The summer and heat
  - b. The small town atmosphere
  - c. The segregation and prejudiced social context
  - d. The post-World War II economic context
2. \_\_\_\_\_ Which of the following best describes how Gabriel's tone toward Birdsong is changing?
  - a. From admiring to doubting
  - b. From despising to appreciative
  - c. From wary to trusting
  - d. From annoyed to indifferent
3. \_\_\_\_\_ How is the plot most advanced by Gabriel's bicycle accident?
  - a. The accident complicates Meriwether's efforts to find a job
  - b. The accident foreshadows Meriwether's confrontation with Lucas
  - c. The accident initiates the friendship between Gabriel and Meriwether
  - d. The accident reveals the danger of living in Birdsong

➤ 2 Novel Quizzes – 1 per Half of Book

➤ Depth of Knowledge Questions

➤ Use for Assessment or Practice

➤ Essay Choice Board

# ASSESSMENTS

## Multiple-Choice

Section III

Read the following passage and answer questions 11-15 that follow.

Meriwether gazed off into space. "You good at keepin' secrets, Gabriel?"

"Usually."

Abigail stood up. "Don't tell him, Daddy. Mama made you swear on the Bible."

"I won't tell no one, I promise . . . What?"

"I hope you're a person of your word, Gabriel Haberlin."

"I am . . . Why'd you say that stuff about the Battle of the Bulge? You made it sound like you were there too."

"I was. And so were other colored men. And I'm tired of keepin' it bottled up inside me when y'all's soldiers get to brag and have fancy parades and all I have is a uniform, a Good Conduct Medal, an honorable discharge, and my memories. Always considered myself to be a brave man, but lately I've been so fulla fear, I've even stopped relivin' it with colored folks." He stared off again into the distance before continuing. "I already have the answer to this question, but lemme ask it anyway. Any colored soldiers honored in that parade?"

"No."

Meriwether drew his knees up to his chest and dropped his head into his hands. Abigail patted his shoulder tenderly. "Don't be sad about it again, Daddy."

"Startin' to feel like a dream," he whispered.

"What'd you do over there?"

He raised his head and looked straight at me. "I drove a tank."

"Wow!"

"Yessiree. I was a member of the United States Army's 761st Tank Battalion . . . all colored. Called ourselves the Black Panthers. Motto was Come Out Fighting, and that's exactly what we did. Proud to say we finished off a lotta Nazis and did our part to win the war."

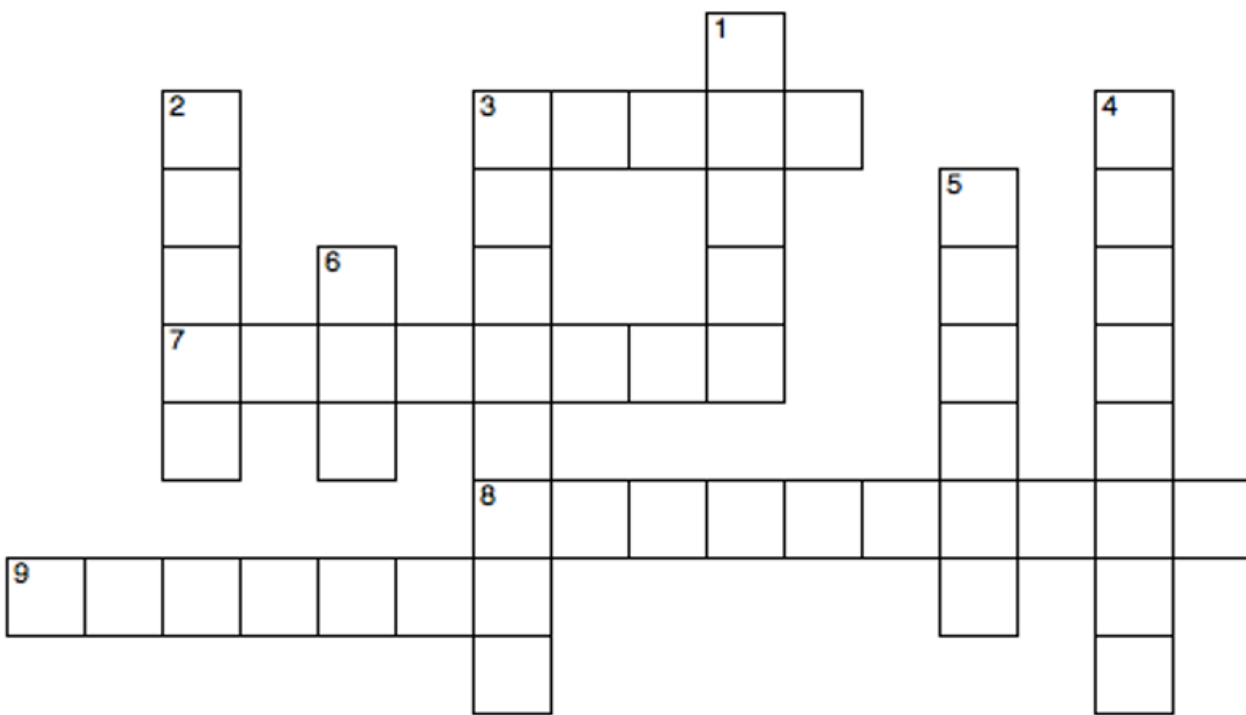
11. \_\_\_\_\_ Part One: What does the passage reveal about friendship?
  - a. Friendship grows the longer people know each other
  - b. Good friends share secrets
  - c. Friendship is based on trust
  - d. Good friends break other people's promises to each other
12. \_\_\_\_\_ Part Two: Which detail best supports your answer to Part One? (Choose **one** answer)
  - a. "Don't tell him, Daddy. Mama made you swear on the Bible."
  - b. "You good at keepin' secrets, Gabriel?"
  - c. "Why'd you say that stuff about the Battle of the Bulge? You made it sound like you were there too."
  - d. "I won't tell no one, I promise . . . What?"
13. \_\_\_\_\_ How is the following figurative language effective in the passage: "**Startin' to feel like a dream**"?
  - a. Reveals how courageously Meriwether fought in the war
  - b. Emphasizes how Meriwether's service was the best time of his life
  - c. Highlights how Meriwether's service does not feel real anymore since he has to keep it hidden
  - d. Shows how much Meriwether's tank crew's service changed the lives of people in the U.S.
14. \_\_\_\_\_ Which detail best reveals the disadvantage of the point of view?
  - a. Meriwether drew his knees up to his chest and dropped his head into his hands.
  - b. "I hope you're a person of your word, Gabriel Haberlin."
  - c. "Always considered myself to be a brave man, but lately I've been so fulla fear, I've even stopped relivin' it with colored folks."
  - d. He raised his head and looked straight at me.
15. \_\_\_\_\_ How does the author convey the idea that the Meriwether and his fellow soldiers should be recognized for their service?
  - a. Through the parade for white war heroes and Meriwether's honorable service
  - b. Through Meriwether's ability to keep his service hidden from others
  - c. Through the tank crew's motto
  - d. Through Meriwether's ability to drive a tank

- Final Literary Tests
- Accommodate ALL Learners
- Flexible Implementation
- Answer Keys & Google Forms™ Links for ALL Resources

# VOCABULARY

**Crossword Puzzle**      Name: \_\_\_\_\_      Set 1

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



**ACROSS**

3 Smile or speak in a contemptuous or mocking manner  
 7 Antonym: Lighthearted  
 8 Set apart from each other; separated or divided along racial, sexual, or religious lines  
 9 Antonym: Bogus or fake

**DOWN**

1 The \_\_\_\_\_ mosquitoes forced the party-goers to spend the rest of the night inside the house.  
 2 Synonym: Brag or gloat  
 3 When their young puppy refused to eat, they quickly \_\_\_\_\_ that something was wrong and took it to the veterinarian.  
 4 During the school board meeting, parents voiced their \_\_\_\_\_ over the budget cuts to the athletic and arts departments.  
 5 An unlucky accident  
 6 Synonym: Clever or tricky

WORD BANK: BOAST, DISTRESS, GENUINE, MISHAP, PESKY, SEGREGATED, SLY, SNEER, SOLEMNLY, SURMISED

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

➤ 4 Vocabulary Lists - Word Location

➤ Google Forms for Easy Grading

➤ 4 Vocabulary Crossword Puzzles

➤ Multi-Model & Engaging

# VOCABULARY

Vocabulary Check

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

Set 1

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

1. _____ Distress	a. Synonym: Separate or isolate
2. _____ Surmise	b. Definition: Causing trouble
3. _____ Pesky	c. Antonym: Honest or behaved
4. _____ Sly	d. Definition: Extreme anxiety, sorrow, or pain
5. _____ Segregated	e. Synonym: Guess or suspect

## SECTION II: Fill in the blank with the correct word

1. When the boss announced pay cuts, he \_\_\_\_\_ at the employees gathered in the conference room.
2. The jeweler thought he bought a \_\_\_\_\_ antique, but upon further inspection, realized it was a fake.
3. The gatherers \_\_\_\_\_ bowed their heads at the vigil to honor the victims of the car crash.
4. The ceremony was not without a few minor \_\_\_\_\_, but they were so small that hardly anyone noticed.
5. When the basketball team returned from the tournament, they \_\_\_\_\_ about their championship win to anyone who would listen.

BOASTED – GENUINE – MISHAPS – SNEERED – SOLEMNLY

➤ Use Synonyms, Antonyms, Definitions

➤ Determine Correct Usage in Context

➤ Create Sentences

➤ 4 Vocabulary Quizzes – Check for Understanding

# VOCABULARY

Vocabulary Activity		Name:
<p>Directions: With a roll of the dice, you will practice learning words found in <i>The Unsung Hero of Birdsong, USA!</i> After you roll the dice, complete the task assigned to the number.</p> <ol style="list-style-type: none"><li>1. Write the definition</li><li>2. Write 2 synonyms of the word</li><li>3. Write 2 antonyms of the word</li><li>4. Write the word in a sentence you make up (you can change the tense/part of speech)</li><li>5. Draw the meaning of the word</li><li>6. Explain what this word reminds you of</li></ol>		
Word	Roll	Task

➤ 4 Flashcard Sets

➤ Use for Centers or Rotation Model

➤ Graphic Organizers & Activity

➤ Answer Key & Google Slides™ & Forms™ Links

# INFORMATIONAL TEXTS

## TOPICS

- Early History of South Carolina
- The Civil War
- The Reconstruction Era
- South Carolina Reconstruction & Beyond
- The Gullah-Geechee People
- The Rise of Sharecropping
- The Rise of Jim Crow Laws
- *The Green Book*
- The Impact of Jim Crow
- The Great Migration
- Overview of World War II
- The 761<sup>st</sup> Tank Battalion of WWII
- Black Military Veterans of WWII



# INFORMATIONAL TEXTS

1

## Early History of South Carolina



Annotated Map of the British Colonies in North America

The state of South Carolina is located on the United States' eastern seaboard. The area enjoys a mild climate and rich soil, both of which have drawn people to the area for thousands of years. Prior to the arrival of Europeans in the 17<sup>th</sup> century, dozens of Native American tribes occupied South Carolina although few still do today. Dramatic changes to the area quickly followed the European's arrival. The changes thrust South Carolina into a prominent role on the global and national stage, and it would wield its influence in economics, politics, and conflicts for centuries to come.

### Colony of South Carolina

In 1670, the English settled in the area they soon called the Carolina colony. Settlers quickly developed into a planter class and set about to farm the land and reap benefits from the area's natural resources. Indigenous peoples resisted the settlers, and the Europeans fought against

the various tribes to assert their control over the area. As more settlers flocked to the region, a rift emerged between the northern Carolina people and the southern Carolina people. As a result, the colony split into North Carolina and South Carolina in 1712. The split was peaceful, and both colonies continued to thrive in their own right.

### Plantation Economy & Slavery

During the Colonial Period – the era of European's colonization of the Americas – South Carolina was one of the few colonies engaged in the slave trade. Traders exported tens of thousands of Native Americans to other colonies and the British West Indies in the Caribbean. At the same time, enslaved Africans were imported to the colony. The slave trade was an early pillar of the colony's economy, and it shaped other economic activity, such as farming. With enslaved people as labor, a **plantation economy** could be established.

South Carolina plantations prospered due to the cultivation of cash crops, specifically rice and indigo. Plantations, or large farms or estates, used slave labor to maximize profits. As South Carolina's plantation economy grew, so did the need for slave labor. By the early 18<sup>th</sup> century, South Carolinians relied on the trans-Atlantic slave trade to acquire the labor necessary to support and expand the agricultural activity underpinning the state's plantation economy. **Charles Town**, now known as Charleston, became a major port for the slave trade. Ships arrived directly from West Africa. Charles Town quickly became a major port of entry for enslaved Africans, receiving almost half of all enslaved people that entered the U.S. Slavery was omnipresent in

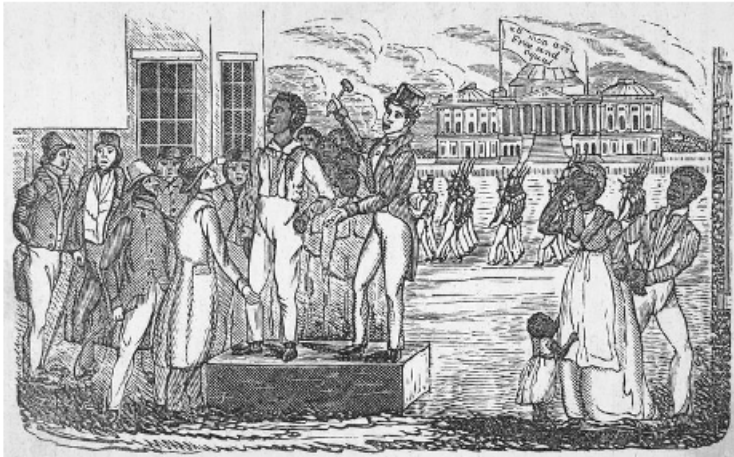
Library of Congress, LC-USZ62-10293



Newspaper advertisement from the 1780s for the sale of enslaved people at Ashley Ferry outside of Charleston, South Carolina.

- 13 Nonfiction Readings
- Educational Text Features
- Glossary of Key Vocabulary
- 2 Pages Per Reading

# INFORMATIONAL TEXTS



Title: "Slavery in South Carolina and the ex-slaves." (1862)

South Carolina commerce, but due to South Carolina's reliance on rice, the practice was most common on plantations. Rice production required up to ten times more labor than other cash crops, such as cotton. By the mid 18<sup>th</sup> century, enslaved Africans comprised up to two-thirds of South Carolina's population.

Due to the large population of enslaved people and their importance to the economy, South Carolina took steps to preserve their subordinate role in society. The state gradually adopted some of the most restrictive laws to limit or prohibit the enslaved from enjoying many liberties.

White enslavers constantly feared slave rebellions. Although very few uprisings occurred, many laws restricted enslaved people's movements, made it illegal to congregate in groups, earn money, or even learn to read and write. Slavery continued to be the cornerstone of South Carolina's economy until the Civil War's conclusion when the Union victory over the Confederacy affirmed the **abolition** of slavery.

## Revolutionary War to Civil War

During the 18<sup>th</sup> century, conflicts between the American colonies and the British escalated until war broke out in 1775, the **American Revolution**. As with all the other colonies, South Carolina was home to both American Patriots and British Loyalists. The colony experienced more armed conflicts than any other. South Carolina was a critical battleground that would eventually see American Patriots achieve decisive victories critical to the American cause. The Revolutionary War finally ended in 1783 with the American colonies formally establishing their independence as the United States of America.

In the newly formed country, politicians haggled about the government's direction and the laws that would bind the states together. Slavery was a flashpoint. In order to unify the country and establish rule of law, politicians initially decided not to directly address the issue, though. As a result, slavery was not addressed in the Constitution or its amendments. The practice remained untouched and was allowed to continue for decades to come. However, the cruelty of slavery and the potential for its spread to new states joining the Union sparked abolitionist sentiments across the nation that forced the issue into the forefront of the country's politics. Tensions reached a breaking point in December of 1860 when South Carolina seceded, or withdrew, from the Union. Within a few months, other southern states joined South Carolina to form the Confederate States of America, commonly known as the Confederacy, and elected their own president. Meanwhile, predominantly northern states chose to pledge their allegiance to the recently elected President Abraham Lincoln and the new Congress. Those states took up the Union label. After four years of intense fighting, hundreds of thousands of casualties, and the emancipation of all enslaved people, the Union prevailed over the Confederacy, and the country moved forward as the United States of America once more.

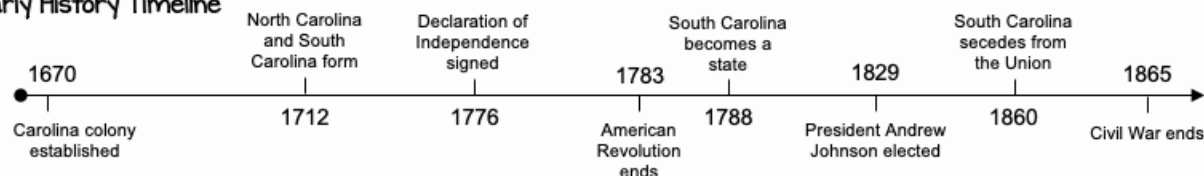
➤ Historical Timeline for Reference

➤ Common Core-Aligned

➤ Informational Texts and History Standards

➤ Critical Thinking Opportunities

## Early History Timeline



# INFORMATIONAL TEXTS

<b>1a</b>	Nonfiction Text Analysis		<b>Early History of South Carolina</b>
	Name:		
<b>Nonfiction Text Features</b>		Directions: Fill out the following organizer, identifying the key features of the informational text.	
<b>Feature 1: Image 2</b>		<b>Feature 2: Heading 2</b>	
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?	
<b>Vocabulary &amp; Terms</b>		Directions: Define the key vocabulary words and terms below by using context clues from the text.	
plantation economy			
Charles Town			
American Revolution			
abolition			
<b>Main Idea &amp; Key Details</b>		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

**1b**

**Nonfiction Text Analysis**

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

## Early History of South Carolina

1. How does the author organize information in the text? How is this text organization effective? Support with textual evidence.

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2. How was the South Carolina colony founded and formed? Describe at least three stages of its formation and support with evidence from the text.

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3. Describe South Carolina's plantation economy. Why was it an important feature of the colony and state? Support with evidence from the text.

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4. Why was slavery an important part of South Carolina's society? In what ways did South Carolina protect the institution? Support with evidence from the text.

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5. Why was Charles Town an important port in the 18<sup>th</sup> and 19<sup>th</sup> centuries? How does this importance shape or change your understanding of South Carolina's involvement in the slave trade? Support with textual evidence.

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6. Why might the author include the section "Revolutionary War to Civil War"? What purpose does it serve? What idea(s) does it emphasize? Support with textual evidence.

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- 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

## Extension Activity 2

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

## FWP Slave Narratives Overview

### The Federal Writers' Project Slave Narratives: Born in Slavery

Oral histories are important historical records. They provide insight, context, and perspective for events of the past. No matter the narrative, every voice matters. For this activity, will listen to and analyze a variety of oral histories to deepen your understanding of South Carolina's history, make connections between them, and draw conclusions based on the perspectives you analyze.

- 1. Oral History Reading and Analysis:** First, you will read oral histories from the Federal Writers' Project (FWP) Slave Narratives collection. As you read, you will analyze the content of the narrative.
- 2. Oral Histories Comparison:** Next, you will compare the experiences of these individuals. Although the interviews may be from different perspectives, you may be surprised by the commonalities between the experiences.
- 3. Time Period Research:** The initial oral history listening and analysis work serves as an introduction to a variety of historical topics and events. Now, you will have an opportunity to explore one topic or event *you* are most interested in learning about and researching. Once you have selected a historical topic or event, you will conduct research about it to deepen your understanding of the time period.
- 4. Compile Work:** After you have conducted research, you will compile your findings and prepare them for a mini-presentation. The presentation will include a visual component.
- 5. Publish Work:** Finally, you will present your new knowledge and learn from others' as well!

➤ 6 Extension Activities

➤ Variety of Materials – Primary Source, Documentary

➤ Engage with Different Activities

➤ Comprehension & Analysis Questions

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Incomplete (1)
<b>Oral History Analysis</b>	All histories are complete and thoughtfully analyzed.	All histories are mostly complete with adequate analysis.	Some oral histories are complete with some evidence of analysis.	Oral histories are generally incomplete.
<b>Oral History Comparison</b>	Comparison demonstrates synthesis between histories.	Comparison demonstrates comprehension of histories.	Comparison somewhat identifies similarities and differences.	Comparison is generally incomplete.
<b>Time Period Research</b>	Research is thorough, informative, and accurate.	Research is generally complete with basic information.	Research is somewhat complete but may lack detail.	Research is generally incomplete.
<b>Presentation Completion</b>	Presentation is complete with evidence of thoughtful planning.	Presentation is complete with some evidence of planning.	Presentation is somewhat complete. Lack of advanced planning evident.	Presentation is incomplete or clearly rushed.
<b>Presentation Composition</b>	Presentation clearly portrays subject in a way that communicates importance.	Presentation clearly portrays subject.	Presentation somewhat resembles the subject.	Presentation is incomplete or does not clearly portray the subject.
<b>Artistic Process</b>	Student was fully engaged with the work and did not require any encouragement.	Student was generally engaged with the work and required minimal encouragement.	Student was somewhat engaged with the work and required encouragement.	Student lacked engagement in the work resulting in an incomplete product.
<b>Effort</b>	Work exhibits above and beyond effort.	Work exhibits acceptable effort.	Work somewhat lacks effort.	Work is incomplete and lacks effort.

\_\_\_\_\_ / 28 x 2 = \_\_\_\_\_ / 56 = \_\_\_\_\_ %

# EXTENSION ACTIVITIES

Extension Activity 5		Name:	"Beaumont to Detroit: 1943" by Langston Hughes	
<b>Section I: Poem Basics</b>		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. _____				
<b>Section II: Terms &amp; Phrases</b>		Directions: Interpret the key terms and phrases below by using context clues from the poem or conduct a quick search.		
Hitler & Mussolini				
Beaumont				
"You jim crowed me"				
<b>Section III: Main Idea &amp; Key Details</b>		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?				

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

# EXTENSION ACTIVITIES

## Extension Activity 6

Name:

WWII Military Survey & Data Analysis

Directions: When President Truman signed Executive Order 9981, he established the Committee on Equality of Treatment and Opportunity in the Armed Services. The committee's job was to recommend changes in the military in order to desegregate the armed services. The following survey comes from the records of this committee. Read each page of the survey. Then, analyze the information the survey reveals by answering the questions. Finally, complete the final analysis.

Information and Education Division  
Report No. B-157 Copy No. 15

Headquarters, Army Service Forces  
Washington 25, D. C. 3 July 1945

Classification Canceled or Changed to  
By Auth. of Dir., Inf. & Ed. Div., S.F.  
By A. D. B.  
Date 2/2/95

OPINIONS ABOUT NEGRO INFANTRY PLATOONS IN WHITE  
COMPANIES OF 7 DIVISIONS

Based on survey made in May-June, 1945, by Research Branch  
Information and Education Division, Headquarters,  
European Theater of Operations, under authority of  
The Commanding General, ETOUSA

For the information of  
research personnel  
NOT TO BE REPUBLISHED

RESTRICTED: Dissemination of Restricted Matter.-  
The information contained in restricted documents  
and the essential characteristics of restricted  
material may be given to any person known to be in  
the service of the United States and to persons  
of undoubted loyalty and discretion who are co-  
operating in Government work, but will not be com-  
municated to the public or to the press except by  
authorized military public relations agencies.  
(See also par. 18b, AR-380-5, 28 Sep. 1943)

1. Circle the title of the survey. In your own words, explain what you think the survey will be about.

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2. When was the survey conducted?

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3. What important historical events occurred during this time period?

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4. Based on the information provided, who took part of the survey? Include as many details as you can glean from the page.

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5. Who had access to this information? Why might the information in the survey not be available to everyone?

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➤ Foster Rich Discussion

➤ Comprehensive Examination of History

➤ Prompts Require Evidence-based Responses

➤ Cross-curricular Learning

# EXTENSION ACTIVITIES

Final Project

Name:

Honoring the Unsung Heroes of WWII

## Parade Project

**Parade:** a public procession, especially one celebrating a special day or event and including marching bands and floats

Directions: In the novel *The Unsung Hero of Birdsong, USA*, Gabriel and his family attend a parade, honoring his uncle and other heroes of World War II. However, Meriwether Hunter, another war hero, and his 761<sup>st</sup> Tank Battalion were never honored for their service. For this assignment, you will research a person or group of people that deserved to be honored for their service and sacrifice during WWII but did not receive the commemoration their service warranted (just like the 761<sup>st</sup> Tank Battalion). After you conduct research, you will then create your own parade float that represents this person/group, their service, and honors their sacrifice.

### Research Requirements:

- Research a person/group that deserves to be honored for their role in WWII.
- Use the graphic organizers to take accurate and comprehensive notes on their involvement.
- Write an informative essay that explains their role, their importance, and why they deserve to be honored.

### Parade Float Requirements:

- Draw a sketch of the parade float and write a brief proposal as to why the float should be created.
- Float must have a plaque that explains who or what the display honors or commemorates.
- Create your parade float!
- Use any resources available! Floats can be created from papier-mâché, tin foil, wood, stone, paper, clay, tape, etc.

### Artist Statement Requirements:

- Write an artist statement that explains your float.

### Parade Float Gallery Walk:

- Take notes on the parade floats created by your peers.

### Final Reflection:

- Compose a final reflection on the novel that answers the following question: How has your research about unsung heroes of WWII, creating your own parade float, and studying the floats of others changed your perspective about how we commemorate history? How has the process changed your perspective about how we celebrate and remember (or not) those considered heroes?

➤ Foster Critical Thinking


➤ Scaffold Learning with Graphic Organizers

➤ Google Slides™ Links for Google Drive™

➤ Answer Keys for Applicable Resources



# \*BONUS RESOURCES\*

<b>Defining a Hero</b>	Name: _____	<b>What Makes a Hero?</b>
<p><b>Quick Write:</b> Who is your favorite superhero? Why are they your favorite superhero? What qualities do they possess? What actions/words offer evidence of those qualities?</p>		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p><b>Idea Web:</b> In the space below, make a web of the qualities or characteristics you think a hero should have.</p>		
		
<p><b>Sticky Note:</b> After you have brainstormed all the qualities and characteristics a hero should have, pick one that you think is <u>most important</u>. Explain why this is the most important characteristic of a hero. Write the word on the sticky note.</p>		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"><p>What is the most important quality or characteristic that makes a hero?</p><hr/></div>		

➤ Implementation Notes for All Resources

➤ Anticipation Guide & Final Essay

➤ Hero Anticipation Activity

# \*BONUS RESOURCES\*

Day 3 Reading 2 & Civil War History
<b>Essential Question(s):</b> <ul style="list-style-type: none"><li>• How does the point of view of the text affect the reader's understanding of the story?</li><li>• What was South Carolina's role in the Civil War? Why did it have this role?</li><li>• Why did South secede from the Union?</li></ul>
<b>Essential Standard(s) Covered:</b> <ul style="list-style-type: none"><li>• RL.6.6 – Identify and analyze the point of view of the text</li><li>• RI.6.5 – Analyze how a part of the text fits into the overall structure and contributes to the development of the ideas</li><li>• RH.6.6 – Identify aspects of a text that reveal an author's point of view or purpose</li><li>• RH.6.7 – Analyze and integrate visual information with other information in a text</li></ul>
<b>Lesson Overview and Resources:</b> <ul style="list-style-type: none"><li>• Bell ringer – Who tells the story of the novel? Do you think they will be a good storyteller? Why or why not?</li><li>• Vocabulary work – pages/graphic organizers/flashcards/activity</li><li>• Reading 2 – Chapters 4-5</li><li>• Reading Response A, Reading Response B, and/or Fiction Close Reading 2 – complete as a whole class, small groups, and/or rotation model<ul style="list-style-type: none"><li>• Option: Use analysis questions to facilitate discussion about the novel (Pick 1-2 to discuss)</li></ul></li><li>• Nonfiction Reading 2 – The Civil War– reading, comprehension, and analysis – use as part of a rotation model or complete as a whole class/pull-out groups</li><li>• Extension Activity – South Carolina Secession Analysis – use as part of a rotation model or complete as a whole class/pull-out groups</li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>• Vocabulary graphic organizers/flashcards/activity</li><li>• Comprehension Guide 2</li><li>• Reading Response A – Chapters 4-5</li><li>• Reading Response B – Chapters 4-5</li><li>• Nonfiction Reading 2 – The Civil War</li><li>• Extension Activity – South Carolina Secession Analysis</li><li>• Exit ticket</li><li>• <i>The Unsung Hero of Birdsong</i></li></ul>
<b>Homework:</b> <ul style="list-style-type: none"><li>• <i>The Unsung Hero of Birdsong, USA</i> – Chapters 6-7 reading and comprehension guide (Optional)</li></ul>
<b>Assessment:</b> <ul style="list-style-type: none"><li>• Exit Ticket – What may be a disadvantage of the point of view of the text?</li></ul>

➤ 6-WEEK Unit with Implementation Suggestions

➤ Standards Alignment

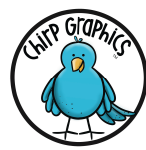
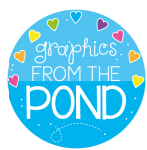
➤ 30 Instructional Lesson Plans

➤ Pacing Guide

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