

## CHAPS Lesson Plan: Place-based Curriculum 7<sup>th</sup> Grade English Language Arts – Courtney Wai

### Brief Introduction to Lesson Plan:

This lesson plan is the culmination of a two week curriculum workshop hosted by the University of Texas – Pan-American in Edinburg, Texas. The objective of the workshop was to use knowledge about South Texas, and in particular, the Rio Grande Valley to create a lesson plan that contains place-based curriculum. In order to achieve this goal, teacher participants attended lectures by Community Historic Archaeology Project with Schools (CHAPS) professors, engaged in college-style seminars, researched land deeds from the 1800s, recorded and transcribed oral histories, and visited various historical sites around the Rio Grande Valley.

These activities all served to enhance teachers' understanding of the region so that they could incorporate it into their daily class activities. Teachers from across the region, from elementary, middle school, and high school classes, from various disciplines collaborated together to share their understanding of the Rio Grande Valley and write a final lesson plan. This lesson plan is one such product.

### Detailed background:

This lesson plan is based on the book *Roll of Thunder, Hear My Cry* by Mildred Taylor. The novel is set in rural Mississippi during the Jim Crow era. Given my students' lack of knowledge about this time period, as a teacher, it helps to spend at least one class period (one hour) previewing the text provide them with enough background information to engage with the novel in a meaningful way.

However, the objective is not based on understanding background information, but rather in the skill of predicting the novel's plot. The goal of this is to give students a variety of pre-reading strategies that they can use not only to preview novels with unfamiliar settings, but also when encountering difficult texts in other subjects, such as history, social studies, mathematics, or science. Thus, the lesson is based in literacy acquisition that can be used over and over again, rather than just gathering information to understand one novel. Understanding the historical context is merely a product of the direct instruction of literacy standards (therefore, the assessment pertains to *Roll of Thunder, Hear My Cry*).

Although place-based curriculum is not at the center of this lesson (the novel is, after all, set in the 1930s in rural Mississippi), it draws heavily on linking student knowledge and student opinions with the historical context, the genre, and the writing style. The idea is to give students a variety of ways to connect with a text that might seem otherwise unfamiliar in style and context. The place-based curriculum comes from the concept of "activating prior knowledge" and the oral histories that students use when interacting with Box 4 (see Lesson

Plan). The oral histories are “entrance tickets” to class—they are assigned the weekend before, and students are required to bring it to class in order to fully participate in the activities. The assignment is as follows:

### **“Memoir Unit” Homework: Oral Histories**

Interview a relative that is at least 10 years older than you.

Ask them at least 5 of the following questions:

- 1) What is your full name? Why did your parents select this name for you? Did you have a nickname?
- 2) When and where were you born?
- 3) How did your family come to live there?
- 4) Were there other family members in the area? Who?
- 5) What was the house (apartment, farm, etc.) like? How many rooms? Bathrooms? Did it have electricity? Indoor plumbing? Telephones?
- 6) Were there any special items in the house that you remember?
- 7) What was your favorite thing to do for fun (movies, beach, etc.)?
- 8) Did you have family chores? What were they? Which was your least favorite?
- 9) Did you receive an allowance? How much? Did you save your money or spend it?
- 10) What was school like for you as a child? What were your best and worst subjects? Where did you attend grade school? High school? College?
- 11) What school activities and sports did you participate in?
- 12) Do you remember any fads from your youth? Popular hairstyles? Clothes?
- 13) What were your favorite songs and music?
- 14) Did you have any pets? If so, what kind and what were their names?
- 15) What was your religion growing up? What church, if any, did you attend?
- 16) Were you ever mentioned in a newspaper?
- 17) Who were your friends when you were growing up?
- 18) What world events had the most impact on you while you were growing up? Did any of them personally affect your family?
- 19) Describe a typical family dinner. Did you all eat together as a family? Who did the cooking? What were your favorite foods?
- 20) How were holidays (birthdays, Christmas, etc.) celebrated in your family? Did your family have special traditions?
- 21) How is the world today different from what it was like when you were a child?
- 22) Who was the oldest relative you remember as a child? What do you remember about them?
- 23) What do you know about your family surname?
- 24) What stories have come down to you about your parents? Grandparents? More distant ancestors?
- 25) Are there any stories about famous or infamous relatives in your family?
- 26) Are there any physical characteristics that run in your family?
- 27) Are there any special heirlooms, photos, bibles or other memorabilia that have been passed down in your family?

Record this information. You must write at least one page, single-spaced.

This homework assignment became the basis of the place-based curriculum for this lesson plan. Although we will return to their family's oral histories later when students actually write their personal narrative, the goal for the lesson is for students to connect the stories their family members tell them with the idea of "story-telling" and Mildred Taylor's biography, in which she explains her purpose for writing: helping people understand her. This is a key takeaway for the students when understanding the "memoir" unit's theme: the power of words means using your writing or your speeches to change the world. Although the daily life of a relative may initially seem insignificant, the goal is for students to situate their lives within their relative's experiences, and see how the power of the narrative (the power of words) shapes the past, present, and the future. This is why some "preview boxes" instruct students to record their answer on the graphic organizer (these activities align to the objective), while others may require students to discuss bigger themes (these activities align to the guiding questions: understanding greater themes in either the novel or in the unit).

The introduction of *Roll of Thunder, Hear My Cry* also takes place during my foundational strategies mini-unit at the beginning of each academic school year; this mini-unit is also embedded into the Memoir Unit. Before I jump into grade-level objectives, I explicitly teach a set of literacy strategies, which my students refer to as "Strategies Good Readers Use." These skills (such as connections, visualizing, metacognition, identifying when understanding breaks down) are comprehension techniques that students can use in other classes, and they help provide an important base for mastering grade-level 7<sup>th</sup> Grade English Language Arts objectives, such as inferencing and literary analysis.

My hope is that any educator that accesses this lesson plan can find a strong set of key points in teaching literacy and a variety of hands-on, engaging pre-reading activities. The text can be changed to fit the students' or the teacher's need, and students in any part of the world can conduct oral histories to tie into the novel. The lesson can be adapted to any grade, and the key points can be used in any subject.

## LESSON PLAN – Previewing the Text *Roll of Thunder, Hear My Cry* by Mildred Taylor

<b>Unit Objective:</b>			
SWBAT write a personal narrative.			
<b>Guiding Question</b>			
<u>Unit:</u> What is the power of words?			
<u>Daily:</u> How do we use what we know to understand what the “power of words” means?			
<b>Daily Objective:</b>			
SWBAT predict the story of <i>Roll of Thunder, Hear My Cry</i> by using pre-reading strategies and activating prior knowledge.			
<b>Assessment</b>			
<u>Exit Slip:</u>			
Predict what the story of <i>Roll of Thunder, Hear My Cry</i> will be (at least 10 sentences).			
Grading Rubric			
<b>A</b>	<b>B</b>	<b>C</b>	<b>F</b>
Prediction draws heavily on prior knowledge and uses pre-reading strategies. Prediction is clearly rooted in class materials and makes sense. Answer is at least 10 sentences.	Prediction draws on prior knowledge and uses pre-reading strategies. Prediction is rooted in class materials and makes sense. Answer is at least 10 sentences.	Prediction draws somewhat on prior knowledge and uses some pre-reading strategies. Prediction is somewhat rooted in class materials and makes sense for the most part. Answer is at least 7 sentences.	Prediction does not on prior knowledge or does not use pre-reading strategies. Prediction is not rooted in class materials and does not make sense. Answer is insufficient.
<b>Materials</b>			
<ul style="list-style-type: none"> <li>• PowerPoint <ul style="list-style-type: none"> <li>○ Slide 1: Objective</li> <li>○ Slide 2: “What” Key Points</li> <li>○ Slide 3: “Why” Key Points</li> <li>○ Slide 4: Picture of cover of <i>Roll of Thunder, Hear My Cry</i></li> <li>○ Slide 5: “How” Key Points</li> <li>○ Slide 6: Group Roles <ul style="list-style-type: none"> <li>▪ On-task Officer: Keeps track of time, makes sure the group is following the directions correctly, passes the box nicely</li> <li>▪ Savvy speaker: Reads directions out loud, speaks for the team at the end</li> <li>▪ Writing wizard: Makes sure to take careful notes and that everybody is writing</li> <li>▪ Compassionate comrade: Makes sure all members are participating in group</li> </ul> </li> </ul> </li> </ul>			

discussions and empowering each other (tracking the speaker, speaking respectfully)

- Timer (Online Timer may be used to project so that students know how much time they have left with each box. Use <http://www.online-stopwatch.com/countdown/>)
- Projector
- Class set of *Roll of Thunder, Hear My Cry*
- “Preview boxes”
  - Box 1 (Setting—location), see Appendix A
    - Jim Crow Laws article
    - Rope
    - Confederate flag picture
    - Picture of segregation
  - Box 2 (Setting—time period), see Appendix B
    - Map of Mississippi
    - Cotton swabs
    - Mud in Ziploc bag
    - Pictures of Mississippi from the 1930s
  - Box 3 (Pre-reading guide), see Appendix C
    - Anticipation Guide handout (1 / student)
  - Box 4 (Activating prior knowledge), see Appendix D
    - Oral history box (instructions about think-pair-share oral histories)
    - 4 copies of *Roll of Thunder, Hear My Cry*
  - Box 5 (Pre-reading strategy), see Appendix E
    - Biography of Mildred Taylor
    - Background of Logan Family series
  - Box 6 (Pre-reading strategy), see Appendix F
    - Previewing the novel: Look at cover, look at back cover, and read “Author’s Note”
  - Box 7 (Events—racism)
    - “Textbook” modeled after the classroom text Little Man stomps on in Chapter 1
- Student graphic organizer, see Appendix G
- Exit Slips (see “Assessment” section above)

### Key Points

#### What:

- Prediction: Guessing what’s going to happen based on what you know and the evidence given
- Pre-reading strategies: Strategies good readers use to predict the text
  - For example:
    - Interact with text before reading by looking at book covers
    - Look up context of the book

- Activating prior knowledge: Using what you already know to help you understand a text

How:

1. "Preview" the book by looking at the book's going to be about book features: the cover picture, the title, the "Author's Note," the back cover, reviews, and other book features besides the actual story itself.
2. After you look at these features, activate your prior knowledge and use your pre-reading strategies to answer the following question:
  - What is being said (or portrayed, in the case of a picture) in the text feature?
  - What do you know about this topic?
  - So, what hints are these text features giving you about the story?
3. If you can, look up information about the text using your library or the Internet (luckily for you today, Ms. Wai is going to give you some information!)

Why:

- The setting (location, time period) of *Roll of Thunder, Hear My Cry* is unfamiliar to most of us. When this happens, sometimes it's hard for us to comprehend, which really stops us from deeply understanding what the author is saying.
- This is when pre-reading strategies and activating prior knowledge is helpful; we can start to use what we know and what we can understand to grasp what's going on in the novel.
- These are also strategies that you can use to get ready to read any other text!

**Introduction to New Material (Explanation of Key Points, model think out loud; 10 minutes)**

Teacher says:

Today's objective is to predict the story of *Roll of Thunder, Hear My Cry* by using pre-reading strategies and activating prior knowledge. (Point to slide 1)

*Roll of Thunder, Hear My Cry* is our new class novel. Instead of me introducing the novel, I'm going to let the boxes do the talking (point to boxes at each group).

Before we get started on our fun group activity, though, let's talk about our objective. (Point to slide 2.) Please make sure that you are taking notes on this in your "Strategies Good Readers Use" section of your ELA notebook.

Who can tell me what predict means?

Exemplar student response: Prediction means guessing what's going to happen based on what you know and the evidence given

Teacher says:

Excellent job, [insert student name]!

Now, let's think about the next part of the objective. We're supposed to predict what the novel's going to be about using pre-reading strategies. Let's think about the prefix pre-. What does this prefix mean?

Can anybody recall from our word roots exercises?

Exemplar student response: The prefix pre- means “before.”

Teacher says:

Great, [insert student name]! So, pre-reading strategies are strategies that good readers use to help them predict the text. For example, you might interact with text before reading by looking at book cover—the front and back, and look up context of the book by using the library or the Internet. (Point to slide 2)

Now, lastly, we’re going to talk about the last part of our objective. We already know what it means to predict what the novel’s going to be about using pre-reading strategies, but what about the “activating prior knowledge part”? We’ve already discussed this last week, so who remembers what this means?

Exemplar student response: “Activating prior knowledge” means using what you already know to help you understand a text.

Teacher says:

That’s exactly the right answer! So, today we will be using what we already know, strategies that good readers use to help them predict the text to start thinking what’s going to happen when we read the text.

(Point to slide 3) This is important because the setting (location, time period) of *Roll of Thunder, Hear My Cry* is unfamiliar to most of us. When this happens, sometimes it’s hard for us to comprehend, which really stops us from deeply understanding what the author is saying. Pre-reading strategies and activating prior knowledge is helpful; we can start to use what we know and what we can understand to grasp what’s going on in the novel. These are also strategies that you can use to get ready to read any other text, including history and science!

(Point to slide 4). Here is how we can do this. Everybody should be taking notes on this in their “Strategies Good Readers Use” section of your ELA notebook.

First, we “preview” the book by looking at the book’s going to be about book features: the cover picture, the title, the “Author’s Note,” the back cover, reviews, and other book features besides the actual story itself.

Then, after we look at these features, activate your prior knowledge and use your pre-reading strategies to answer the following question:

- What is being said (or portrayed, in the case of a picture) in the text feature?
- What do you know about this topic?
- So, what hints are these text features giving you about the story?

(Model think out-loud)

So, I might look at the cover picture. This is the book feature I have chosen, so I write it in my first box on my worksheet. (Point to book cover on slide 5.) Now, I’m just going to start looking at JUST what’s

being portrayed. I see a young black girl, with two shorter, black boys. It looks like there's a fire. I notice they're barefoot. They look scared. They're on a porch. It seems dark outside. I'm going to write this in my second box.

Now, I'm going to start asking myself...what do I know about this topic? (Point to slide 4, again)

Well, I know that people who are barefoot usually are poor. I know that people who hug each other like that are usually family. I know that older siblings are usually taller. I know that people are usually scared of fire. I know that people who grip each other that way are scared, too. I'm going to write this in my third box.

So, I'm going to start thinking about what hints these text features are giving me about the story. (Point to slide 4, again.)

Well, I guess the three children are brothers and sister, the girl being the eldest. They're probably poor and worried that their house is going to be set on fire. I'm going to write this in my fourth box.

**Check for understanding (CFU):** So, I want you all to think-pair-share on how I thought through this process in your own words. You have thirty seconds each. Please high-five your partner, and begin.

Teacher should then cold-call students a low, a medium, and a high student. Teacher should accept any reasonable answer given where student demonstrates that they understand the process.

As an alternative, teachers can have students work in pairs to use another text feature to predict. Teachers should then cold-call pairs and accept any reasonable answer given where student demonstrates that they understand the process.

Teacher says:

The last step says that if you can, you should look up information about the text using your library or the Internet. Today, I'm going to give you this "information" in box form.

### **Guided Practice (Group activities with the "preview boxes," 27 minutes)**

Teacher says:

Today, we will be working in groups on "preview boxes." These boxes contain articles, tidbits of information, pictures, and items that represent key concepts, ideas, or events in *Roll of Thunder, Hear My Cry*.

Before I give you the instructions, you will decide your group roles. (Teacher explains the following using the last slide.)

- On-task Officer: Keeps track of time, makes sure the group is following the directions correctly, passes the box nicely
- Savvy speaker: Reads directions out loud, speaks for the team at the end
- Writing wizard: Makes sure to take careful notes and that everybody is writing
- Compassionate comrade: Makes sure all members are participating in group discussions and



empowering each other (tracking the speaker, speaking respectfully)

You have the next 45 seconds to decide which role each of you has.

(Let students decide in groups. After their time is up, call for attention.)

Please raise your hand if you are the on-task officer. (Check to make sure each group has fulfilled this role.)

Please raise your hand if you are the savvy speaker. (Check to make sure each group has fulfilled this role.)

Please raise your hand if you are the writing wizard. (Check to make sure each group has fulfilled this role.)

Please raise your hand if you are compassionate comrade. (Check to make sure each group has fulfilled this role.)

Please listen carefully, because here are the instructions for your next activity:

- 1) You have 3 minutes to preview each box.
- 2) After the three minutes are over, the On-Task Officer should pass the box. Everybody else should remain seated.
- 3) At each station, you are to fill out the “text feature” and write your thinking in the boxes, just like Ms. Wai did.
- 4) Return all items to the boxes and treat them with respect so all of your classmates can enjoy this activity.

Any questions? (Answer all questions.)

(Teacher should project and start timer.)

**(CFU:** During this time, teacher circulates to help students, check answers, provoke discussion, clarify questions or misunderstandings.)

### **Independent Practice (Exit Slip, 10 minutes)**

(Timer goes off.)

Okay, students, please put away all materials back in the preview box.

Now that you’ve worked as a group, it’s time for you to write your own prediction. There is no such thing as a “wrong” prediction.

(Pass out exit slips.)

As you notice, in order to get an A on your exit slip today, all you need to do is predict your story based on the preview boxes and your worksheet. I expect at least ten sentences.

Since this is your exit slip, work quietly and independently. You may begin.

(After students are finished, collect exit slips.)

### **Closing (Guiding question, 3 minutes)**

Teacher says:

Great work today, class! Let's tie today's lesson back into the big picture. Our theme for this unit is "The Power of Words."

We know that we're starting our memoir unit, and we've talked about what the power of words means. So, today's question is: how do we use what we know to understand what the "power of words means?"

Accept all reasonable answers.

### **Modifications for ELL, Special Education, or special needs students:**

- Structured group work (high-low pairing and group roles)
- Graphic organizers to help students organize thinking
- Preferential seating
- Model think out loud
- Explicit teaching of reading strategies applicable to all contents (literacy strategies)
- Frequent teacher check-in (individual CFUs)

### **Additional Resources**

Teacher Resources

- *Roll of Thunder, Hear My Cry* Scholastic Online Study Guide:  
[http://www.scholastic.com/kids/homework/pdfs/Roll\\_of\\_Thunder.pdf](http://www.scholastic.com/kids/homework/pdfs/Roll_of_Thunder.pdf)
- *When Kids Can't Read, What Teachers Can Do* by Kylene Beers (literacy strategies)

Student Resources: A List of Books about the Logan Family

- *The Land*: This novel explains how the Logan family became powerful in a time of institutional racism
- *The Well: David's Story*: Cassie's father narrates this novel
- *Song of Trees*: The prequel to *Roll of Thunder, Hear My Cry*
- *The Friendship*: This takes place around the time that Cassie narrates *Roll of Thunder, Hear My Cry* and chronicles an outburst of racism

- *Let the Circle Be Unbroken*: This novel, which takes place after *Roll of Thunder, Hear My Cry*, concludes some of the previous book's events
- *The Road To Memphis*: Cassie, now 17 years old, confronts the changing landscape brought on by World War II
- *Mississippi Bridge*: This novel is narrated by Jeremy Simms, a white character from Taylor's books

## APPENDIX A: Box 1 (Setting—location)

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Savvy Speaker, please read the instructions to your group:

- 1) Read the article below
- 2) Look at the pictures
- 3) Fill out your worksheet
- 4)

Article from Scholastic’s Study Guide on *Roll of Thunder, Hear My Cry*

### The Jim Crow Laws

Black people and white people were separated by the Jim Crow Laws. These laws enforced segregation. Segregation kept black people and white people apart. Black kids and white kids could not go to the same schools. People of different races couldn’t travel in the same train cars, either. They could travel in the same buses, but black people had to sit in the back of the bus—until a white person got on. Then a black person had to give up his or her seat for the white person. Parks, cemeteries, and theaters were also marked WHITE or COLORED to prevent any contact between black and white people. The Jim Crow laws were meant to create “separate but equal” places for black and white people. It did not work out this way, however. The places were “separate,” but they were not “equal.”

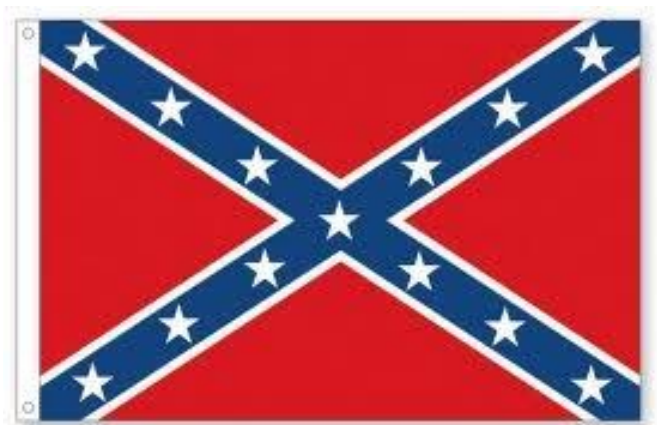
### The Ku Klux Klan

In *Roll of Thunder, Hear My Cry*, Mildred Taylor also tells about the “night men” who try to kill black people in many ways. They attacked some black people and covered others in tar and feathers. They also set some black people on fire. The “night riders” hanged black people, too. These hangings were called lynchings. “Night riders” was another name for members of the Ku Klux Klan.

Picture of segregation



Confederate flag picture



## APPENDIX B: Box 2 (Setting—time period)

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Savvy Speaker, please read the instructions to your group:

- 1) Look at the pictures
- 2) See what these “text features” are hinting to you!
- 3) Record it on your worksheet

### Map of Mississippi



### Pictures of rural Mississippi from the 1930s





**APPENDIX C: Box 3: Pre-reading guide**

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Savvy Speaker, please read the instructions to your group:

- 1) Each student should take an Anticipation Guide and fill it out
- 2) Read each statement and write “Yes” in the blank if you believe the statement and could support it or put “No” in the blank if you do not believe the statement and could not support it
- 3) After your group has decided their answers, please discuss in a group
- 4) Remember to use your “accountable talk” sentence starters

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

HR Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**Anticipation Guide (Keep until we are finished with the novel!)**

Before Reading	Statement	After Reading
	It's okay to fight violence with violence.	
	You should get revenge if someone has wronged you.	
	You should stand up to discrimination, no matter what.	
	You should respect everybody, regardless of how they treat you.	
	Racism was okay in the past because people didn't know any better.	
	Children should be obedient to their parents even if it means having to do something they don't understand.	
	People can be racist against themselves.	

**APPENDIX D: Box 4 (Activating prior knowledge)**

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Savvy Speaker, please read the instructions to your group:

- 1) Please take out your oral histories that you recorded over the weekend.
- 2) Everybody should pass their oral histories to their right.
- 3) Everybody should read their group member's oral histories.
- 4) After they are done, they should look at *Roll of Thunder, Hear My Cry*.
- 5) Skim the first 2 pages. (The novel is told from the point of view of 12-year-old Cassie Logan.)
- 6) Since we are starting our "memoir" and "personal narrative" unit, discuss the following questions in your group:
  - What is a memoir about?
  - Why write a memoir?
  - How are your oral histories and this novel similar?
  - Are they memoirs? Why or why not?
  - What are some similarities between your oral histories and the novel?
  - What are some differences between your oral histories and the novel?
- 7) Remember to use your "accountable talk" sentence starters



**APPENDIX E: Box 5 (Pre-reading strategy)**

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Savvy Speaker, please read this to your group:

- 1) Read the following biography of Mildred Taylor
- 2) Discuss the following questions:
  - a. Why did Mildred Taylor write?
  - b. How does this help us understanding our unit question (what is the power of words)?

Mildred Taylor was born on September 13, 1943, in Jackson, Mississippi. Like the Logan family in *Roll of Thunder, Hear My Cry*, the Taylor family had lived in Mississippi since the days of slavery. That was very long ago, before 1865! However, when Mildred was just a tiny baby, her parents decided to make a new life in the North. The Taylors moved to Toledo, Ohio. They had a large family and many friends there. The family was close and loving.

The Taylors often took the long car trip back to Mississippi. "Each trip down reminded us that the South into which we had been born . . . still remained," Taylor remembers. "On the restrooms of gasoline stations were the signs WHITE ONLY, COLORED NOT ALLOWED. [In the past, black people were often called colored, which many people thought was insulting.] Over water fountains were the signs WHITE ONLY. In restaurant windows, in motel windows, there were always the signs WHITE ONLY, COLORED NOT ALLOWED. Every sign we saw proclaimed our second-class citizenship." These trips helped shape Taylor's goal to write about the proud African-American heritage she learned from her family.

Her school experiences also helped her decide to become a writer. When she was ten years old, Mildred Taylor was the only black child in her class. She was upset about the one-sided stories about black Americans in her history books. There was no pride in these stories. When she shared her own facts about black history with the class, however, everyone thought she was making things up. "I couldn't explain things to them," she said.

"Even the teacher seemed not to believe me. They all believed what was in the history books," Taylor said. Since she was shy, Taylor did not say anything else. "So I turned to creating stories for myself, instead," she recalls. In 1965, Taylor earned her college degree from the University of Toledo. From 1965 to 1967, she taught English and history to children in Africa. Then she studied at the University of Colorado's journalism school. Taylor worked hard to educate everyone in the university about the African-American experience. All the time, she kept thinking about making her family's stories her own. In 1975, she wrote a story her father had told her about some trees that had been cut from the family's land in Mississippi. Taylor's story, "Song of the Trees," won first prize in the Council on Interracial Books for Children contest. A council is a group of people who work together on a project. This council's job was to bring people of different races together. They knew that Taylor's story could help black and white people understand one another. Taylor expanded the story into a short novel, also called *Song of the Trees*. The New York Times newspaper named it an Outstanding Book of the Year in 1975. Taylor published *Roll of Thunder, Hear My Cry* in 1976. Her career as a writer had begun.

**APPENDIX F: Box 6 (Pre-reading strategy)**

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Savvy Speaker, please read the instructions to your group:

- 1) Look at the covers and read the “Author’s Note”
- 2) Be sure to fill out your worksheet with what you see/read on any of the text features.

Text features:

- Cover (front, back)
- Text
- Reviews
- Author’s Note
- About the Author (last page)

**APPENDIX G: Student graphic organizer**

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

HR Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**IWBAT predict the story of *Roll of Thunder, Hear My Cry* by using pre-reading strategies and activating prior knowledge.**

Text Feature	What's happening in the text feature?	What do I know about this topic?	So, what hints is the text feature giving me about the novel?
<p><i>From teacher think out loud:</i></p> <p>Cover</p>	<p>I see a young black girl, with two shorter, black boys. It looks like there's a fire. I notice they're barefoot. They look scared. They're on a porch. It seems dark outside.</p>	<p>I know that people who are barefoot usually are poor. I know that people who hug each other like that are usually family. I know that older siblings are usually taller. I know that people are usually scared of fire. I know that people who grip each other that way are scared, too.</p>	<p>I guess the three children are brothers and sister, the girl being the eldest. They're probably poor and worried that their house is going to be set on fire.</p>
<p><i>Exemplar student response for Box 1:</i></p> <p>Rope</p>	<p>There's a rope in the box.</p>	<p>I just read this article and it looks like the Ku Klux Klan used to use rope to hang blacks for no reason.</p>	<p>I think that maybe a major part of the story will be this family meeting the KKK. I hope nobody gets lynched.</p>

Text Feature	What's happening in the text feature?	What do I know about this topic?	So, what hints is the text feature giving me about the novel?