Tradition and Change: *Nightjohn*

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1. How does literacy change lives? *(1.5 days)*	RL-5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
	
	RI-5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
	
	RI-6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.
	
	L-6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.
		Imagine you cannot read: how would that change your life? List three to five things you would not be able to do that you would truly miss.
		What would you be willing to do to learn to read?
			• Marking the text: Info text: World Literacy Stats
			• Read aloud: *Thank You, Mr. Falker*
			• Book talk: *Nightjohn:* Predictions about the book
			• Introduce/model/practice discussion etiquette for Socratic seminar
			• Discuss essential question
				• Marked text
				• Informal teacher observation
				• TOD: 3-2-1:
				  ○ 3 Expectations about book
				  ○ 2 Questions based on cover/booktalk
				  ○ 1 Hope about the book

2. What are effective reader skills? *(1.5 days)*	RL-9.1 Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including analogies texts.
	
	RL-10.1 Use context clues to determine meanings of words and phrases.
	
	RI-5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
		How do you think I, as an experienced adult, read differently than you as a student?	• Introduction to "Say Something" engagement
			  ○ Hand out "Say Something" guidelines
			  ○ Model with students using short text
			• Slave codes text (scaffolded practice with "Say Something" skills)
				• Informal teacher observation
				• TOD: Which skill do you find to be the easiest to use? Which do you find to be the most difficult?

3. What is voice, and how is it created? *Chapters 1 and 2* *(Two days)*	RL-5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
	
	RL-9.1 Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including analogies texts.
		Effective Readers' Skills definition/stem matching	• Think/Pair/Share: What do you think you can you tell about a person by the way he or she talks?
			• Use shared reading to read the first chapter: After reading the first few pages, what does Paulsen's style of writing tell us about Sarny? (She does not speak formal English.)
			• Reading between the lines: making inferences
			• Dialect, voice, and word choice
			  ○ Tone and word choice
			  ○ Formal and informal tone
			  ○ Selections (drawn at random; seven groups); put in standard English
			    ▪ (page 14) "I'm Sarny and they be thinking I'm dumb and maybe up to witchin' and got a stuck tongue because when I birthed they say I
				• Informal teacher observation
				• 3-2-1:
				  ○ 3 Word choices from today that developed tone
				  ○ 2 Revisions about expectations (from yesterday)
				  ○ 1 Example in your own words of something in informal tone

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			come out wrong, come out all backwards and twixt-and-twinst." ▪ (page 15) "...they be thinking because I don't make noise and go to twattering all the time that I be dumb." ▪ (page 15) "I'm Sarny and the other part of my name be the same as old Waller who wants to be master but is nothing. Nothing. I don't back part of my name no more than I count old Waller himself. No more than I count spit." ▪ (page 16) "Waller puts great store in the sticks and watches them like an old hawk watching the chicken pens." ▪ (pages 16–17) "It isn't for certain how old I am except for the sticks.... By the stick I am going into the same year as all the fingers on both hands, fold them down, then hold up the thumbs." ▪ (page 17) "The house women are fond of leaving the window open and talking all their business right there." ▪ (page 18) "I thinks of all the things I have learned that day and then I tries to add them to the things I learned the day before that. I've been doing that as long as I can remember, since I was almost just walking, and I remember all the parts of my life. If there is time of an evening and I haven't been worked to the bone I can just lay there in the dark and think on all my time and remember it."	
4. What are motifs and how are they related to themes? What are some of the major themes of the book? *(This is to be used only with the second culminating project. This mini-lesson repeats throughout the unit in that case.)*	RL-6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary. RL-5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	What is a "theme"? Define it as best you can.	• Introduce the idea of motif and how it's related to "theme" • Jigsaw: Six groups: two each looking for evidence in the first two chapters of major themes in the book ○ Power ○ Freedom ○ Money • Each group makes a collage in Google Docs that represents their theme with the quotes embedded	• Informal teacher observation • Collages and presentations

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5. What are participles? *Chapter 3*	L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. RL-5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	What are verbs? How do you recognize them?	• Reading: Say Something Engagement for group reading • Intro to participles: ◦ "Waller brought Nightjohn back to the plantation **sitting in the back**." What's odd about the bold? ◦ Explain participles ◦ Practice (*Elements of Writing* 514) • Participles in *Nightjohn*, chapter 3 ◦ "sitting in the back" (25) ◦ "yelling and swearing at him" (26) ◦ "carrying water to wash the eating trough" (27) ◦ "eating trough" (27) ◦ "the biting flies" (27) ◦ "Cutting from corner" (33) ◦ "shredded bottom leaf" (33) ◦ "rippling" laughter (33) • Practice independently adding participles to existing sentences	• Practice from book • Informal teacher observation
6. What are some of the major themes of the book?	(See lesson 4 above.)			
7. How do I effectively engage in collaborative discussions?	SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. SL1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	Review and mark text from handout lesson one (Roles and Transitions for Socratic Seminars)	• Introduce Socratic Seminiar ◦ Roles ◦ Responsibilities ◦ Transitions ◦ Individual goals • Practice SS as class: topic from previous lesson (Paulsen uses Sarny's speech to indicate she is a slave) ◦ Step through each role ◦ Each general evaluator has partner	• Informal teacher observation • Socratic Seminar self-evaluation

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8. What were some traditions slaves brought with the from Africa? *(1.5 Days)*	L4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. L4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. L4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). L1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. RI4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RI2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Label the parts of the argument: • Much of American culture comes from Africa. • Slaves brought their own traditions when brought forcibly to America. • The banjo, an instrument based on an African gourd instrument, is one such example.	• "Traditions" info text: ○ Practice "Say Something" engagement in pairs ○ Stem work ○ Context clues ○ Big picture (on back) • Group discussion: Based on the text, use a word map to determine ○ What is tradition? ○ What are some examples of tradition? • Enrichment/differentiation: Text reformulation: Poem from info-text (in pairs)	• Informal teacher observation • Marked text • Poem (from teaching strategies)
9. How did slaves fight the tradition of slavery? *Chapter 4*	L1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. W1. Write arguments to support claims with clear reasons and relevant evidence. W1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons	Answer the EQ in your starter; discuss with partner	• Introduce Think Aloud with chapter 4; scaffold reading • Creating an argument: Was it a good idea for slaves to try to escape (use argument graphic organizer) • Evaluating an argument ○ Reread end of chapter 4 ○ Determine Nightjohn's claim and reasons	• Informal teacher observation • Schaffer paragraph produced • Argument planning graphic organizer • Argument evaluation graphic organizer

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	and evidence logically. W1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.		○ Determine mammy's counterclaim ○ Determine Nightjohn's rebuttal • Socratic Seminar: Was it a good idea for slaves to try to escape (applying what we prepared for the first two days) • Schaffer practice paragraph: Use the information you have from chapter four to write a paragraph in which you argue it was a good idea or a bad idea to try to escape slavery Scaffolding: ○ TS as class ○ Three CDs in pairs ○ Share CDs with class—CM as class • Introduce "Somebody Wanted But So" strategy for next lesson	
10. What are some of the major themes of the book?	(See lesson 4 above.)			
11. What were some of the consequences of rebellion? *Chapter 5* *(Original plan – not used because of absence)*	RL-5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Anticipation Guide: Agree or disagree: • It was better for most slaves simply to stay put and not try to escape. • It is worth it to risk one's life for freedom. • It is worth it to risk others' lives for one's freedom.	• Introduce "Save the Last Word for Me" • Read Chapter 5 in groups using "Save" • Cause and effect with fish bone graphic organizer • Debrief as class • Return to anticipation guide	• Informal teacher observation • Graphic organizers
12. What were some of the consequences of rebellion? *Chapter 5*	RL-5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Anticipation Guide: Agree or disagree: • It was better for most slaves simply to stay put and not try to escape. • It is worth it to risk one's life for freedom. • It is worth it to risk others' lives for one's freedom.	• Read chapter 5 individually using written "Think Aloud" strategy • Use the "Somebody Wanted But So" post-reading strategy—five entries • Return to anticipation guide	• "Somebody Wanted But So" strategy
13. What are some of the major themes of the book?	(See lesson 4 above.)			
14. How did slaves find commonality with Biblical figures?	W-1.1 a. introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons	Think-Share-Pair for EQ	• Review elements of an argument • Some steps to evaluating an argument ○ Read argument	• Marked text • Argument evaluation charts

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Two days	and evidence logically;		○ Analyze the argument to determine its parts ○ Compare with own knowledge/research ○ Make a verdict: valid/invalid • Infotext/evaluating arguments: wikipedia on the source of spirituals (infotext_spirituals_wikipedia.odt) • Compare to spirituals (with text from Bible) ○ "Go Down Moses" http://www.youtube.com/watch?v=SP5EfwBWgg0 compared with Exodus 5 (Mark both texts) ○ Enrichment: Early finishers--"Now Let Me Fly" http://www.youtube.com/watch?v=UzgaXv1YUH4 compared with Ezekiel 1 (Mark both texts) ○ Use graphic organizer to make comparison • Evaluate arguments	
15. How can we determine a character's motivation? *Chapter 6*	RL-5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	Participle practice (review)	• Read chapter six aloud to students • Review examples of participles • Mini-lesson: joining sentences using participles • Group/individual practice	• Informal teacher observation • Group practice (turned in)
16. What are some of the major themes of the book?	(See lesson 4 above.)			
17. How and why did the white establishment try to continue the tradition African American illiteracy? *Two days* *(Optional)*	RL-5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. W1. Write arguments to support claims with clear reasons and relevant evidence. W1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons	Day 1: How do you determine whether or not a web site is trustworthy? Day 2: KWL on poll taxes and literacy tests	• Mini-lesson: evaluating web resources • Research: Poll taxes and literacy tests • Web-quest/evaluating sources: http://ourenglishclass.net/class-notes/literature/selections/nightjohn/poll-tax-and-literacy-tests/	• Web-quest/evaluation graphic organizer • Complete KWL

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	and evidence logically. W1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. W1d. Establish and maintain a formal style. W1e. Provide a concluding statement or section that follows from and supports the argument presented. RI3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).			

18. How has literacy changed my life?
Chapter 7
	RL-5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	How many words can you make using only the letters A through J?	• Pairs reading: "Say Something"
			• "Somebody Wanted But So" post-reading
			• Tag-team Socratic Seminar: discussion quotes
			  ◦ If you can read this, thank a teacher." (Anonymous Teacher)
			  ◦ "The more that you read, the more things you will know. The more that you learn, the more places you'll go." (Dr. Seuss)
			  ◦ "The difference between the right word and the almost right word is the difference between lightning and a lightning bug." (Mark Twain)
			  ◦ "How can you dare teach a man to read until you've taught him everything else first?" (George Bernard Shaw)
			  ◦ 'What is the use of a book", thought Alice, "without pictures or conversations?" (Lewis Carroll)
			  ◦ "Never judge a book by its movie." (J. W. Eagan)
			  ◦ "Never lend books, for no one ever
				• Informal teacher observation
				• In-class short writing

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			returns them." (Anatole France) ○ "There is more treasure in books than in all the pirate's loot on Treasure Island." (Walt Disney)	
19. What is the status of slavery today? *Culminating project option one* *5-7 days*	W-1.1 a. introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically; C-3.2 Utilize multimedia to clarify information and emphasize salient points.	Project overview	Using Moodle (installation at http://moodle.ourenglishclass.net – a closed-community web site; no one outside the class can access the site), an online course-management program, students will conduct research, take notes, work to answer comprehension questions about resources, and eventually construct an argument regarding slavery in the twenty-first century. The final project requires students to draw from multiple sources using multiple media, including video and images, to construct an argument regarding the nature of slavery in the twenty-first century.	Final project, which includes • Viewing three mandatory and one student-choice digital resource • Ten required entries in a research database • Short comprehension activities after each resource • A final, digitally-submitted argument about the nature of twenty-first century
20. What are some of the major themes of the book, redux? (3-5 days)	RL-6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary. RL-5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. C-3.2 Utilize multimedia to clarify information and emphasize salient points.	Which theme do you think is most relevant to *Nightjohn*?	Seven "slides" in Prezi. (If you do not have a Prezi account, you will need to create one at Prezi.com.) • One slide includes a summary novel. • One slide contains an explanation of theme and the theme in question. • Five slides contains one quote. • For each slide, students will create an audio narration that explains slide in question. To record the narration, install this app to your Chromebook. • To insert the narration, follow these instructions.	Project (see left)

21. How does the film version of *Nightjohn* compare to the novel?
 	
3 days
	RL-7.1 Analyze how a visual or audio adaptation of a narrative or drama modifies or embellishes the text.
	
	W-1.1 a. introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically;
		Which scene would you most like to see in a film version of *Nightjohn*? Why?	1 Brainstorm reasons why books are different from films
			2 Predict potential changes in the movie
			3 Scenes to show
			  3.1 Opening (0-5:00)
			  3.2 To doctor (17:30-20:44)
			  3.3 Sarny getting lesson (22:30-27:25)
			  3.4 Sarny teaching little boy (37:00-39:11)
			  3.5 Waller working (48:28 [chapter start]-50:40)
			  3.6 Sarny discovering ledger (1:02:50-1:03:50)
			  3.7 Punishment scene (1:12:06 [chapter start]-1:20:00)
			  3.8 Final scene (1:20:40 [chapter start]-end)
			4 Keep notes in graphic organizer (go_compare_novel_film.odt)
			5 Create argument about which is better: book
				Mini-project argument v-log

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			or film 6 Make v-log for argument	