7th grade, Language Arts

What is worth fighting for? *Roll of Thunder, Hear my Cry*

Unit Developed by Andrea Souden
Boise School, District
Boise, Idaho

The Core Teacher Program
A program of the Idaho Coaching Network
Idaho Department of Education
An Idaho Core Teacher Program Unit Developed by Andrea Souden:  

**Unit Title:** What is worth fighting for? *Roll of Thunder, Hear my Cry*

### Webb's Depth of Knowledge - Level 1 (Recall)

- ✓ Who, What, When, Where, Why
- ✓ Define
- ✓ Identify
- ✓ Illustrate
- ❑ Label
- ✓ List
- ✓ Match
- ❑ Measure
- ✓ Recite
- ✓ Recognize
- ✓ Report
- ❑ Use

### Webb's Depth of Knowledge - Level 2 (Skill/Concept)

- ✓ Categorize
- ✓ Classify
- ❑ Collect and Display
- ✓ Compare
- ✓ Construct
- ❑ Estimate
- ❑ Graph
- ❑ Identify Patterns
- ✓ Infer
- ✓ Interpret
- ✓ Observe
- ✓ Organize
- ✓ Predict
- ✓ Summarize

### Webb's Depth of Knowledge - Level 3 (Strategic Thinking)

- ✓ Assess
- ❑ Construct
- ❑ Critique
- ✓ Develop a Logical Argument
- ✓ Differentiate
- ✓ Draw Conclusions
- ❑ Explain Phenomena in Terms of Concepts
- ❑ Formulate
- ✓ Hypothesize
- ❑ Investigate
- ✓ Revise
- ❑ Use Concepts to Solve Non-Routine Problems

### Webb's Depth of Knowledge - Level 4 (Extended Thinking)

- ✓ Analyze
- ✓ Create
- ❑ Prove

Original unit development sponsored by The Idaho Coaching Network
An Idaho Core Teacher Program Unit Developed by Andrea Souden:  

**Unit Title:** What is worth fighting for? *Roll of Thunder, Hear my Cry*

- ✓ Apply Concepts
- ✗ Critique
- ✗ Connect
- ✗ Design
- ✓ Synthesize

---

**Idaho Coaching Network Unit Plan Template**

<table>
<thead>
<tr>
<th><strong>Unit Title:</strong></th>
<th>What is worth fighting for? <em>Roll of Thunder, Hear my Cry</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Created By:</strong></td>
<td>Andrea Souden</td>
</tr>
<tr>
<td><strong>Subject:</strong></td>
<td>Reading (Language Arts)</td>
</tr>
<tr>
<td><strong>Grade:</strong></td>
<td>7th</td>
</tr>
<tr>
<td><strong>Estimated Length (days or weeks):</strong></td>
<td>8 - 9 weeks</td>
</tr>
</tbody>
</table>

**Unit Overview (including instructional context):** This unit is designed for students to understand the impact history plays in the dynamics and tension of a novel, and to provide them with an opportunity to see how the commonality of story structure and an author’s style contributes to things like theme, character development and tension in all stories so they can use that knowledge authoritatively to support their exploration of major themes that develop in the novel.

This novel study takes place near the beginning of second semester and lasts all of third quarter. It follows a novel study we do of *The Outsiders* 2nd quarter, and builds on a lot of the work we do with that book: character studies, paying attention to the moves authors make in their writing to draw our attention as readers to what’s important, citing textual evidence, and interacting with and commenting on texts.

This novel also exposes students to racial injustice and a focus of the unit is on thinking about how we can fight that - what choices can be made on a daily basis to provide power and equity for all, instead of trying to create power for ourselves by marginalizing someone else and limiting their options and opportunities. Although this novel’s focus is on racial tensions and disparities, I feel it’s important to continually remind students they make choices of inclusion that allow for dignity each day and the book provides a vehicle for many challenging discussions and explorations through the safety of a lens that feels removed enough from their everyday life to keep them somewhat comfortable.

**Unit Rationale (including Key Shift(s)):**

---

Original unit development sponsored by The Idaho Coaching Network
An Idaho Core Teacher Program Unit Developed by Andrea Souden:  Unit Title: What is worth fighting for? *Roll of Thunder, Hear my Cry*

**Key Shift #1:** Students will build knowledge and academic language through a balance of content rich, complex nonfiction and literary texts.

**Key Shift #2:** Students will participate in Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.

<table>
<thead>
<tr>
<th>Essential Question(s):</th>
<th>Measurable Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● What makes someone courageous?</td>
<td>● RL 7.1- identify multiple pieces of relevant evidence (across text or within sections) that support their answer, prediction, or inference and are linked together to a common idea or conclusion. Refer to multiple pieces of evidence (examples, quotations, detail, dialogue) in text to support inferences/predictions about characters, setting, or plot.</td>
</tr>
<tr>
<td>● What makes a good friend?</td>
<td>● RL 7.2 - Provide objective summary (relevant and factual) of text. Track and examine significant details of character and plot development, repeated words, ideas, and/or symbols through a text. Analyze how a theme or central idea develops based on sequence of plot.</td>
</tr>
<tr>
<td>● Who can you count on?</td>
<td>● RL 7.3 - Organizer and note relationships between story elements (plot, setting, characters). Analyze how particular elements of a story or drama interact (characters, plot, setting, etc.).</td>
</tr>
</tbody>
</table>

**Enduring Understandings:**

- Students will understand how individuals and groups use power and resources to either promote or marginalize people.
- Students will understand courage is a choice and has costs and benefits.
- Students will understand the discrimination, fear and rigid thinking that existed in the United States (especially in the South) during the 1930’s that propels much of the conflict in the novel.
- Students will understand the problems highlighted in the book have existed in every culture throughout history, and continue to exist on a very real level in their day to day lives.
- Students will understand they have choices about how they will let those issues impact their lives, their choices and their character.

**Targeted Standards:**

**Idaho English Language Arts/Literacy Standards:**

- W7.9 - Draw evidence from literary OR informational texts to support

**Targeted Standards:**

**Content Standards (if applicable):**

**Targeted Standards:**

**Standards for Mathematical Practice (if applicable):**
An Idaho Core Teacher Program Unit Developed by Andrea Souden: Unit Title: What is worth fighting for? *Roll of Thunder, Hear my Cry*

<table>
<thead>
<tr>
<th>Analysis, reflection and research.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>● RL.7.9 - Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</td>
<td></td>
</tr>
</tbody>
</table>

**Supporting Standards**

<table>
<thead>
<tr>
<th>Supporting Standards</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>● SL.7.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, text and issues, building on others’ ideas and expressing their own clearly.</td>
<td></td>
</tr>
<tr>
<td>● SL 7.4 Present claims and findings, emphasizing salient points in an, adequate focused, coherent manner with pertinent descriptions, facts, details, and examples. Use appropriate eye contact, adequate volume, and clear pronunciation</td>
<td></td>
</tr>
<tr>
<td>● RL.7.1 - cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</td>
<td></td>
</tr>
<tr>
<td>● RL.7.2 - Determine a theme or central idea of a text and analyze its development over the course of the text. Provide an objective summary of the text.</td>
<td></td>
</tr>
<tr>
<td>● RL.7.3 - Analyze how particular elements of a story or drama interact (eg how setting shapes the characters or plot)</td>
<td></td>
</tr>
<tr>
<td>● RL. 7.6 - Analyze how an author develops and contrasts the points of view of different characters or narrators in a</td>
<td></td>
</tr>
</tbody>
</table>
Summative Assessment (Module 4):

- Summative Assessment Description: Throughout the novel students will create a multi-genre portfolio comprised of various responses they’ve worked on throughout the novel. They will select 7 pieces total to comprise the final portfolio - 4 written and 3 free choice - that show their understanding of setting, conflict, characters and theme.

- Depth of Knowledge (DOK) Explanation: The depth of knowledge varies throughout the unit, but most major assignments I would consider a 4. Students are routinely asked to observe, find patterns, synthesize information and draw conclusions with supportive evidence.

- Rubric or Assessment Guidelines: When appropriate, these are embedded within the unit.

Primary Text(s) (Module 5):
- *Roll of Thunder, Hear my Cry* by Mildred Taylor

Supplemental materials/resources:
- Mildred Taylor’s 1997 ALAN Award Acceptance Speech
- Other materials and resources will be indicated during sequencing of unit plan

Text Description
This novel by Mildred Taylor is told as a first person narrative from the perspective of 9 year old Cassie Logan. Cassie’s family is black and living in rural Mississippi in 1933. They are faced with the challenges of racism and inequality, and Cassie’s journey throughout the novel focuses on her learning about the injustice that exists in the world beyond the sheltered confines of her nurturing family and the relative safety of the black community she belongs to. In the midst of the violence and hatred of the time, Cassie’s family manages to hang onto the ideas of family loyalty, perseverance and pride in the face of adversity.

What is your final recommendation based on quantitative, qualitative, and reader-task considerations? Why?
I am recommending this text for middle school grades 6-8. This text is listed as an exemplar text (in Appendix B of the Common Core) placed in the grade 7 band. Lexile it scored a (920) which falls within the 6th-8th grade band for quantitative complexity. It has some complex language, interesting plot, and includes a number of historical and cultural references. This text may prove challenging for some readers, yet most grade level readers will have success with it. It is important to include a number of higher-level DOK questions that require deeper understanding to challenge students. There are a issues dealing with race, injustice, and violence; this content may be a sensitive issue for some students and should be treated carefully.
An Idaho Core Teacher Program Unit Developed by Andrea Souden:  Unit Title: What is worth fighting for? *Roll of Thunder, Hear my Cry*

<table>
<thead>
<tr>
<th>Quantitative Measure</th>
<th>Qualitative Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantitative Measure of the Text:</strong></td>
<td><strong>Text Structure (story structure or form of piece):</strong></td>
</tr>
<tr>
<td>920L</td>
<td>Moderately Complex - the story is told from a single character’s perspective and typically follows a predictable narrative. However, there are flashbacks to other historical events, as well as references to family and community history the narrator uses to try and make sense of the current events that unfold in the story.</td>
</tr>
<tr>
<td><strong>Range:</strong></td>
<td><strong>Language Clarity and Conventions (including vocabulary load):</strong></td>
</tr>
<tr>
<td></td>
<td>Complex - The story contains a good deal of figurative language and some ironically written text as well as vocabulary they will be unfamiliar with that requires background knowledge - often historically situated. The text is primarily straightforward and easy to follow, however, the sentence structure is varied and often readers will be met with complex sentences that contain multiple means.</td>
</tr>
<tr>
<td><strong>Associated Grade Band Level:</strong></td>
<td><strong>Levels of Meaning/Purpose:</strong></td>
</tr>
<tr>
<td>6th - 8th grade</td>
<td>Very complex - the various themes are developed over the course of the novel and are not explicitly stated. Some of the themes seem to contradict each other and overall they reflect the confusion the main character feels over the conflicting messages she must navigate as she tries to understand the world she lives in. The way the story wraps up may leaves readers feeling unresolved about the protagonist’s conflict, which further complicates the examination of theme.</td>
</tr>
</tbody>
</table>
Knowledge Demands (life, content, cultural/literary):
Very complex - while most readers are somewhat familiar with the overarching topics of focus in the novel, such as; family, friendship, courage, and injustice, the extreme examples of discrimination, violence, segregation, poverty and unfamiliar cultural perspective are very unfamiliar to most readers. There are a significant number of references and allusions to other texts, historical events and cultural elements not common to most students.

Possible Major Instructional Areas of Focus (include 3-4 CCS Standards) for this Text:

1. RL 7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
2. RL 7.2 - Determine a theme or central idea of a text and analyze its development over the course of the text. Provide an objective summary of the text.
3. RL 7.9 - Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
4. W 7.9 - Draw evidence from literary or informational texts to support analysis, reflection and research.

Below are factors to consider with respect to the reader and task:

Potential Challenges this Text Poses:
- The inference load can be pretty high with parts of this text.
- The colloquialism and the dialect are unfamiliar to students which can be a challenge as they try to “hear” the dialogue in their head while reading.
- Historical references are incredibly important for students to understand as they work to create meaning and comprehend the significance of certain actions and important events.
- Taylor relies heavily on figurative language to set the mood and tone of certain passages and build tension into the novel.

Differentiation/Supports for Students:
- Students will build a basic historical background knowledge of major events that transpire from Abraham Lincoln’s election in 1860 to 1933 when the novel begins. These events will be visually depicted with photographs on a timeline prominently displayed in the room and continually referenced throughout the reading of the novel.
- The bulk of the reading will be done orally in class, with students volunteering to read character parts so the voices come alive and reinforce the author’s characterization during reading.
- Students will participate in a variety of class discussions focussing on particularly challenging portions of the text as it is read.
An Idaho Core Teacher Program Unit Developed by Andrea Souden:  Unit Title: What is worth fighting for? *Roll of Thunder, Hear my Cry*

### Scaffolds and Extensions

<table>
<thead>
<tr>
<th>UDL Components:</th>
<th>Support for students who are ELL, have disabilities or read well below grade level text band: Embedded throughout the unit.</th>
<th>Extensions for advanced students: Embedded throughout the unit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Embedded throughout the unit.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Vocabulary

#### Targeted Academic Vocabulary
Tier II words - Symbolism, extended metaphor, dialogue, discrimination, segregation, politically correct, lynch, boycott, bigotry, indignity, Reconstruction, sharecrop, chain gang

Note: Some of the words on this list also appear in the Targeted (Tier III) category. Feel free to approach them as you see fit.

Students will receive a pre and post evaluation where they rank their degree of comfort with these terms before reading the novel and after. These terms will be kept in their interactive notebooks and will frequently be referenced in class discussions, will appear intermittently on weekly quizzes, and classes will have a competition for bragging rights to see how often they are incorporating these terms into their daily discussions. (This idea is comes from Sarah Brown Wesseling’s [vocabulary paint chips lesson](#) on The Teaching Channel)

#### Targeted Content Area Vocabulary
Various historical terms - will be addressed as the novel is read, such as: Civil War, Reconstruction, sharecropping, Jefferson Davis, etc. There are also targeted words for each chapter that will be addressed prior to reading. Students will keep all these words in their interactive notebooks and weekly quizzes will incorporate some of the targeted terms.

Tier III words and definitions sheet  
Tier III Foldables assignment for interactive notebooks

Note - weekly quizzes are not included in this unit plan because the information students will be quizzed on will only reflect what we have discussed and read in class that week along with the vocabulary terms in that week’s reading.
### Instructional Sequence

**Frontloading: Setting the stage for the historical context of the novel.**

<table>
<thead>
<tr>
<th>Day(s) and Desired Outcome(s)</th>
<th>Texts and Resources</th>
<th>Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day(s) 2:</td>
<td>No Texts</td>
<td>Students will already be in assigned groups (these groups are determined prior to the beginning of the novel unit based on various classroom components such as skill levels, behavior, and specific needs that might be addressed in documents like 504’s and IEP’s).</td>
</tr>
</tbody>
</table>
| Desired Outcome(s): Historical overview | Historical pictures that cover roughly 70 years of events referenced in the novel (Civil War through 1933/34) | In groups, students will receive a collection of historical photos and will work to place them in chronological order. Each photo will have a caption that may provide some contextual clue. I will be circulating throughout the classroom listening to students as they justify their reasoning and will make suggestions or ask questions about the reasoning they used to order their photos. There are 38 photos and pictures in total. Each table group will receive 19 images they will place in order. Then they will join with another table to group to merge their entire 38 image collection. Students will have one 45 minutes class period to complete their ordering. The second day, students will be given a timeline with the photos. The photos, captions and dates will be hung up around the room in chronological order and students will travel around the room, recording the correct information on their sheets that will be glued into their comp books. The purpose of this activity is to just briefly introduce students to some of the events that will be referenced in the book and to give them some historical exposure that will help situate the novel. The bigger objective is to have them somewhat familiar with events located on the timeline that will be
| Days- 5: | Desired Outcome(s): Students will work on making observations, finding patterns and drawing conclusions from close reading of a text. This close read will also serve to set up the author’s purpose in writing this novel and introduce some of the themes and topics of focus. This text also provides an opportunity to prepare students for the inclusion of the “n” word in the book. We discuss the fact that we will not replace the word in our reading to make us feel more | Mildred Taylor’s 1997 Alan acceptance [speech](#) Optional resources: [TEDtalk: Eman Mohammed: the courage to tell the hidden story](#) [TEDtalk: Mellody Hobson: Color blind or color brave?](#) | Close Read of speech lesson sequence: **Day 1** - Students will read Mildred Taylor’s 1997 ALAN [Acceptance Speech](#), marking the text, noting the topics and ideas, and making metacognition marks to guide and track their thinking. Students will have the entire 44 minute class period to read on their own. Any reading and marking that is not completed before the end of class will be homework. (Note - during this class session, students will receive instructions for the metacognition markers they will be expected to note on the speech as they are reading. Many of the words they might be unfamiliar with in the speech will be part of the Tier II vocabulary foldables they will complete after the reading, but the close read will be without frontloading. This is also after students have had a mini lesson on the difference between a thing/things they can touch {topics} vs. ideas or concepts {things they can not touch - what the things or topics might represent} prior to being asked to identify them in each paragraph of the speech). **Day 2** - Students will use their close read notes to create a traveling concept map. Part I: In groups, they will first take 10 - 15 minutes to discuss their readings of the speech. Their collective job during this discussion is to determine the main ideas of the speech and use evidence from the text to support their claims. When the 15 minutes are up, I will ask for their input and will record the main ideas each group comes up with. We will use those ideas to begin the concept map. Student answer will vary, but each class should come up with some variation of the main idea in the speech being the courage to tell your own truth. One of the essential questions I have for the unit is “What is courage?” This question functions as a sub question to the essential question for the unit - “What is worth fighting for?”. Both these questions should naturally come up as students are examining the speech, but during the second portion of the class, student will create the traveling concept map. |
comfortable - Taylor is not concerned with our comfort, she is concerned with historical accuracy - and we as readers will honor that wish and the honor she intends to extend to anyone who has or had heard the term directed at them and had no social recourse for the justifiable outrage it caused them to feel.

<table>
<thead>
<tr>
<th>concept maps. I will explain to students that as we analyze, our brains are doing three things: 1-Making observations, 2-Finding patterns, 3-Drawing conclusions. That is their focus for the day. Part II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. On large sheets of butcher paper, each group will draw a circle in the center of their paper, and will write the word “Courage”. As a group, they should think about the idea of courage as it is addressed in the speech and find the three most powerful examples of courage referenced in the text. They will write these in circles they will draw and connect to the main circle labeled “Courage”.</td>
</tr>
<tr>
<td>2. Students will draw a circle around all the ideas they’ve worked with that day. Note: this will probably take us to the end of Day 1.</td>
</tr>
</tbody>
</table>

**Day 3** - Groups will continue to work with traveling concept maps.

3. As class begins, groups will get their own concept maps back, look them over to review their ideas and make sure they’ve included everything they wanted to write about courage, then they will pass their concept maps to the next group. Students will take several minutes to look at what the previous group wrote, and will discuss how this is similar to/different than what they wrote. Their group will star their best example/evidence and write a statement summarizing their thinking based on this stem: “We think their best example of courage is ____ because …”

4. They will then start on the next ring of the concept map and will write: “The impact of fear” and will use the text to find the three best examples or references of fear referenced in the text.

5. Students then draw a circle around all their ideas, sectioning off their work and prepping for the final circle of the concept map. They will pass their papers to the next group.

6. Next group will write “The impact truth has on fear” and will go back to the text to find the three strongest examples of what they believe Mildred Taylor would have to say about telling the truth in light of feeling fear.

Note: this should take us through the end of the class period for that day. The lesson will continue the following day.

**Day 4**
Today, students will focus on analyzing all the thoughts that have been shared on the concepts maps their group started. They have two jobs today: 1-write a summarizing statement indicating their understanding of Mildred Taylor’s writing and what Mildred Taylor would want students and readers who come to her texts to understand about fear and courage, and 2 - Students will read the “text” of four pictures they can select to match with what they believe to be the dominant message of Taylor’s speech.

7. Students will get back the papers they originally started with and will take a few minutes to read and consider the comments and the direction their original thoughts took as they traveled around the room when passed to other groups.

8. At the bottom of the paper, students will write: “Mildred Taylor believes telling your own truth . . . because . . .” and will go back to the text and find the best examples that address the idea of telling your own truth on their concept map. They will interact with the thoughts other groups have recorded along with Taylor’s thoughts by noting at least three examples they see on their papers with a + or - symbol. They could be positive examples (someone choosing to tell their truth) or negative example (where someone denied their own truth or tried to discourage the telling of a personal truth. Students should put a + sign in all the bubbles where they record examples where truths have been embraced or encouraged, and a - sign in all the bubbles where they find examples of individual truths being denied or silenced. Students will circle the one they feel most aligns with how they want to complete their required summary sentence and will draw an arrow from that statement to the summary they will compose. Students will be given 10 minutes to do this.

9. Students will then receive 4 pictures. Their job is to “read” the text of the picture and select the one they feel most reflects the same message they believe Mildred Taylor has presented in her speech. I will ask them to approach this task from the stance of being part of a focus group that has been approached by a textbook publishing company. This company has decided to include Taylor’s speech in their publication and they want to include a visual next to the speech. The publisher has narrowed down all the submissions they’ve received down to the top four. Now they are asking this focus group to provide input because of their expertise on the speech. At the end, they will write up a short recommendation for the publishing company. Groups will
have 10 to 15 minutes to discuss and as a group, rank their selections. Rankings must be unanimous among the group. However, I will remind students they will each make their OWN final recommendation to the textbook company, so if they differ from their group’s opinion, it’s ok. Students will leave lay their rankings out on their table at the end of their discussions in order - first choice to last. Then students will stand up and do a gallery walk of the rankings other groups made. This will lead to a whole class discussion and then students will have the last few minutes of class to make their final, written recommendation to the textbook company.

NOTE: These items will be on the board during the entire duration of this close read to continually remind students of their job as they read closely
Three things we always do as we are analyzing a text:
1- Make observations
2- Find patterns (based on the observations)
3- Draw Conclusions (make significant, meaningful inferences)

Day 5 - Students will be given a slip of paper they will turn in as an exit ticket. At the end of class, they will be asked to compare the themes of two visual segments (TEDtalks) to the themes/ideas that Mildred Taylor addresses in her speech. The major focus of this day is to engage students in a discussion about the fact the “N” word comes up in the novel. We will discuss how they feel that should be addressed in class - students will be challenged to reference the texts of the speech and the TEDtalks we view to support their claims. Ultimately, students should come aways with the understanding that Mildred Taylor had the courage to truthfully tell her stories in authentic, historically accurate ways, and as readers who understand her purpose (she does not use the term for gratuitous shock value), we will chose to honor her courage by reading her words as she wrote them. We will not give them more power than she meant for them to have by being squeamish and shying away from our discomfort - we should be uncomfortable - but discomfort does not create respect for Taylor’s purpose. Note: at this point, I will tell students they will never be surprised by the appearance of that term in the novel and they will never need to worry about reading it out loud if it makes them uncomfortable - I will always indicate on the board the characters who will use the term - and to
An Idaho Core Teacher Program Unit Developed by Andrea Souden:  Unit Title: What is worth fighting for? Roll of Thunder, Hear my Cry

<table>
<thead>
<tr>
<th>Days - 1: Desired Outcome(s): Continuation of prepping for the beginning of the novel and requirements for ongoing assignments that will lead up to the culminating project</th>
<th>Theme topics narrowed down and collection means will be developed, discussed and the purpose of collection will be set for weekly goals and final project.</th>
</tr>
</thead>
</table>

In the comp books students have used all year, they will create and glue in pockets that will be used to collect textual evidence and quotes for each topic throughout the reading of the novel.

Students will be given an overview of the expectations for the theme aspect of the novel reading:

**Accelerated:** each student will be assigned two of the eight theme topics we will work with. Each week, on Fridays student will “farm the text” (Farming Fridays) for significant quotes and events that match up with their assigned topics. They will spend half the class period farming the text (they will be provided with page numbers to narrow their search in the beginning. As we progress and they become more familiar with the process, they will be expected to note pages they will return to on Fridays as we are reading. [A few minutes at the end of each class period will be given for this task each day after we are roughly half way through the novel.] Once students have farmed the text and recorded their quotes and events on slips of paper that have been cut to size to fit into their topic pockets, they will share their quotes with the rest of their group and as a group, they will be responsible for picking the topic they think Mildred Taylor would most want readers to focus on for the chapters we read that week and selecting the MOST significant quote. They will complete the **Weekly Quote Sheet** which requires they identify the theme topic, justify their claim and compose a theme statement (student will be familiar with the process for moving from topic to theme statement based on lessons completed in a prior unit). My reasoning for having students compose a theme statement each week is for us as a reading community to create a bank of theme statements we will collect throughout the reading. These will eventually be narrow down and each student will select the theme they want to use focus on for their final project. Also, by going through this process each week, I am anticipating students will become increasingly adept at recognizing theme through the techniques authors use to draw reader’s attention and will develop competency with selecting text that is quote worthy and works to support their claims.

**Traditional:** Each table group will be assigned a theme topic and they will work collectively to do the same work as accelerated, but it will be focused on one theme topic instead of all theme topics.

Original unit development sponsored by The Idaho Coaching Network
| Note - students on IEPs with Reading goals and English Language Learners will be given quotes already written out and farmed from the text. Their assignment will be to sort them into topic categories and then join the group discussion for what is the most significant topic to focus on and participate in the composition of a weekly theme statement. |
| Novel Theme Topics: Family, Friendship, Money/Power, Independence, Justice/Injustice, Self-respect, Hope, Sacrifice, Survival |

| Additional preparations for ongoing procedures that will be implemented throughout the reading of the novel | Visuals: Movies with clips that will be used at various times to show background and give students schema for not only picturing the events referenced in the novel but also supplement their limited historical knowledge (knowledge the author assumes students will come to the reading with) |
| None - these are just ways I will help students get into the novel and be able to access a time and place they are unfamiliar with as we read. |

- Cold Mountain
- Seabiscuit
- Fried
| Green Tomatoes  
| Water for Elephants |

Other sources of visual would be historical documentaries such as the following PBS programs:
- American Experience
- Dust Bowl

I will also use a Google Slide presentation with visuals I feel help with specific scenes in the book. These will typically be shown at the beginning of each day's reading and we will progress through them during our reading.

Poems I will use as time permits are: “Ballad of
An Idaho Core Teacher Program Unit Developed by Andrea Souden: **Unit Title:** What is worth fighting for? *Roll of Thunder, Hear my Cry*

| Birmingham”, “A Dream Deferred”, Mother to Son” and “Ballad to Roosevelt” by Langston Hughes “The Incident” by Countee Cullen |

**Major Idea/Topic #2: Reading the novel *Roll of Thunder, Hear my Cry* by Mildred Taylor**

Note - From this point forward, days and desired outcomes will be replaced by chapters, including assignments and activities that will be targeted while reading that chapter. It is difficult for me to anticipate how long it will take to cover certain chapters as the pace of the reading typically is dictated by the discussions and questions students have as we are reading. I will preface this portion of the unit by telling anyone who may be using this template to structure or inform their own planning, it typically takes me about 6 weeks to adequately cover the novel. That is after we’ve established background -so simply focussing on reading the text. Remember, students will be farming the text every Friday, so this portion of the unit is based on a Monday through Thursday, 44 minute instructional time frame.

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Additional Texts and Resources other than the novel</th>
<th>Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)</th>
</tr>
</thead>
</table>
| Chapter One | Topics of focus and important details for students to pay attention to:  
  ● Characterization and intro of major characters | As we read, I focus on the following topics as we employ [Rules of Notice](#) (these are techniques authors will often use to grab reader’s attention so they “notice” important story elements):  
  ● Cassie’s personality  
  ● Stacey being upset he’s in Mama’s class  
  ● TJ’s personality (he lets his little brother take his whipping)  
  ● The burning of the Berry’s and Cassie’s confusion, along with the tension that’s introduced by the societal acceptance - and even TJ’s lack of concern  
  ● Focus on the fact that Jeremy is not only white, but visually, you couldn’t find a character who would look more different than the Logan’s as they walk down the road together.  
  ● Separate but equal - busing and school differences |
An Idaho Core Teacher Program Unit Developed by Andrea Souden: Unit Title: What is worth fighting for? Roll of Thunder, Hear my Cry

- Setting - rural Mississippi in 1933 (cotton farming)
- Separate but Equal ruling vs. reality and segregation
- Great Depression

Note - I read all of chapter one out loud to students so they get used to the cadence of the book and the tempo of Taylor’s writing. This also allows me to stop to discuss parts of the book I know students will have questions on or parts they need to pay specific attention to.

- Social atmosphere in Mississippi in the 1930’s - show w/transposed flags (we look at the history of the Mississippi state flag and discuss the implications of those changes and what caused the changes)

It usually takes me about 3 days to get through the reading of chapter 1 with all the background and character introduction.

Formative assessment - halfway through ch.1. For this assignment, students will be given a list of character traits they’ve looked at before with other character activities.

In comp book, pick TWO of the characters we’ve been introduced to and pick one character trait you think defines them from the list at your table and provide evidence explaining WHY you picked that trait.

Characters to pick from are: Cassie, Stacey, Christopher-John, Little Man, TJ, Claude or Jeremy

Sentence should be phrased like this: I think Cassie is ______________ because ______________

At the end of the chapter - student look at the character traits list and pick two additional words they would add to their character descriptions and support those claims with evidence from the text.

Chapter 2:

New procedure introduced for reading with chapter 2 - students take over the reading . . . but they read character’s dialogue. This technique makes the reading feel like reader’s theater each day. In my
### Desired Outcome(s):

In traditional class, I read the narration and student read the dialogue. In my accelerated classes, I have several students who volunteer to read the narration. I assign two narrators a day - they switch off every other page.

Before we begin reading chapter 2, we discuss rules of reading dialogue and I project a page with dialogue from chapter 1 that we practice with before we begin chapter 2.

### Rules for reading dialogue:

**Rule #1** - Each speaker gets his or her own paragraph - new paragraph means new speaker. Look at conversation between Miss Crocker and Cassie on pg. 20.

**Rule #2** - Dialogue tags are used to indicate who is speaking.

Dialogue tags can be written with either the speaker’s name or with he, she, I, they, we, etc.

Example on pg. 4:

> “Y’all go ahead and get dirty if y’all wanna,” he replied without even looking up from his studied steps. “Me, I’m gonna stay clean.”
> “I betcha Mama’s gonna ‘clean’ you, you keep it up,” I grumbled.
> “Ah, Cassie, leave him be,” Stacey admonished, frowning and kicking at the road.
> “I ain’t said nothing but - “
> Stacey cut me a wicked look and I grew silent. His disposition had been irritatingly sour lately. If I hadn’t known the cause of it, I could have forgotten very easily that he was, at twelve, bigger than I, and that I had promised Mama to arrive at school looking clean and ladylike. “Shoot,” I mumbled finally, unable to restrain myself from further comment, “it ain’t my fault you gotta be in Mama’s class this year.”

**Rule #3** - the narration will be read by the narrator, including the dialogue tags.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| But - you need to pay attention during the narration if your character was speaking at the beginning of the paragraph. You keep reading your part until the end of the quotation marks at the end of the paragraph.  

Note: I assign have each table pick parts and they practice, each person taking a turn with each part. Then we take volunteers from groups to read the next pages in parts.  

From this point forward, each day, when students come in there will be a list of character who have dialogue on the board. Students will volunteer on a daily basis for reading parts. Again, in traditional classes, students will only read the dialogue parts and I will read the narration. In accelerated classes, students will be able to volunteer for dialogue parts or narration. If there is ever a lack of volunteers, I write my own name in and read those parts.  

In chapter 2, we will work with Tableaux when we read the scene where the adult characters are talking about the Berry’s being burnt. Each table will be assigned a section of the story the adults are recounting and will decide how they want to “freeze” the scene so we can visualize the most important moment.  

I find students struggle to understand the impact of this part of the story unless we really slow it down. This technique helps struggling readers who have difficulty picturing the text and sequencing important events. It also helps more capable students contextualize and support the images they are creating in their heads as we read.  

All students will create illustrations in their comp books that match the Tableaus they’ve created and seen in class. This will help provide mental markers for them when these events are referenced later in the book.  

After we complete two chapters, we pause our reading for students to begin drafting their multi-genre portfolio entry for those chapters and the assigned topic. The topic for chapters 1 and 2 is Setting. Students will have a day of class time to work on this and the draft is due at the beginning of the next
| Chapter 3: Desired Outcome(s): | As with each chapter, we view images that help build background and we pause at significant moments to make sure students understand the impact of events, clarify confusing situations or ideas, and note author’s craft. Because we spend a lot of time building background with our reading in chapters 1 and 2, I try to limit the interruptions to the reading I make in chapter 3 because I want to make sure students get wrapped up in the momentum and rhythm of the story.

Students will also be pausing for part of each Friday to “farm the text” for quotes that support their theme topics. |
| --- | --- |
| Chapter 4: Desired Outcome(s): In this chapter students should understand -the significance of the Logan family owning their own land - some of the historical background with Reconstruction and the impact it had on the economics of the South - the family dynamic of the Logan family which should provide insight into | In this chapter, students receive some important information about the land the Logan’s own and some family genealogy. Students fill out a graphic organized for Papa’s family tree and the land.

We also take a “mental” field trip so students can visualize 10 square mile - the original size of the Granger plantation. For perspective, I show students the plots of land our school sits on from the Ada County Assessor web site (roughly 23 acres) and we combine that with the school properties around us to assist them in visualizing what 6000 acres (1 square mile = 640 acres).

After we complete this chapter, we pause our reading for students to draft their next multi-genre portfolio entry. The topic for chapters 3 and 4 is Conflict (Cassie becoming aware of how people are treated differently because of their race) OR the family’s land (what the land symbolizes and what it means to the family). Students will have a day of class time to work on this and the draft is due at the beginning of the next class period. |
<table>
<thead>
<tr>
<th>Chapter 5:</th>
<th>Desired Outcome(s): Students will get their first real glimpse of racism and discrimination in this chapter and should have insights and quotes to add to their theme pockets for Money/Power and Justice/Injustice</th>
</tr>
</thead>
</table>
|  | Note: In this chapter, one of the characters uses some very strong language that is directed at the protagonist of the novel. I do not put this character’s name on the board as a reading part. I read Mr. Barnett’s dialogue.  
This chapter ends with Cassie declaring “No day in all my life had ever been as disappointing as this one.” The major incident that wraps up this chapter involves many of the main characters and introduces a few new character. After finishing this chapter, I pass out half sheets of paper with a character’s name at the top. Students must write a journal entry reflecting on that day’s experiences from the perspective of the character’s name written on that sheet. All entries start with the phrase “Today in Strawberry . . .” Traditional students must complete at least one journal entry, Accelerated students complete two journal entries. |
| Chapter 6: | Desired Outcome(s): Getting swept away in the momentum of the story and understanding the layers of complication Cassie begins to comprehend as she realizes the world is not the simple, |
|  | No additional assignments with this chapters. Student will continue with the ongoing collection of quotes and demonstrating understanding of characters through the reading of dialogue as the characters.  
After we complete this chapter, we pause our reading for students to draft their next multi-genre portfolio entry. The topics for chapters 5 and 6 are Conflict or Power. Students will have a day of class time to work on this and the draft is due at the beginning of the next class period. |
straightforward place she’d always believed it to be.

Although there are no major assignments for this chapter, it provides great opportunities to discuss author’s craft and the way Mildred Taylor reveals the complexity of the conflict through the eyes of the protagonist as she gains greater and greater understanding of the injustices of the world she lives in.

<table>
<thead>
<tr>
<th>Chapter 7:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired Outcome(s): Students will understand the financial issues that are complicating the rising action of the novel for the Logan</td>
</tr>
</tbody>
</table>

After reading the chapter, in groups, students will be assigned one of the major economic issues facing characters in the book and collectively, will illustrate their understanding on a poster to share with at least one other group. Students receive copies of the text for each situation to mark and use as needed.

The financial situations student groups will be assigned are:

1. Mr. Granger’s threat to charge more
2. Mr. Jamison signing and backing credit
3. Boycotting Wallace store
**An Idaho Core Teacher Program Unit Developed by Andrea Souden: Unit Title: What is worth fighting for? Roll of Thunder, Hear my Cry**

| Family and will demonstrate their understanding with illustrations they will share with the class. | 4. Mr. Granger’s threat towards the Logans  
5. Talk of boycott  
6. Why Mr. Turner has been forced to shop at the Wallace store |
|---|---|

**Directions:**
1. With your group - read the passage you have been given.
2. Underline or highlight the important parts of the passage that show how money and finances are being addressed.
3. Discuss with your group and make sure you know what’s going on.
4. Decide how you will illustrate this financial situation so you can explain it to other groups. Remember - you are not illustrating the scene where this event takes place, you are trying to visually show your understanding of what’s going on with the finances (money).

---

**Chapter 8: Desired Outcome(s):**
Students will illustrate their understanding of what two different characters are thinking and feeling during a particular scene in the book. This assignment allows students to show the way they are processing the book and show their

| In the middle of this chapter, Cassie exacts her revenge on Lillian Jean for the Strawberry incident. After we finish reading that section, student receive a sheet of paper they will use to illustrate in comic strip fashion the events of the fight in the woods. Students will create their illustrations in the middle of the paper - must illustrate 3 panels of action with direct dialogue from the book for each character and setting that matches the way they envision the setting based on evidence from the book.  
Above the illustrations, students will create thought snippets where they will write internal thoughts each character is having during that part of the scene. As I explain my expectations, I show students and example I’ve done for a conflict between Stacey and TJ earlier in the book. In my example, I’ve filled out the thought bubbles for the first panel and then I have students help me fill out the next panel so they get a good idea what they need to do. They have the rest of the class period to complete their illustrations which are due at the beginning of the next class period. |
understanding of different perspectives and motivations in the book as well as the difference between what is literally said and done, and what is implied by who the characters are and what motives them

Student name
________________________
________________________
________________________
Date____________________

Cassie’s thoughts:

Three panels of cartoon style illustration of scene drawn in this space:

Lillian Jean’s thoughts:

The following day, we pause our reading for students to draft their next multi-genre portfolio entry. The topics for chapters 7 and 8 are Power or the family’s land. Students will have a day of class time to work on this and the draft is due at the beginning of the next class period.

Chapter 9: Continuation of reading in parts, viewing pictures and discuss story.
<table>
<thead>
<tr>
<th>Chapter 10:</th>
<th>In this chapter, Papa’s trying to explain the way the family deals with the restrictions of society by comparing their family to the fig tree in the yard. Students will complete the following when we read that portion of the text:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired Outcome(s): Student will define the terms symbol and extended metaphor and will illustrate and explain their understanding of these terms and show how they function within the text of this chapter. Students will also apply prior knowledge of figurative language (from a previous unit).</td>
<td>Extended Metaphor in Roll of Thunder</td>
</tr>
</tbody>
</table>

Papa looked down at me and brought me closer, then waved his hand toward the drive. “You see that fig tree over yonder, Cassie? Them other trees all around . . . that oak and walnut, they’re a lot bigger and they take up more room and give so much shade they almost overshadow that little old fig. But that fig tree’s got roots that run deep, and it belongs in that yard as much as that oak and walnut. It keeps on blooming, bearing good fruit year after year, knowing all the time it’ll never get as big as them other trees. Just keeps on growing and doing what it gotta do. It don’t give up. It give up, it’ll die. There’s a lesson to be learned from that little tree, Cassie girl, ‘cause we’re like it. We keep doing what we gotta, and we don’t give up. We can’t” (pg. 205-6)
Directions Part I – In this part of the book, Papa, Cassie and Stacey are on the front porch looking out at the trees in the yard. Draw a picture of what you envision them looking at – how do you picture the trees and the yard based on Papa’s description? Don’t forget to write a caption describing what you’ve drawn.

Caption:_________________________________

In this passage, Papa is sharing an extended metaphor with Cassie – a metaphor is where two things are compared not using the words like, as or than. What makes it an extended metaphor is the comparison Papa makes is not just one sentence, but makes several comparisons between the same things.

Part II – Symbolism – a symbol is person, place, or object that represents something beyond itself. In this passage, Papa talks about the fig tree, the oak tree and the walnut trees. Below, write what you think each tree could represent or symbolize (claim) and then explain what evidence you have from the book that supports or proves your claim. Your evidence doesn’t have to come from the passage – it can come from any part of the book. Start with the fig tree, which Papa says symbolizes the Logan family and then move onto writing about the other trees.

Fig Tree Symbolizes _________________________
Evidence (what makes you say so – what about the fig tree it like the Logan family and their situation in the book right now?) ________________________
### Walnut Tree Symbolizes

Evidence (what makes you say so – what about the walnut tree it like something in the book that tries to take resources from the Logan family or overshadows them somehow?)

---

### Oak Tree Symbolizes

Evidence (what makes you say so – what about the oak tree it like something in the book that tries to take resources from the Logan family or overshadows them somehow?)

---

### Part III – In the passage on the front, there are 4 underlined portions. Each of them is an example of some type of figurative language. Identify what type of figurative language each underlined portion is and write it below.

1. ____________________________

2. _____________________________________________________________________

3. _____________________________________________________________________

4. _____________________________________________________________________

---

After we complete this chapter, we pause our reading for students to draft their next multi-genre portfolio entry. The topic for chapters 9 and 10 is Friendship. Students will have a day of class time to work on this and the draft is due at the beginning of the next class period.

---

### Chapter 11:

#### Desired Outcome(s):

Note: this is another chapter where a character uses some very derogatory language, so I will not write Caleb Wallace’s name on the board as a character whose dialogue can be read by students. Instead, I read those parts and take time discuss with students the impact of his word choice and the situation that’s lead to the confrontation where he uses the “n” word
Chapter 12: Desired Outcome(s):

Close reading of the paragraphs where the conflict has the turning point. I teach my students the turning point of climax of a story is the moment when you, the reader, glimpse how the conflict will resolve.

The conflict of this novel is racism and discrimination, which clearly cannot be resolved in a historical fiction story written in 1933. But, what Mildred Taylor brilliantly does is creates a scene where for one moment, every character - no matter

Continuation of reading in parts, viewing pictures and discuss story.

Climax paragraph (this is on page 267 of the edition we read in class):

_When we reached the burnt-out section of the field, we surveyed the destruction. As far as we could see, the fire line had extended midway up the slope, but had been stopped at the trench. The old oak was untouched. Moving across the field, slowly, mechanically, as if sleepwalking, was a flood of men and women dumping shovels of dirt on fire patches which refused to die. They wore wide handkerchiefs over their faces and many wore hats, making it difficult to identify who was who, but it was obvious that the ranks of the firefighters had swelled from the two dozen townsmen to include nearby farmers. I recognized Mr. Lanier by his floppy blue hat working side by side with Mr. Simms, each oblivious of the other, and Papa near the slope waving orders to two of the townsmen. Mr. Granger, hammering down smoldering stalks with the flat of his shovel, was near the south pasture where Mr. Morrison and Mama were swatting the burning ground._

_Nearer the fence a stocky man, masked like the others, searched the field in robot fashion for hidden fire under the charred skeletons of broken stalks. When he reached the fence, he leaned tiredly against it, taking off his handkerchief to wipe the sweat and soot from his face. He coughed and looked around blankly. His eyes fell on Little Man and me staring up at him. But Kaleb Wallace seemed not to recognize us, and after a moment he picked up his shovel and started back toward the slope without a word._

Preparation for the culminating project as we finish reading. After we finish reading and discussion this chapter, students draft their final multi-genre portfolio entries. They know before we begin the chapters the portfolio entry for chapters 11 and 12 require them to track the way Mildred Taylor depicts the weather, so they have been noting page numbers as we read. Students will have four day of class time to work on finalizing their portfolio.
what their race - is equal and working towards the same goal. For that moment, racism and discrimination are put on hold as they all work to fight the fire. What is really remarkable is she has black characters physically working side by side with white characters - and many of these character were part of the crowd ready to lynch TJ hours earlier.

We spend a great deal of one class period discussing the impact of this one paragraph, and then we discuss the falling action, and resolution of the book and the implications of what will happen after the story ends for each of the characters and
how they’ve grown. This is a point where we return to our definitions of static and dynamic characters.

Major Idea/Topic #3: Culminating Project

<table>
<thead>
<tr>
<th>Day(s) and Desired Outcome(s)</th>
<th>Texts and Resources</th>
<th>Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)</th>
</tr>
</thead>
</table>
| Duration - Students have been drafting and collecting quotes throughout the entire novel, so I will give them 4 days to complete their portfolios. |  | Multi-Genre Overview  
Multi-Genre Timeline and Guidelines  
Multi-Genre Portfolio Entry Rubric |
| Desired Outcome(s): |  |  
The goals I have for students during this novel unit are two-fold:  
1- I want students to understand the novel and the impact of the major events, the impact of history on the novel and  
2- I want students to connect their personal experiences to the novel. |
| character development.  
 | 2- At the end of their reading, I want student to be able to compose a theme statement they feel encompasses the message about life the author would like readers to focus on. Students will use the quotes they’ve collected throughout the novel and will have access to all the theme statements they have brainstormed collectively as we’ve read. Each student will pick the theme that most speaks to them and the way they processed the impact of the story. Students will complete their final multi-genre portfolio entry based on this theme. |
An Idaho Core Teacher Program Unit Developed by Andrea Souden:  Unit Title: What is worth fighting for? Roll of Thunder, Hear my Cry

Other (important elements not captured in this template, explanation, reflection supplementary materials):

All resources can be accessed in this file Roll of Thunder Resources