

5

PROLOGUE

Module 4

Windy City
Poetry

Arts
& letters™





Prologue | 5 | Module 4

Windy City Poetry

What is the value of poetry?



Great Minds® is the creator of *Eureka Math*®, *Eureka Math*²®, *Wit & Wisdom*®, *Arts & Letters*™, and *PhD Science*®.

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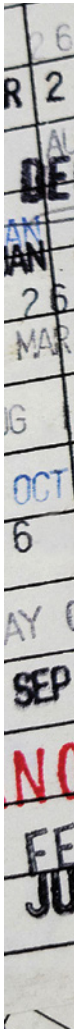
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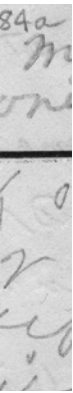
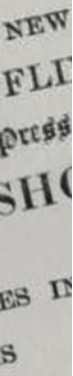
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ESSENTIAL QUESTION

What is the value of poetry?



PROLOGUE MODULE FOCUS

In module 4, *Arts & Letters Prologue*™ lessons focus on helping students deepen their understanding of the value of poetry.

- *Prologue* lessons support reading development by helping students understand poetry as a literary art form used to share and evoke experiences and emotions. Students learn about the Great Migration as they read *Finding Langston* and poems by Langston Hughes. They also learn about the Chicago Black Renaissance through the poetry of Margaret Walker and their independent research of another poet.
- *Prologue* lessons support writing development by guiding students through the steps of the research process as they investigate a topic using print and digital sources.
- *Prologue* lessons support speaking and listening development by providing more instruction and practice for the module's speaking and listening goals: Ask questions to deepen your understanding, and answer questions to clarify what you mean. Use the Module 4 Speaking and Listening Goal Tracker to track progress toward these goals.
- *Prologue* lessons support language development by helping students combine and reduce sentences. Students also practice using perfect tenses to express various times and sequences of past actions and events or actions that will be completed at a specific time in the future.

PROLOGUE TEXTS

Book

Literary

- *Finding Langston*, Lesa Cline-Ransome



Poetry

- “Evenin’ Air Blues,” Langston Hughes
- “I dwell in Possibility,” Emily Dickinson
- “I Want to Write,” Margaret Walker



Audio

- “Evenin’ Air Blues,” Langston Hughes, read by Cory Spruell

Article

- “Great Migration,” *Britannica Kids*



KNOWLEDGE THREADS

- Poetry is a literary art form used to share and evoke experiences and emotions.
- Poets use vibrant language and poetic devices to capture complex experiences.
- During the Great Migration, millions of Black Americans left the South to escape laws that enforced racial segregation and settled in other parts of the United States, like Chicago.
- The Chicago Black Renaissance is a literary movement that began with the Great Migration in 1916 and continued through the 1950s.



PROLOGUE MATERIALS AND PREPARATION

Prepare the following materials for use throughout the module.

- Determine how to access the module texts.
- Determine how to display *Prologue* reference charts, *Prologue* student resources, and select *Learn* book pages. These are listed in the Materials section of each lesson.
- Print or copy student resources from the *Prologue* Student Resources appendix. These are listed in the Materials section of each lesson.
- Determine how to access the Module 4 Speaking and Listening Goal Tracker from the digital platform.
- Ensure access to the module 4 Knowledge Cards.
- Ensure students have paper for short responses. They can use their journals or other paper.
- For a comprehensive list of all the materials used in the module, see the digital platform.



PROLOGUE ENGLISH LANGUAGE DEVELOPMENT STANDARDS

Arts & Letters Prologue lessons for module 4 provide additional language support to develop the following English Language Development (ELD) standards. Educators should consult their state's ELD standards and proficiency descriptors to identify the best ways to help multilingual learners reach the module's learning goals. See the digital platform for a lesson-by-lesson breakdown of ELD standards.

WIDA Standards

ELD-SI.4-12.Narrate: Multilingual learners will

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid

ELD-SI.4-12.Inform: Multilingual learners will

- Report on explicit and inferred characteristics, patterns, or behavior
- Sort, clarify, and summarize relationships

ELD-SI.4-12.Explain: Multilingual learners will

- Generate and convey initial thinking

ELD-SI.4-12.Argue: Multilingual learners will

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation

ELD-LA.4-5.Narrate.Interpretive: Multilingual learners will interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5.Inform.Interpretive: Multilingual learners will interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details

ELD-LA.4-5.Inform.Expressive: Multilingual learners will construct informational texts in language arts that

- Introduce and define topic and/or entity for audience

ELP Standards

Standard 1: An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Standard 2: An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Standard 3: An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

Standard 4: An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Standard 5: An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Standard 6: An ELL can analyze and critique the arguments of others orally and in writing.

Standard 7: An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Standard 10: An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

PROLOGUE LANGUAGE CONNECTIONS

Students' home languages and cultures are assets that everyone in the school setting should value and celebrate. Teachers can support the strategic use of home languages to facilitate activating background knowledge, acquiring ELA knowledge and world knowledge, and engaging with grade-level content. This can happen individually or in groups. Teachers should encourage students to draw explicit metalinguistic connections between English and their home language through cognates and morphological awareness.

Multilingual learners in the United States speak a variety of languages at home, but an increasing majority speak Spanish at home. In 2019, more than 75 percent of students who were identified as “English learners” spoke Spanish as a home language (National Center for Education Statistics). For this reason, we offer a number of supports for Spanish speakers.

Contrastive Analysis

This module focuses on helping students combine and reduce sentences. *Prologue* lessons also help students practice using perfect tenses to express various times and sequences of past actions and events or actions that will be completed at a specific time in the future. For students who also speak other language(s), the grammatical rules of English may be confusing. Here are some grammatical differences for which students may need extra explanation and modeling of this structure. In addition to Spanish, we compare English to Arabic and Chinese, the second and third most common languages spoken among multilingual learners in the United States (National Center for Education Statistics).

Language	Similarity	Difference
Spanish	As in English, Spanish also uses perfect tenses to indicate finished actions. These include the <i>pretérito perfecto simple</i> (similar to simple past) and the tenses that use the auxiliary verb <i>haber</i> plus the past participle of the main verb. For the latter, the past participle remains invariable for all grammatical persons. As in English, there are regular and irregular verbs in Spanish.	In Spanish, every conjugation has a different form for each grammatical person. Although the <i>pretérito perfecto compuesto</i> (similar to present perfect) can be used for actions that have a present relevance or for past actions that continue into the present, the <i>pretérito perfecto simple</i> (similar to simple past) can also be used in these cases in Spanish.
Arabic	The use of perfect tenses in Arabic is similar to that of English in the sense of conveying a certain period of time when the action was being done.	The formation of perfect tenses in Arabic is simpler than in English since Arabic does not have a past participle form of verbs.
Chinese	Technically, Chinese does not use verb tenses. Chinese can “indicate” tenses, adverbial phrases, or time references.	Technically, Chinese does not use verb tenses. Chinese can “indicate” tenses, adverbial phrases, or time references.

Spanish Cognates

Here are Spanish cognates for terms taught in module 4 *Prologue* lessons. Teacher notes in the lessons draw attention to Spanish cognates. Use an online Spanish dictionary for pronunciation guidance or to play a recording of the Spanish cognate for students.

Term	Cognate
migrate (v.)	migrar (v.)
poetry (n.)	poesía (s.)
renaissance (n.)	renacimiento (s.)
synthesize (v.)	sintetizar (v.)
theme (n.)	tema (s.)

MODULE PLAN

Essential Question | What is the value of poetry?

KEY

 = **assessment**

 = **Prologue lesson**

Arc A | “Evenin’ Air Blues”

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Opening Bookend	Wonder “Evenin’ Air Blues” <i>The migration gained in momentum</i>	Organize “Evenin’ Air Blues” <i>The migration gained in momentum</i> 	Reveal “Evenin’ Air Blues” <i>The migration gained in momentum</i>	Distill “Evenin’ Air Blues” “Homesick Blues” <i>The migration gained in momentum</i> 	Know “Evenin’ Air Blues” “Daybreak Blues” “Blues in Poetry”	Know “Evenin’ Air Blues” “Homesick Blues” “Great Migration” <i>The migration gained in momentum</i> 

Arc B | Finding Langston

Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14
Wonder <i>Finding Langston</i> 	Organize <i>Finding Langston</i> 	Organize <i>Finding Langston</i>	Organize <i>Finding Langston</i> 	Reveal <i>Finding Langston</i>	Organize <i>Finding Langston</i> 	Organize <i>Finding Langston</i> 

Lesson 15 Reveal <i>Finding Langston</i>	Lesson 16  Reading Comprehension Assessment 1	Lesson 17 Responsive Teaching	Lesson 18 Organize <i>Finding Langston</i> 	Lesson 19 Organize <i>Finding Langston</i> Wonder <i>Sharecropper</i>	Lesson 20 Reveal <i>Finding Langston</i> Organize <i>Sharecropper</i> 	Lesson 21 Organize <i>Finding Langston</i> Reveal <i>Sharecropper</i> 
Lesson 22 Reveal <i>Finding Langston</i> Distill <i>Sharecropper</i>	Lesson 23 Distill <i>Finding Langston</i> Know <i>Sharecropper</i> 	Lesson 24 Know <i>Finding Langston</i> 	Lesson 25 Know “Fog” “The Laurel” “The Bean Eaters” “Homing” “I Want to Write” 			

Arc C | “I Want to Write,” “I dwell in Possibility”

Lesson 26 Wonder and Organize “I Want to Write”	Lesson 27 Wonder and Organize “I dwell in Possibility” 	Lesson 28 Reveal “I Want to Write” “I dwell in Possibility” 	Lesson 29 Distill “I Want to Write” “I dwell in Possibility” 	Lesson 30 Know “I Want to Write” “I dwell in Possibility”  Module Task 1 completed 	Lesson 31  Reading Comprehension Assessment 2	Lesson 32 Responsive Teaching
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Module Finale

Lesson 33 Know module texts	Lesson 34 Know module texts	Lesson 35 Know module texts	Lesson 36 Know module texts	Lesson 37 Know module texts	Lesson 38 Know module texts  End-of-Module Task completed	Lesson 39 Know module texts
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Lesson 40 Closing Bookend

Refer to the digital platform for Year in Review, a lesson to reflect on all four module topics.



Prologue to Lesson 3

Essential Question | What is the value of poetry?

OVERVIEW

Preview

Students determine the literal meaning of details that are used to describe the speaker in “Evenin’ Air Blues.” As they discuss key details, students practice expanding, combining, and reducing sentences for reader interest and style. The work of the lesson prepares students to summarize what is happening in “Evenin’ Air Blues” in lesson 3.

Learning Goal

Examine details about the speaker in “Evenin’ Air Blues.”

 **LEARNING TASK:** Share two details about the speaker in “Evenin’ Air Blues.”

Language Progress

In this lesson, students work on this module language goal: Expand, combine, and reduce sentences for reader interest and style.

To support students with beginning English proficiency, model how to combine two sentences by using the coordinating conjunction *so* to show cause and effect. To support students with intermediate English proficiency, encourage students to work with a partner to combine details from the text by using coordinating conjunctions such as *and* or *but*.

Vocabulary

the blues

Materials

TEACHER

- “Evenin’ Air Blues” poem (digital platform)
- “Evenin’ Air Blues” audio clip (digital platform)
- Coordinating Conjunctions (*Prologue* Reference Charts appendix)
- Knowledge Card: *the blues*

STUDENTS

- “Evenin’ Air Blues” poem (*Learn* book, lesson 2)

Preparation

- none

LAUNCH 5 minutes

Build Knowledge About “Evenin’ Air Blues”

1. Display “Evenin’ Air Blues,” and direct students to the poem in their *Learn* book.
2. Tell students that the poem reflects a particular dialect of English. Explain that a *dialect* is a form of a language that is spoken in a particular area and that uses some unique words, grammar, and pronunciations. Explain that listening to the poem can help students grasp the dialect.
3. Instruct students to follow along as you play the audio recording of “Evenin’ Air Blues.”



Teacher Note

To capture the dialect of the speaker in “Evenin’ Air Blues,” Hughes wrote in African American English. This is a systematic, rule-governed form of American English with many regional, historical, and experience-based varieties. African American English speakers are connected by race, culture, identity, and language. Playing the audio recording rather than reading the poem aloud allows students to hear the linguistic style of the poem’s speaker.

4. Direct attention to the first stanza of “Evenin’ Air Blues.” Ask this question:

What word is repeated in lines 1–4?

5. Reinforce the correct response: *North*. Direct attention to this line: “I come up North.” Explain that *North* refers to the northern region of the United States, especially the northern states in the East and Midwest. Explain that when the speaker says they came “up North,” they mean they moved up to the North from the southern part of the country.

Teacher Note

Based on your students’ needs, tell them the speaker is the voice of the poem, similar to a narrator in fiction. Emphasize that the speaker is not always the same as the author of the poem.

Language Support

For students with beginning English proficiency, display a map of the United States and demonstrate the direction of north.

6. Tell students that they will examine details to learn about the speaker’s experience in the North.

LEARN 20 minutes

Examine Details About the Speaker

1. Explain that the first stanza reveals why the speaker moved to the North and how they feel after six months of living there. Ask this question:

 **What do you learn from lines 1–4 about why the speaker moved North?**

2. Reinforce the correct response: They moved North because they were told things were good there.

Write the response in a visible place (e.g., on chart paper).

3. Direct attention to lines 5–6. Instruct students to discuss this question with a partner:

 **What do you learn about the speaker from lines 5–6?**

Language Support

For students with beginning English proficiency, explain that *lose my mind* is an idiom that means “to be annoyed or frustrated,” especially when dealing with a challenging situation.

4. Reinforce the correct response: The speaker's experience in the North makes them frustrated.

Add the response to the list.

5. Direct attention to the displayed responses. Tell students that they can combine the responses into one sentence to describe what they learn about the speaker in the first stanza.

6. Display Coordinating Conjunctions. Explain that students can combine two sentences by using a coordinating conjunction. Read aloud each conjunction and its purpose.

Teacher Note

Students practiced using coordinating conjunctions in level 5 module 1, specifically in the Prologue to lesson 29. Based on your students' needs, explain that *coordinating* means “putting together different things so they work well as a whole.” Tell students that coordinating conjunctions join two different sentences together so they work well as one sentence.

Conjunction	Purpose
and	connects similar ideas
but	connects different ideas
or	shows a choice between ideas
so	shows cause and effect

7. Model how to combine the sentences about the first stanza by thinking aloud. Add the new sentence to the list. _____

8. Direct attention to the second stanza. Explain that the speaker describes some of the challenges they are facing in the North. Tell students that *chawed* means “chewed” and that *supper* is similar to *dinner*—the last meal of the day. Ask these questions:

☞ **What does the speaker say they had for breakfast?**

☞ **What does the speaker say they had for supper?**

9. Reinforce the correct responses: The speaker says they had “the mornin’ air” for breakfast; the speaker says they had “the evenin’ air” for supper.

Add responses to the list.

Sample Think Aloud

I notice that the first sentence says something positive—the speaker heard good things about the North. The second sentence says something negative—the speaker's experience in the North makes them frustrated. Looking at Coordinating Conjunctions, I would say that these are different ideas. So I will combine them by using the conjunction *but*. This is the combined sentence: They moved North because they heard things were good there, but their experience in the North makes them frustrated.

- 10.** Direct attention to Coordinating Conjunctions. Instruct students to work with a partner to combine two sentences about the second stanza by using an appropriate conjunction.

Tell students to think about the relationship between the ideas. For example, are they similar or different?

- 11.** Invite a few students to share their responses.

Key Ideas

- The speaker says they only ate air for breakfast, and they only ate air for dinner.
- The speaker says they ate air for breakfast and for dinner.
- The speaker says they chewed morning air for breakfast and evening air for dinner.

Add a strong response to the list.

- 12.** Instruct students to Think–Pair–Share to answer this question:



What does the speaker mean when they say that they chewed, or ate, air for breakfast and supper?

Key Ideas

- The speaker means they have nothing to eat.
- The speaker means they can only eat air because they have no food.
- The speaker means they are going hungry.

Add a strong response to the list.

- 13.** Introduce the vocabulary term *the blues* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

Explain that the first definition relates to the word *blues* used in the poem.

- 14.** Instruct students to Think–Pair–Share to discuss this question:



What do you learn about the speaker from stanza 3?

- 15.** Reinforce the correct response: The speaker dances to keep the blues away.

Add the response to the list.

- 16.** Direct attention to the displayed details about the speaker's experience in the North. Tell students they will work with a partner to combine two details by using an appropriate conjunction.

Emphasize that students can combine details from different stanzas. Provide an example, such as: The speaker travels North because they hear things are good there, but the speaker never has anything to eat.

Language Expansion

For students with intermediate English proficiency, prompt them to combine details from different stanzas by using the conjunction so.



Definitions

the blues:

1. a feeling of sadness or melancholy; depression
2. a style of music that was created by African American musicians in the southern United States to express a range of feelings, from sadness and heartbreak to hope and joy

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to work with a partner to share a sentence that combines two details about the speaker by using an appropriate coordinating conjunction.
-

Analyze Student Progress

Monitor: Do students combine two details by using an appropriate coordinating conjunction?

Offer Immediate Support: If students need additional support identifying details, direct them to the list of displayed details and annotate the phrases from the sentences that are ideal to use when combining ideas into a new sentence.

Key Ideas

- The speaker has nothing to eat, so they get the blues.
 - The speaker has the blues, but they dance to drive the blues away.
 - The speaker moved up North because they heard it was a good place, but they don't have anything to eat there.
 - The speaker is hungry and has the blues.
2. Summarize that students can use a conjunction to combine two sentences so they work well as one sentence.



Prologue to Lesson 5

Essential Question | What is the value of poetry?

OVERVIEW

Preview

Students discuss themes in “Evenin’ Air Blues.” As they discuss the poem’s themes, students practice asking questions to deepen their understanding. This work prepares students to share themes from “Evenin’ Air Blues” and “Homesick Blues” during a class discussion in lesson 5.

Learning Goal

Discuss themes in “Evenin’ Air Blues.”

 **LEARNING TASK:** Explain how asking questions deepens your understanding of a theme.

Language Progress

In this lesson, students work on this module speaking and listening goal: Ask questions to deepen your understanding.

To support students with beginning English proficiency, model how to use the Talking Tool to ask questions about this statement: When people experience hardship, they can get the blues. To support students with intermediate English proficiency, provide this sentence: When people experience hardship, they can get the blues. Then invite students to take turns in small groups developing questions about the statement by using the Talking Tool.

Vocabulary

hardship (n.)

theme (n.) 

Materials

TEACHER

- “Evenin’ Air Blues” poem (digital platform)
- module 2 Knowledge Card: *hardship*

STUDENTS

- “Evenin’ Air Blues” poem (*Learn* book, lesson 2)
- Talking Tool (*Learn* book)

Preparation

- none

LAUNCH

5 minutes

Discuss Prior Knowledge

1. Introduce the vocabulary term *theme* by displaying the term and definition. Engage students in Vocabulary Exploration.

Language Supports

The term *theme* has a Spanish cognate: *tema*. Share this language connection with students whose home language is Spanish.

For students with beginning English proficiency, tell them *universal* means “available for everyone.”

Definition

theme (n.): a universal idea or message conveyed by a text

2. Display and read aloud the following statements:

- People long for home even if they are in a “better” place.
- The speaker of “Evenin’ Air Blues” has the blues in the North.

Language Support

For students with beginning English proficiency, tell them *long for* means “to have a strong desire for something.” For example, a person living in a new place might long for, or have a strong desire for, home.

3. Ask these questions:



Which statement is an example of a theme in “Evenin’ Air Blues”?



How do you know?

Language Support

If possible, pair students who speak the same home language, and instruct them to discuss the questions.

4. Reinforce the correct responses:

- **statement**—the first one
- **how**—The message in the first statement could apply to anyone; the second statement only relates to the speaker of the poem.

5. Tell students that they will practice asking questions to discuss a theme in “Evenin’ Air Blues.”

LEARN 20 minutes

Ask Questions About Themes

1. Direct attention to the displayed theme: People long for home even if they are in a “better” place. Explain that this is a message conveyed by the poem “Evenin’ Air Blues.”

2. Tell students that they can deepen their understanding of a theme by asking questions. Direct students to the Talking Tool, located in the *Learn* book. Echo Read these questions:

- What do you mean by _____?
- Can you tell me more about _____?

3. Direct attention to the first question. Explain that students can use this question to ask about something that they don’t understand. Think aloud to model how to use this question to ask about the displayed theme.

Add the sample question beneath the displayed theme.

4. Think aloud to model how you could respond to the question.

Talking Tool

Listen Closely
What do you mean by _____?
Can you tell me more about _____?

Share What You Think
I think _____ because _____
First, _____, then _____
I agree and I will add that _____
I disagree because _____
What you said makes me think _____

Support What You Say
In the text, _____
For example, _____
One reason is _____, Another reason is _____
This evidence shows _____

Sample Think Aloud

I don’t understand what the part in quotation marks means, so I will ask: “What do you mean by a ‘better’ place?”

Sample Think Aloud

I could respond to the question with an explanation. I could say: “A ‘better’ place refers to a place that has improved living conditions or opportunities for people.”

5. Direct attention to the second question. Tell students that they can use this question to ask about something in the theme they are curious about. Think aloud to model how to use this question to ask about the displayed theme.

Add the sample question beneath the displayed theme.

6. Instruct students to work with a partner to answer this question:

 **Can you tell me more about why people might long for home if they are in a better place?**

Language Support

If possible, pair students who speak the same home language, and instruct them to discuss the question.

Key Ideas

- They could be lonely.
- They might miss their friends or family from home.
- They might want to be in a place that is familiar to them.
- They might have a lot of good memories of home.

7. Display “Evenin’ Air Blues,” and direct students to the poem, located in the *Learn* book.

8. Display and ask this question:

 **What textual evidence supports the theme that people long for home even if they are in a “better” place?**

Instruct students to discuss this question with a partner.

Key Ideas

- People told the speaker the North was fine, but he is ready to lose his mind.
- The speaker tries to drive away the blues by dancing.

Sample Think Aloud

I will ask: “Can you tell me more about why a person might long for home if they are in a better place?”



9. Tell students that they will now practice deepening their understanding of a new theme by asking the two questions.

10. Display and read aloud this theme: Joy can be found, even in times of hardship.

11. Instruct students to work with a partner to complete the first Talking Tool question for the new theme: What do you mean by _____?

Remind students of the question you asked about what a “better” place means, and explain that they might ask about a specific word or phrase in the theme.

Language Support

For students with beginning English proficiency, ask this question: What is a word or phrase that you want to understand better?

12. Invite a few students to share their responses.

Key Ideas

- What do you mean by “times of hardship”?
- What do you mean by “hardship”?

13. Review the vocabulary term *hardship* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

Teacher Note

Remind students that they studied this vocabulary word in module 2.



Definition

hardship (n.): something that causes pain, suffering, or loss

14. Instruct students to work with a partner to answer this question:

💬 What do you mean by “times of hardship”?

Encourage students to refer to the definition of *hardship* to support their thinking.

15. Listen for students to address key ideas in their discussions.

Key Ideas

- I mean times when there is suffering.
- I mean when people are feeling pain.
- I mean when life causes pain or suffering.

16. Instruct students to work with a partner to complete the second Talking Tool question: Can you tell me more about _____?

To support their thinking, remind students of the question you asked about the first theme.

Language Support

For students with beginning English proficiency, ask this question: What is something about the theme that you are curious about?

17. Invite a few students to share their responses.

Key Ideas

- Can you tell me more about how a person can find joy in times of hardship?
- Can you tell me more about what joy describes?

18. Instruct students to work with a partner to answer this question:



Can you tell me more about how a person can find joy in times of hardship?

19. Invite a few students to share their responses.

Key Ideas

- A person can find joy by doing something they love.
- A person can find joy by doing something they did in good times.
- A person can find joy by doing something that helps them forget their troubles.

20. Instruct students to take turns asking and answering this question with a partner:

 **What textual evidence supports your idea?**

Language Support

For students with beginning English proficiency, ask these questions:

- What causes pain and suffering for the speaker in the poem?
- In the third stanza, what does the speaker do to help with their blues?

Language Expansion

For students with intermediate English proficiency, prompt them to use a direct quote in their response.

21. Listen for students to address key ideas in their discussions.

Key Ideas

- The speaker finds joy in dancing, even though they don't have anything to eat.
- The speaker dances to “drive [their] blues away.”
- Although the speaker experiences suffering in the North, they dance to forget their problems.

LAND 5 minutesDemonstrate Learning

1.  **Introduce the learning task.** Instruct students to discuss this question with a partner:

 **How does asking questions deepen your understanding of a theme?**

Analyze Student Progress

Monitor: Do students demonstrate understanding of how asking questions can deepen their understanding?

Offer Immediate Support: If students need additional support explaining how asking questions deepens their understanding, direct them to each displayed question and ask this question: What will this question help you understand?

2. Invite a few students to share their responses.

Key Ideas

- Asking questions helps me understand unfamiliar words and phrases.
- Asking questions clarifies the theme's message.
- Asking questions helps me understand how the theme relates to the text.

3. Summarize that students can ask questions to deepen their understanding of a theme.



Prologue to Lesson 7

Essential Question | What is the value of poetry?

OVERVIEW

Preview

Students read an excerpt from an informational article about the Great Migration. As they discuss events leading to the Great Migration, students practice using the perfect tense to express various times and sequences of past actions and events. This work prepares students to write knowledge statements about “Great Migration” in lesson 7.

Learning Goal

Identify a cause of the Great Migration.

 **LEARNING TASK:** Share a sentence that describes a sequence of events related to the Great Migration.

Language Progress

In this lesson, students work on this module language goal: Use the perfect tense to express various times and sequences of actions of past actions and events.

To support students with beginning English proficiency, share an example of a sentence about a familiar topic that uses past perfect tense and explain why it is in past perfect tense. To support students with intermediate English proficiency, invite partners to take turns completing this sentence by using the past perfect tense of the verb *learn*: I [past perfect tense of *learn*] to _____ before level 5.

Vocabulary

migrate (v.)

Materials

TEACHER

- “Great Migration” (digital platform)
- Knowledge Card: *migrate*
- The Great Migration map (digital platform)
- Great Migration Timeline (*Prologue* Reference Charts appendix)

STUDENTS

- “Great Migration” (*Learn* book)

Preparation

- none

LAUNCH 5 minutes

Practice Vocabulary

1. Review the vocabulary term *migrate* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

Language Support

The term *migrate* has a Spanish cognate: *migrar*. Share this language connection with students whose home language is Spanish.



Definition

migrate (v.): to move from one country or place to live or work in another

2. Display and Echo Read the word *migration*.

Explain that the suffix *-tion* can make a verb into a noun. Share definitions of *migration*, such as:

- the act of migrating or moving from one country or place to another
- a group of individuals who are migrating

3. Display The Great Migration map.

4. Instruct students to discuss this question with a partner:

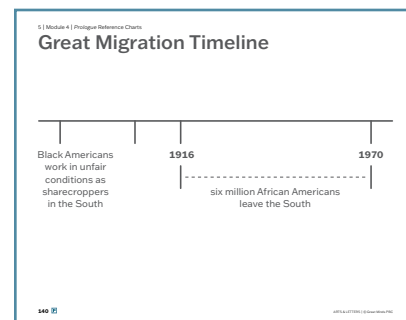
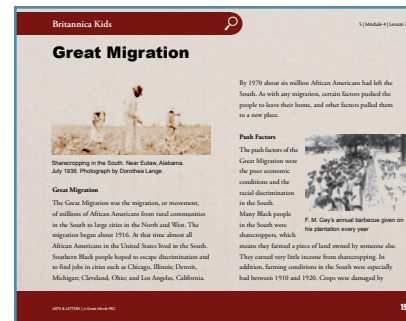
💬 **How do the arrows relate to the meaning of *migration*?**

5. Reinforce the correct response: They show the paths that people used to move from one part of the United States to other places.
6. Emphasize that the arrows represent the migration from the southern region of the United States to northern and western regions of the United States. Direct attention to the title of the map, and explain that the map shows an event called the Great Migration.
7. Tell students that they will build knowledge of a sequence of events that caused people to migrate by reading parts of the informational article “Great Migration.”

LEARN 20 minutes

Identify Causes of the Great Migration

1. Display “Great Migration,” and direct students to the page in their *Learn* book.
2. Read aloud the first paragraph of “Great Migration” from “The migration began” to “a new place.” Explain that the article describes events related to the Great Migration and that all the events occurred in the past.
3. Direct attention to the following sentence from the first paragraph, and read it aloud: “By 1970 about six million African Americans had left the South.”
4. Explain that the sentence includes two details about the past. Tell students the first detail is 1970, a specific date in the past.
5. Display Great Migration Timeline, and explain that a timeline helps people understand the order of events and dates.
6. Direct students to 1970 on the timeline and the event *six million African Americans leave the South*.
7. Direct attention to the sentence from the article, and annotate the phrase *had left*. Explain that this phrase is an example of the past perfect tense. Explain that the writers use the past perfect tense to describe an action or event from the past, such as African Americans leaving the South, that was completed before another action or time in the past, such as 1970. Emphasize this point by using the timeline.



- 8.** Display and Echo Read this sentence: Six million Black Americans had migrated by 1970. Explain that to create past perfect tense, the writers use the word *had* plus the past participle form of a verb. Tell students that the past participle form of a verb can usually be made by adding *-d* or *-ed* to the end of a verb.

- 9.** Display this formula:

had + verb ending in *-d* or *-ed*

Explain that some verbs are irregular and do not follow this rule. Tell students that the past form of the verb *to leave* is *left*.

- 10.** Explain that the article describes the factors, or reasons, that Black Americans had migrated from the South to the North before 1970. Read aloud the last sentence of the first paragraph from “As with any” to “a new place.” Use gestures to guide students to understand the terms *push factors* and *pull factors*.
- 11.** Tell students that they will look at one sequence of events that describes a push factor. Read aloud the portion of the Push Factors section from “The push factors” to “in the North.” Explain that the paragraph discusses some of the factors that pushed Black Americans to leave the South.
- 12.** Direct attention to the word *sharecropper*. Explain that a sharecropper is a farmer who does not own the land that they farm, and a portion of the crops is given to the landowner as payment.

Language Expansion

For students with intermediate English proficiency, prompt them to explain the meaning of *sharecropper* by using evidence from the text.

- 13.** Direct students to the timeline and the event *Black Americans work in unfair conditions as sharecroppers in the South*. Ask this question:

 **Why does this event appear before the other events on the timeline?**

- 14.** Reinforce the correct response: Since this was one of the reasons African Americans left the South, it happened first.

- 15.** Read aloud the portion under Push Factors from “In addition, farming” to “many farms failed.” Instruct students to discuss this question with a partner:

 **What events happened between 1910 and 1920?**

- 16.** Reinforce the correct responses: crops were damaged, farms failed.

- 17.** Ask this question:

 **Where would you put the event that farms failed on the timeline?**

Language Support

For students with beginning English proficiency, ask: Would sharecroppers still have a job if farms failed? If they couldn't find work where they lived, what might they do?

- 18.** Reinforce the correct response: *between Black Americans work as sharecroppers in the South and six million African Americans leave the South*. Add the event to the timeline.
- 19.** Display and read aloud this sentence frame: Black Americans [past perfect tense verb] as sharecroppers before [second event].
- 20.** Instruct students to work with a partner to complete the sentence frame by describing the sequence of the two new details on the timeline. Explain that students should use the past perfect tense to describe an event from the past that was completed before a second event.

Remind students of the formula for creating the past perfect tense to support their thinking:

had + verb ending in *-d* or *-ed*

Language Support

If possible, pair students who speak the same home language, and instruct them to discuss how to complete the sentence frame.

LAND 5 minutes**Demonstrate Learning**

1.  **Introduce the learning task.** Instruct students to share the completed sentence frame.
-

Analyze Student Progress

Monitor: Do students provide the verb in the past perfect tense?

Offer Immediate Support: If students need additional support identifying a verb in the past perfect tense, direct them to the timeline and ask these questions: What verb is used to describe Black Americans' action as sharecroppers? How do we create the past perfect tense of that verb?

2. Invite a few students to fluently read their completed sentence, and reinforce the correct response: Black Americans had worked as sharecroppers before farms failed.
3. Summarize that writers use the past perfect tense to describe a past action or event that was completed by another event or time in the past.



Prologue to Lesson 8

Essential Question | What is the value of poetry?

OVERVIEW

Preview

Students discuss effective research questions. As they identify characteristics of an effective research question, students practice asking questions to deepen their understanding. This work prepares students to explain why a research question is effective in lesson 8.

Learning Goal

Identify characteristics of effective research questions.

 **LEARNING TASK:** Explain why questions about the Harlem Renaissance are effective or ineffective.

Language Progress

In this lesson, students work on this module speaking and listening goal: Ask questions to deepen your understanding.

To support students with beginning English proficiency, create a deck of index cards with the question words from the Launch section. Then share a topic of interest to students, and invite them to choose a card and form a question about the topic. To support students with intermediate English proficiency, invite partners to discuss whether the questions students come up with during Launch are effective or ineffective and why.

Vocabulary

renaissance (n.)

research (n.)

research (v.)

Materials

TEACHER

- “Great Migration” (digital platform)
- Knowledge Cards: *research, renaissance*

STUDENTS

- “Great Migration” (*Learn* book, lesson 7)
- Research Questions
(*Prologue* Student Resources appendix)

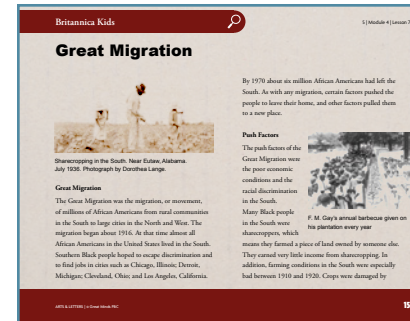
Preparation

- none

LAUNCH 5 minutes

Practice Vocabulary

1. Display “Great Migration,” and direct students to the page in their *Learn* book. Remind students that the article examines the topic of the Great Migration.
2. Display and Choral Read these question words:
 - Who?
 - What?
 - When?
 - Where?
 - Why?
3. Instruct students to work with a partner to create a question about the topic of the Great Migration by using one of the question words.



Language Support

If possible, pair students who speak the same home language, and instruct them to complete the task.

4. Invite a few students to share their responses.

Key Ideas

- Who was part of the Great Migration?
- What caused the Great Migration?
- When did Black Americans migrate?
- Where did Black Americans migrate to?
- Why did Black Americans migrate?

5. Explain that students just shared questions they might use to research the topic of the Great Migration. Introduce the vocabulary term *research* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.
6. Tell students that they will examine the informational article “Great Migration” to practice identifying the characteristics of effective research questions.



Definitions

research (n.): careful study or activity to find and report new knowledge about a subject

research (v.): to collect more information about a subject

LEARN 20 minutes

Identify Characteristics of Effective Research Questions

1. Direct attention to “Great Migration.” Read aloud the last sentence of the first paragraph. Emphasize that the article examines the push and pull factors of the Great Migration.

Teacher Note

Based on your students’ needs, provide a brief definition of *push* and *pull* factors, using gestures to illustrate *push* and *pull*.

2. Display Research Questions, and distribute copies to students. Read aloud the characteristics of good research questions.

Teacher Note

Explain that students will be discussing effective and ineffective research questions. Based on your students’ needs, tell them that *effective* means “producing a good result.”

LB | Research Questions

Complete the chart.

Characteristics of good research questions:
are the narrow
open-ended
can be answered with evidence

	Characteristics	Effective? Ineffective?
Topic 1: push factors of the Great Migration		
Question 1: Why did Black Americans leave the South?		
Question 2: Did Black Americans leave Georgia?		

ARTS & LETTERS | © Great Minds PBC

3. Read aloud the first topic and set of questions.
4. Explain that Question 1 is the more effective research question for these reasons:
 - Question 1 is open-ended. The question has more than one possible answer and requires careful study. It will help the writer produce more information than Question 2.
 - Question 2 is too narrow because the question has an easy answer. It can be answered with one word: *yes* or *no*.

- Question 1 can be answered with evidence. Question 2 can be answered with evidence, but the evidence is limited.

Teacher Note

Based on your students' needs, provide an example of a question that cannot be answered with evidence, such as the following: What were Black Americans thinking as they migrated north?

5. Display and read aloud the second topic and set of questions.
6. Instruct students to work with a partner to discuss the following questions:



Which question is the more effective research question for the topic? Why?

Tell students to use the characteristics of good research section to support their responses.

7. Reinforce the correct responses:
 - **which question**—Question 2
 - **why**—Question 1 is too narrow because you would only get a list of newspapers.
 - **why**—Question 2 is open-ended. There are different reasons why people migrated to northern and western cities.
 - **why**—Question 2 can be answered with evidence.
8. Direct attention to the Life After Migration section of “Great Migration,” and read aloud the first paragraph.

Language Expansion

For students with intermediate English proficiency, ask this question: What research question does this part answer? Encourage students to use the question word *what* to formulate a response.

9. Direct attention to the sentence that begins with “In New York” and ends with “Renaissance.” Tell students that the sentence introduces a new topic, the Harlem Renaissance.

- 10.** Review the vocabulary term *renaissance* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

Language Support

The term *renaissance* has a Spanish cognate: *renacimiento*. Share this language connection with students whose home language is Spanish.



Definition

renaissance (n.): a period of increased intellectual or artistic activity

- 11.** Display and read aloud these questions:

- What were musicians thinking as they played music during the Harlem Renaissance?
- How did the Harlem Renaissance change forms of music?

LAND 5 minutes

Demonstrate Learning

- 1. 🎯 Introduce the learning task.** Instruct students to work with a partner to explain why each question about the Harlem Renaissance is an effective or ineffective question.

Analyze Student Progress

Monitor: Do students accurately identify and explain whether each question is effective or ineffective?

Offer Immediate Support: If students need additional support identifying whether a research question is effective, ask these questions: Are there several possible answers that require careful study? Can the question be answered easily with a list of names or the word *yes* or *no*? Can the question be answered with evidence, or is it asking for an opinion?

2. Invite a few students to share their responses.

Key Ideas

- **Question 1:** ineffective because you could not use evidence to answer the question of what people were thinking
- **Question 2:** effective because it is open-ended, and there are many answers to how the Harlem Renaissance changed music

3. Summarize that students can ask effective research questions to deepen their understanding of a topic.



Prologue to Lesson 9

Essential Question | What is the value of poetry?

OVERVIEW

Preview

Students examine details about Langston's life in *Finding Langston*. As they discuss Langston's life in Alabama and Chicago, students practice speaking in a way that is appropriate to audience and purpose. This work prepares students to explain how moving from Alabama to Chicago causes problems for Langston in lesson 9.

Learning Goal

Describe Langston's life in Alabama and Chicago.

 **LEARNING TASK:** Share a drawing and explain what it shows about Langston's life in either Alabama or Chicago.

Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Speak in a way that is appropriate to audience and purpose.

To support students with beginning English proficiency, model an example and a nonexample of speaking formally about a familiar topic, using complete sentences and speaking clearly and at an understandable pace. To support students with intermediate English proficiency, invite partners to take turns speaking formally in response to this question: What have you learned so far in this module? Prompt students to explain what they did to speak formally.

Vocabulary

none

Materials

TEACHER

- *Finding Langston*

STUDENTS

- *Finding Langston*
- coloring utensils

Preparation

- none

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Display the front cover of *Finding Langston*, and direct students to their copies of the book. Direct attention to the figure of the boy, and ask this question:

 **Who is this?**

2. Reinforce the correct response: the main character, Langston.
3. Ask this question:

 **Based on the illustration, what is the setting of the novel?**

Key Ideas

- a city
 - Chicago
 - a neighborhood in an urban place
4. Tell students to imagine that a visitor enters the room and asks them to describe what they notice on the cover of the book. Explain that students should respond more formally in this situation. Tell students that speaking formally means using a complete sentence and speaking clearly and at an understandable pace.
 5. Display and Echo Read this sentence frame: The cover shows _____.
 6. Instruct students to describe the front cover to a partner by completing the sentence frame.

Teacher Note

Based on your students' needs, model how to complete the sentence frame by using a complete sentence and speaking clearly and at an understandable pace.

7. Invite a few students to share their responses.

Key Ideas

- The cover shows Langston in a city.
- The cover shows a boy named Langston standing in Chicago.
- The cover shows the main character, Langston, standing in an urban neighborhood.

8. Tell students that they will speak formally to describe Langston's life in Alabama and Chicago.

LEARN 20 minutes

Describe Langston's Life in Alabama and Chicago

1. Create a T-chart (e.g., on chart paper) with the headings Life in Alabama and Life in Chicago. Tell students that they will examine details about Langston's life in Alabama and in Chicago.
2. Direct attention to page 1. Read aloud the portion of page 1 from "Never really thought" to "sound at all."

Language Support

For students with beginning English proficiency, tell them that cicadas are a type of insect.

3. Ask this question:



What do you learn about Langston's home in Alabama in this part?

Provide an example, such as the following: It has red dirt roads.

Key Ideas

- It is dusty.
- It is hot and sunny.
- There are loud cicadas.

Add key information from students' responses to the Life in Alabama column.

4. Read aloud the portion of page 1 from “At the end” to “asking for scraps.”
5. Instruct students to discuss this question with a partner:



What do you learn about Langston's life in Alabama in this part?

Language Support

If possible, pair students who speak the same home language, and instruct them to discuss the question.

Key Ideas

- He had chores.
- He walked slowly going home from school.
- No one troubled him.

Add key information from students' responses to the Life in Alabama column.

6. Direct attention to the Life in Alabama column of the T-chart. Instruct students to describe one thing about Langston's home or life in Alabama to a partner. Tell students to share information formally by using a complete sentence and speaking clearly and at an understandable pace.

Language Support

For students with beginning English proficiency, scaffold the task by providing this sentence frame: In Alabama, _____.

7. Listen for students to share a complete sentence at an understandable pace that includes relevant information from the Life in Alabama column of the T-chart.

Key Ideas

- In Alabama, Langston had chores.
- Langston walked slowly going home from school.
- In Alabama, no one troubled Langston.

Language Expansion

For students with intermediate English proficiency, prompt partners to provide feedback to each other on their use of formal language (i.e., speaking clearly, in a complete sentence, and at an understandable pace).

8. Read aloud the portion of page 2 from “Finally I reach” to “pays the rent.” Ask this question:



What do you learn about Langston’s home in Chicago in this part?

Language Support

If possible, pair students who speak the same home language, and instruct them to discuss the question.

Key Ideas

- He lives at 4501 Wabash Ave.
- He lives in an apartment building.
- He must climb stairs to get to his apartment.
- The stairs are broken.
- It smells like old garbage.
- The kitchenette apartment is just one room.
- The furniture does not belong to them.

Add key information from students’ responses to the Life in Chicago column.

9. Read aloud the portion of pages 2–3 from “This room is” to “Mama ever again.”

10. Instruct students to discuss this question with a partner:

 **What do you learn about Langston’s life in Chicago in this part?**

11. Invite a few students to share their responses.

Key Ideas

- He feels closed in by the small room.
- He lives with his father.
- He is sometimes home alone. That is new, and he doesn’t like it.
- His mother isn’t there, and he won’t see her again.

Add key information from students’ responses to the Life in Chicago column.

12. Direct attention to the Life in Chicago column of the T-chart. Instruct students to describe one thing about Langston’s home or life in Chicago to a partner. Tell students to share information formally by using a complete sentence and speaking clearly and at an understandable pace.

Language Support

For students with beginning English proficiency, scaffold the task by providing this sentence frame: In Chicago, _____.

- 13.** Listen for students to share a complete sentence at an understandable pace that includes relevant information from the Life in Chicago column of the T-chart.

Key Ideas

- Langston feels closed in by the small room.
- In Chicago, Langston lives with his father.
- In Chicago, Langston is sometimes home alone. That is new, and he doesn't like it.
- Langston's mother isn't in Chicago, and he won't see her again.

Language Expansion

For students with intermediate English proficiency, invite them to share an additional sentence by completing this sentence frame: Langston's life in Chicago is different from his life in Alabama because _____.

- 14.** Instruct students to choose one important detail from the Life in Alabama or Life in Chicago column to sketch. Explain that they do not have to include every detail.

Language Support

For students with beginning English proficiency, direct them to a detail from each column of the T-chart and ask this question: Why is this detail important to know about Langston's life in this place?

LAND 5 minutes

Demonstrate Learning

- 1. 🎯 Introduce the learning task.** Instruct students to share their drawing and explain what it shows about Langston's life. Remind them to use a complete sentence and to speak clearly and at an understandable pace.

Language Support

For students with beginning English proficiency, scaffold the task by providing this sentence frame: The drawing shows _____.

Analyze Student Progress

Monitor: Do students explain what their drawing shows about Langston's life in Alabama or Chicago?

Offer Immediate Support: If students need additional support explaining the detail they have sketched, display a sample student drawing and ask a question about how a detail relates to Langston's life in Alabama or Chicago (e.g., What does the drawing of Langston sitting at the window in a dark room reveal about his life in Chicago?).

Key Ideas

- The drawing shows Langston in Chicago, where he sits by himself at the window of his apartment.
- The drawing shows Langston walking home in Alabama.
- The drawing shows Langston smiling up at the hot sun in Alabama.
- The drawing shows Langston hanging his head as he walks up the broken stairs to the kitchenette in Chicago.

2. Summarize that students can present information formally by using a complete sentence and speaking clearly at an understandable pace.



Prologue to Lesson 11

Essential Question | What is the value of poetry?

OVERVIEW

Preview

Students examine how to take notes from a source by paraphrasing. As they discuss how to paraphrase, students practice combining sentences. This work prepares students to collect and sort notes using direct quotes and paraphrasing in lesson 11.

Learning Goal

Use paraphrasing to combine ideas from a source.

 **LEARNING TASK:** Share a paraphrased sentence about push factors of the Great Migration.

Language Progress

In this lesson, students work on this module language goal: Expand, combine, and reduce sentences for reader interest and style.

To support students with beginning English proficiency, guide them to use the correlative conjunction *both/and* to create a sentence that combines ideas about a familiar topic (e.g., favorite foods). To support students with intermediate English proficiency, invite partners to use the correlative conjunction *both/and* to create a sentence that combines ideas about pull factors of the Great Migration.

Vocabulary

none

Materials

TEACHER

- “Great Migration” (digital platform)

STUDENTS

- “Great Migration” (*Learn* book, lesson 7)

Preparation

- none

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Display and read aloud the following statements:

- 1—"As with any migration, certain factors pushed the people to leave their home, and other factors pulled them to a new place."
- 2—Push factors were reasons people were pushed to leave home, and pull factors were reasons that pulled people to the new place.

2. Instruct students to discuss these questions with a partner:

 **Which statement is a quotation? Which statement is a paraphrase? How do you know?**

3. Reinforce the correct responses:

- **statement 1**—quotation; uses quotation marks and uses the same words as the author
- **statement 2**—paraphrase; puts the author's words in own words

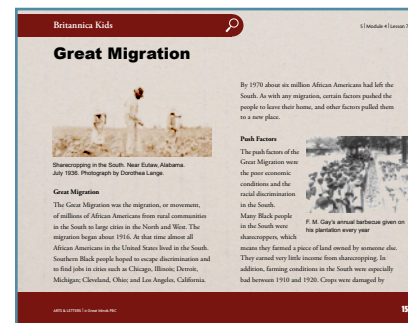
4. Emphasize that both quoting and paraphrasing are useful when taking notes from a source.

5. Tell students that they will practice paraphrasing to combine ideas from a source.

LEARN 20 minutes

Paraphrase to Combine Ideas

1. Display "Great Migration," and direct students to the page in their *Learn* book.



2. Tell students that they will practice taking notes to answer this question: What were the push factors that caused the Great Migration?

Remind students that the purposes of note-taking are to gather and organize information to answer the research question.

3. Read aloud the first sentence under the Push Factors section. Annotate the phrases “poor economic conditions” and “racial discrimination” in the displayed copy of “Great Migration.” Tell students that the author provides these two reasons as the push factors for the Great Migration.

Teacher Note

Based on your students’ needs, explain that the term *economic conditions* refers to the ability to make a living.

4. Display and read aloud the words *both/and*. Tell students that *both/and* is a correlative conjunction and that its purposes are to connect two ideas and emphasize that each of the two things is true.

Teacher Note

Students studied correlative conjunctions in level 5 module 2, specifically in the Prologue to lesson 28.

5. Explain that students can paraphrase the first sentence of the Push Factors section by using *both/and*. Remind students that paraphrasing is when one puts the author’s words into their own words. Explain that paraphrased notes are often shorter than the author’s text.
6. Display and read aloud this paraphrase with the correlative conjunction underlined: Both poor working conditions and racism pushed Black Americans to leave the South.
7. Explain that the writer paraphrases the original source by using synonyms (i.e., *working* for *economic* and *racism* for *racial discrimination*) and their own words to explain push factors. Tell students that *both/and* emphasizes that working conditions and racism were each push factors.

8. Tell students that they will identify specific evidence about the poor economic conditions and paraphrase the evidence by condensing two main ideas into one sentence with the correlative conjunction *both/and*. Display and read aloud this sentence frame: Both _____ and _____ were economic reasons that pushed Black Americans to leave the South.
9. Explain that the first step is to identify the evidence. Tell students to listen for examples of poor economic conditions as you read aloud the portion of text below Push Factors from “Many Black people” to “income from sharecropping.”
10. Annotate the phrase “earned very little income.” Tell students that this is the first piece of evidence that describes poor economic conditions. Explain that students should annotate the main idea, not the entire sentence, when taking notes.
11. Remind students that they can use synonyms and their own words to paraphrase evidence. Display the adjectives *good* and *low*, and ask this question:



Which of these adjectives could we use as a synonym for *very little*?

12. Reinforce the correct response: *low*.
13. Tell students that *income* means “pay, money, or wages.”
14. Complete the first blank of the displayed sentence frame with the paraphrased phrase *low pay*: Both low pay and _____ were economic reasons that pushed Black Americans to leave the South.
15. Read aloud the portion below Push Factors from “In addition, farming” to “many farms failed.”
16. Instruct students to discuss this question with a partner:



What phrases would you annotate as evidence of poor economic conditions?

17. Reinforce the correct responses:

- “farming conditions in the South were especially bad”
- “Crops were damaged”
- “farms failed”

18. Direct attention to the phrase *low pay*, and explain how it consists of an adjective plus a noun. Think aloud to model how to paraphrase “farming conditions in the South were especially bad” with an adjective plus a noun phrase.

19. Instruct students to work with a partner to complete the second blank in the sentence frame. Tell students to use other annotations for poor economic conditions to create a phrase that consists of an adjective plus a noun.

Language Support

For students with beginning English proficiency, encourage them to reorder the words in the annotated phrase to create a response.

Language Expansion

For students with intermediate English proficiency, challenge them to use a synonym in their response. Provide a thesaurus or dictionary as needed.

Sample Think Aloud

I’m going to think about putting the phrase “farming conditions in the South were especially bad” into my own words. I know that the farming conditions were bad, or terrible. Next, I need to replace the word “conditions.” I know that this word has to do with the weather. I can use our strategy of paraphrasing with an adjective plus a noun to create the phrase *terrible weather*.

LAND 5 minutes**Demonstrate Learning**

1.  **Introduce the learning task.** Instruct students to share their paraphrased sentence about push factors with the whole group.

Analyze Student Progress

Monitor: Do students create a phrase that accurately paraphrases the evidence?

Offer Immediate Support: If students need additional support creating an accurate paraphrase, guide them to identify the parts of speech in each piece of annotated evidence. Then ask this question: How can you reorder the words to create a phrase consisting of an adjective plus a noun?

Key Ideas

- Both low pay and damaged crops were economic reasons that pushed Black Americans to leave the South.
 - Both low pay and ruined crops were economic reasons that pushed Black Americans to leave the South.
 - Both low pay and ruined plants were economic reasons that pushed Black Americans to leave the South.
 - Both low pay and unsuccessful farms were economic reasons that pushed Black Americans to leave the South.
2. Summarize that students can paraphrase evidence by combining ideas and using the correlative conjunction *both/and*.



Prologue to Lesson 13

Essential Question | What is the value of poetry?

OVERVIEW

Preview

Students examine the actions and reactions of Langston's father in *Finding Langston*. As they discuss what Langston's father thinks and feels, students practice speaking in a way that is appropriate to audience and purpose. This work prepares students to describe an interaction between Langston and his father in lesson 13.

Learning Goal

Examine details about Langston's father in *Finding Langston*.

 **LEARNING TASK:** Share one thing you learn about Langston's father in chapter 8 of *Finding Langston*.

Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Speak in a way that is appropriate to audience and purpose.

To support students with beginning English proficiency, provide a sentence frame that students can use to share a complete sentence, such as this: I learned that Langston's father _____. To support students with intermediate English proficiency, invite them to use this sentence frame to share a complete sentence that connects two ideas: In his responses to Langston's questions, Langston's father shows that _____.

Vocabulary

none

Materials

TEACHER

- *Finding Langston*

STUDENTS

- *Finding Langston*
- index cards

Preparation

- none

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Instruct students to discuss this question with a partner:



What have you learned about the character of Langston's father in *Finding Langston*?

Language Support

If possible, pair students who speak the same home language, and instruct them to discuss the question.

2. Lead students in a Whip Around to discuss the question.

Key Ideas

- works a lot
- doesn't talk much
- very tall
- seems tired
- misses Langston's mother
- tells Langston to keep to himself when people bother him
- cooks all their meals but never did that in Alabama
- never smiles or laughs
- seems serious or sad

3. Remind students that to share their ideas more formally, they would use a complete sentence. They would also speak clearly at an understandable pace.

4. Instruct students to work with a partner to share one thing they have learned about Langston's father by using a complete sentence and speaking clearly at an understandable pace.

Teacher Note

Based on your students' needs, model how to share a response from the Whip Around by using a complete sentence and speaking clearly at an understandable pace.

5. Tell students that they will examine details about Langston's father in chapter 8 of *Finding Langston*.

LEARN 20 minutes

Examine Details About Characters

1. Direct students to page 35 of *Finding Langston*. Tell students that this chapter describes a Saturday when Langston and his father do errands.
2. Read aloud the portion of page 35 from "First we go" to "for Grandma too." Emphasize that Langston and his father go to the bank, where Langston's father cashes his check. Then they drop off the rent money.

3. Ask this question:



What does Langston's father do with some of the money after he pays the rent?

4. Reinforce the correct response: mails it to Aunt Lena in Alabama.

5. Ask this question:



Why does Langston's father mail the money to Aunt Lena?

6. Reinforce the correct response: because Aunt Lena takes care of her three daughters and Langston's grandmother by herself.
7. Read aloud the portion of page 35 from "I asked Daddy" to "what he said."

8. Instruct students to discuss this question with a partner:

 **What do you learn about Langston’s father from his response to Langston’s question?**

Key Ideas

- He thinks it’s important for a man to take care of his whole family.
- He feels responsible for the family he left in Alabama.
- He appreciates that his sister is taking care of their mother.

9. Invite a few students to share their answers.

10. Direct attention to page 37. Tell students that Langston and his father are waiting in line at the fish market. Read aloud the portion of the page from “‘Country ...,’ someone snickers” to “in brown paper.” Ask this question:

 **What happens while Langston and his father wait in line?**

Language Support

For students with beginning English proficiency, explain that *snickers* means “quietly laughs in a way that shows disrespect.”

11. Reinforce the correct response: A grown-up insults them by calling them “Country.”

Language Support

For students with beginning English proficiency, explain that in *Finding Langston* “Country” is an insult that people in cities use to refer to people who have migrated to the North from rural areas in the South.

Language Expansion

For students with intermediate English proficiency, instruct them to explain why someone would call Langston and his father “Country.”

12. Ask this question:

 **How does Langston’s father react to being called “Country”?**

- 13.** Reinforce the correct response: He doesn't do anything.
- 14.** Read aloud the portion of page 37 from "Out on the" to "not slowing down." Instruct students to Think–Pair–Share to answer this question:

 **What do you learn about Langston's father from his reaction to Langston's question?**

Key Ideas

- He is not ashamed of who he is.
 - He is proud of where he comes from.
 - He refuses to be bothered by people who insult him.
- 15.** Instruct students to partner read the portion of pages 37–38 from "We're just about" to "moved to Chicago." Tell students to discuss these questions with their partners:

 **How does Langston's father react to Miss Fulton?**

 **What do you learn about Langston's father from this reaction?**

- 16.** Invite a few students to share their responses.

Key Ideas

- **reaction:** He smiles bigger than he ever has in Chicago.
 - **learn:** Seeing Miss Fulton makes him happy; he might be romantically interested in Miss Fulton.
- 17.** Distribute index cards. Tell students that they will practice sharing information formally by jotting a complete sentence and then reading it aloud clearly and at an understandable pace. Instruct students to jot a response to this prompt on their cards:

 **Use a complete sentence to share one thing you learn about Langston's father in chapter 8.**

Teacher Note

Based on students' needs, review or chart brief key ideas from steps 8, 14, and 16 for students to use as the basis for creating a complete sentence.

LAND 5 minutes**Demonstrate Learning**

1.  **Introduce the learning task.** Lead students through Give One–Get One–Move On to respond to this prompt:

 **Share one thing you learn about Langston's father in chapter 8 by using a complete sentence and speaking clearly at an understandable pace.**

Analyze Student Progress

Monitor: Do students use a complete sentence to share a detail about something Langston's father thinks or feels?

Offer Immediate Support: If students need additional support identifying something they learn about Langston's father from the reactions and words they have examined, revisit one of the passages and ask these questions: How does Langston's father react in this part? Why do you think he reacts like that?

2. Invite a few students to share their responses.

Key Ideas

- Langston's father feels responsible for his family in Alabama.
- He thinks a man should take care of his extended family.
- Langston's father is not ashamed of who he is.
- He is proud of being from the country.
- Langston's father is happy only when he sees Miss Fulton.
- He might be in love with Miss Fulton.

3. Summarize that students can examine details to build their understanding of a character.



Prologue to Lesson 14

Essential Question | What is the value of poetry?

OVERVIEW

Preview

Students discuss the purpose and steps of synthesizing knowledge. As they discuss how to synthesize evidence, students practice showing knowledge of a research topic. This work prepares students to synthesize knowledge about Langston Hughes in lesson 14.

Learning Goal

Examine how to synthesize research findings from multiple sources.

 **LEARNING TASK:** Explain the purpose of synthesis in the research process.

Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Show knowledge of the research topic.

To support students with beginning English proficiency, facilitate a discussion based on the questions asked in the Language Support in Learn step 10 for each research finding. Then ask this question: What is similar about your responses for both sources? To support students with intermediate English proficiency, instruct them to work with a partner to synthesize the research findings in Learn step 7 and to develop a thesis in response to this question: What topics did Langston Hughes write about in his poetry?

Vocabulary

the blues

synthesize (v.)

Materials

TEACHER

- Guided Research Log
(*Learn* book, Writing)
- Knowledge Card: *the blues*

STUDENTS

- none

Preparation

- none

LAUNCH 5 minutes

Practice Vocabulary

1. Display and read aloud the research topic, the research question, and the two research findings:

- **Research topic**—Great Migration
- **Research question**—What were the effects of the Great Migration?
- **Source 1 research finding**—Black farmers found manufacturing jobs in northern cities.
- **Source 2 research finding**—Black writers and musicians created new forms of art, resulting in the Harlem Renaissance.

Language Support

Tell students that in the research question the word *effects* means “results or outcomes.”

2. Display and read aloud these statements:

- Black migrants experienced new opportunities in the North.
- Black people were segregated by being forced to live in poor, overcrowded areas.

3. Instruct students to discuss this question with a partner:



Which statement provides a thesis that connects the research findings and answers the research question?

Language Support

If possible, pair students who speak the same home language, and instruct them to discuss the question.

Teacher Note

Based on your students' needs, explain that a thesis states the writer's opinion and introduces an essay's focus.

4. Reinforce the correct response: Black migrants experienced new opportunities in the North.
5. Emphasize that this statement describes the writer's opinion about the effects of the Great Migration. By contrast, the second statement describes a third piece of evidence about what happened when Black people migrated north.
6. Introduce the vocabulary term *synthesize* by displaying the term and definition. Engage students in Vocabulary Exploration.

Language Support

The term *synthesize* has a Spanish cognate: *sintetizar*. Share this language connection with students whose home language is Spanish.

Definition

synthesize (v.): to combine (things) in order to make something new

7. Explain that writers synthesize, or combine, research findings to make something new: a thesis.
8. Tell students that they will examine how and why writers synthesize knowledge.

LEARN 20 minutes

Practice Synthesizing Knowledge

1. Remind students that they have been gathering evidence in their research logs to answer a research question.
2. Display the Guided Research Log, and read aloud the headings for steps 2 and 3. Emphasize that students have been taking notes from different sources.
3. Direct attention to step 4, and read aloud the heading. Tell students that for the next step in their research projects they will develop a thesis by synthesizing their research findings.

Guided Research Log	
Prompt: Use the research process to investigate a question about Langston Hughes. Capture each stage of your research process in this research log.	
Step 1 Determine the focus. Review the research question. Explain why the research question is effective. Add categories of information to research that is relevant to the topic and research question.	
Research Topic	Langston Hughes
Research Question	Who was Langston Hughes and what influenced his poetry?
What makes this an effective research question?	
Categories for Research	

4. Display the following steps that writers use to synthesize research findings from different sources:
 1. Review pieces of evidence and information from all sources.
 2. Look for similarities between pieces of evidence.
 3. Develop an overall point—a knowledge statement or thesis—that answers the research question by stating a new idea that connects the evidence.
5. Direct attention to the research topic, research question, and two research findings. Think aloud to model how to follow the steps for synthesizing research.
6. Emphasize that the thesis presents a new idea and uses the new word *opportunities* to express a similarity that connects the research findings.
7. Display and read aloud this research topic, this research question, and these two research findings:
 - **Research topic**—the blues
 - **Research question**—What did the blues show about the experiences of Black people who moved north during the Great Migration?
 - **Source 1 research finding**—Langston Hughes thought the blues was a good way for African Americans to share their experiences using everyday language. (“Blues in Poetry”)
 - **Source 2 research finding**—“they told me de North was fine. / Been up here six months— / I’m about to lose my mind.” (“Evenin’ Air Blues,” lines 4–6)
8. Review the vocabulary term *the blues* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.
9. Tell students that source 1 is a statement from research and that source 2 is a direct quote. Explain that a direct quote can also be synthesized to express a thesis.



Sample Think Aloud

After I review both research findings, I will take the next step and look for similarities. I notice that the first sentence says something positive—that Black people found jobs in the North. I also notice that farmers found work in manufacturing, which was a different type of work for them. I notice that the second sentence also says something positive—that Black writers and musicians created new forms of art. Both research findings describe positive experiences that were also new. I can synthesize the evidence and answer the research question to express this new idea: Black migrants experienced new opportunities in the North.

Definitions

the blues:

1. a feeling of sadness or melancholy; depression
2. a style of music that was created by African American musicians in the southern United States to express a range of feelings, from sadness and heartbreak to hope and joy

- 10.** Form small groups. Instruct students to develop a thesis by synthesizing the research findings. Tell students to support their thinking by using the steps for synthesizing research.

Language Supports

For students with beginning English proficiency, ask these questions:

- What do you learn about the speaker in each piece of evidence?
- What does the evidence show about some people's experience of the Great Migration?

If possible, form small groups of students who speak the same home language, and instruct them to complete the task.

Language Expansion

For students with intermediate English proficiency, instruct them to work with a partner to develop two possible thesis statements that synthesize the research findings.

- 11.** Invite students to share their responses.

Key Ideas

- People long for home even if they're in a "better" place.
- The blues expresses people's emotions about living somewhere new.
- The blues expresses the everyday experiences of Black migrants living in the North.
- The blues shows how Black migrants feel homesick.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to Think–Pair–Share in response to this prompt:

 **Explain the purpose of synthesis in the research process and the steps for synthesizing research findings.**

Language Support

For students with beginning English proficiency, instruct them to first restate the steps for synthesizing research findings to their partners and then to share the purpose.

Analyze Student Progress

Monitor: Do students demonstrate understanding that synthesis combines research findings into a new overall point about the evidence?

Offer Immediate Support: If students need additional support explaining the purpose of synthesis, direct attention to the example from the Launch section and ask these questions: What is the purpose of the thesis? How does it help the reader understand the importance of the research findings?

Key Ideas

- Synthesis combines the evidence to show the bigger point it supports.
- Synthesis allows the writer to show what they have learned from their research.
- Synthesis helps the reader understand the importance of the writer's research findings.
- Synthesis expresses the knowledge the writer has gained from different sources.

2. Summarize that synthesis helps show the importance of the knowledge learned from the research findings.



Prologue to Lesson 18

Essential Question | What is the value of poetry?

OVERVIEW

Preview

Students examine the two writing models. As they discuss the structure of each writing model, students practice using writing to convey important research findings. This work prepares students to explain why one writing model is more effective than the other in lesson 18.

Learning Goal

Examine the structure and characteristics of the writing models.

 **LEARNING TASK:** Explain how a specific characteristic in a writing model develops the topic.

Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use writing to convey important research findings.

To support students with beginning English proficiency, annotate each displayed writing model with characteristics of its structure and display the annotations for students to access as they write their End-of-Module Task. To support students with intermediate English proficiency, invite them to respond to this question with a partner: How does the last section in each writing model develop a conclusion?

Vocabulary

none

Materials

TEACHER

- Writing Types T-chart

STUDENTS

- Creative Writing Model for Module 4 (*Learn* book, Writing)
- Research Report Writing Model for Module 4 (*Learn* book, Writing)

Preparation

- none

LAUNCH 5 minutes

Build Knowledge About Writing Models

1. Display the Creative Writing Model for Module 4, and direct students to the page in their *Learn* book. Read aloud the first stanza. Ask this question:

What is the topic of this excerpt?

2. Reinforce the correct response: who Langston Hughes is.
3. Display the Research Report Writing Model for Module 4, and direct students to the page in their *Learn* book. Read aloud the first paragraph. Instruct students to discuss this question with a partner:

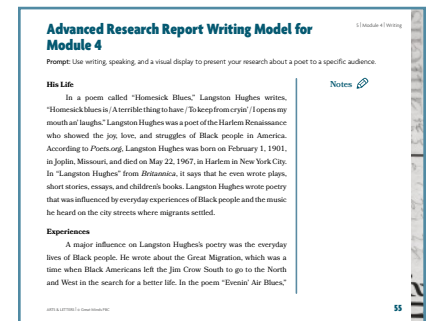
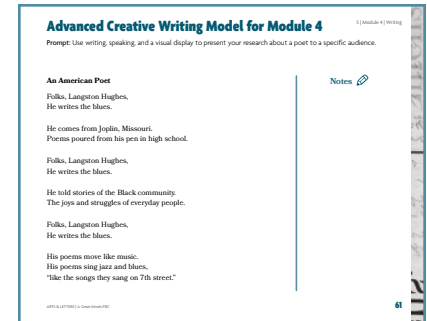
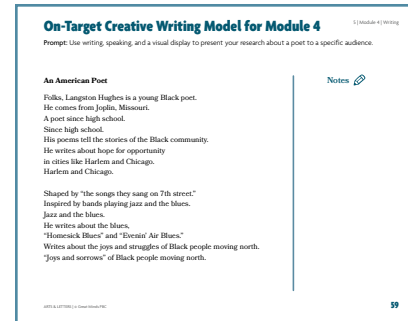
What is the topic of this excerpt?

4. Reinforce the correct response: who Langston Hughes is.

Teacher Note

Students may identify variations of this topic. Reinforce acceptable responses, and emphasize that the important thing to notice is that these different pieces of writing develop the same topic.

5. Confirm that the topic of both examples is Langston Hughes. Explain that writers can share research findings in different ways.
6. Tell students that they will examine two ways they can share their research findings about their poet.



LEARN 20 minutes**Examine Text Structures**

1. Display the Writing Types T-chart with the headings Creative Writing and Research Report. Echo Read the headings. Explain that students will choose one of these writing types to share their research findings on their poet.
2. Explain that each writing type uses a specific structure to share research findings about Langston Hughes. Tell students that they will examine some of the characteristics of each structure.
3. Direct attention to the two writing model excerpts from the Launch section, and ask these questions:

Writing Types T-chart	
Creative Writing	Research Report

Which excerpt is a poem, and which excerpt is an informational text?

How do you know?

Language Support

If possible, pair students who speak the same home language, and instruct them to discuss these questions.

4. Reinforce the correct responses:
 - **excerpt**—The one that begins with “Folks, Langston Hughes” is a poem.
 - **how to know**—stanza format; uses repetition and rhythm; doesn’t use full sentences; sounds like poems by Langston Hughes
 - **excerpt**—The one that begins with “Langston Hughes was” is an informational text.
 - **how to know**—paragraph format; includes thesis; uses full sentences

Add “how to know” characteristics to the appropriate columns of the T-chart.

5. Remind students that they identified the topic of both excerpts as “who Langston Hughes is.” Direct attention to the creative writing model. Ask this question:

 **What do you notice about how the author uses language in the first stanza?**

Teacher Note

If time allows, read aloud the entire poem or invite a few students to read aloud different stanzas.

6. Use responses to reinforce the use of repetition. Instruct students to annotate the repeated words and phrases in the first stanza: “poet,” “since high school,” “Harlem and Chicago.”
7. Instruct students to discuss this question with a partner:

 **How does the use of repetition help develop, or build knowledge of, the topic of “who Langston Hughes is”?**

8. Listen for students to address key ideas in their discussions.

Key Ideas

- The word “poet” describes part of his identity.
 - The phrase “since high school” shows that he has been writing since he was a teenager.
 - The phrase “Harlem and Chicago” defines an important topic of his poetry. It also might identify places he lived.
9. Invite a few students to share their responses. Emphasize that the use of repetition calls attention to important aspects of Langston Hughes’s identity, personal history, and work.

- 10.** Direct attention to the research report writing model, and read aloud the characteristics listed in the Research Report column of the T-chart. Ask this question:



What additional characteristics do you notice in the first section of the research report?

Key Ideas

- the heading His Life at the start of the paragraph
- a quote and a paraphrase from research sources

- 11.** Instruct students to discuss this question with a partner:



How do these characteristics develop the topic of “who Langston Hughes is”?

Language Support

For students with beginning English proficiency, define *heading* and its purpose. Share information such as this: A heading is a title of a section of text that introduces its topic. A heading can help organize and divide information into smaller, more focused sections. It tells readers what will be in the section.

Key Ideas

- The heading His Life tells the reader what the paragraph is about.
- A quote from a Langston Hughes poem introduces readers to Langston Hughes through his work.
- Facts, such as birth and death dates, tell about Langston Hughes’s biography.
- Information from a research source explains what Langston Hughes wrote in his lifetime.
- A thesis defines the influences on his writing.

Language Expansion

For students with intermediate English proficiency, ask this question: Why might a writer use headings in a research report?

- 12.** Invite a few students to share their responses. Emphasize that the characteristics of the research report help organize relevant information about the poet, his life, and his work.

13. Instruct students to work with a partner to examine a new section of the writing models. Read aloud the second stanza of the creative writing model.
14. Read aloud the third paragraph of the research report writing model.
15. Form small groups. Assign half of the groups to the second stanza of the creative writing model and the remaining groups to the third paragraph of the research report writing model.
16. Instruct students to read their assigned section with their group and then to discuss these questions:



What is the topic of the section?



How do specific characteristics develop the topic?

Teacher Note

Students will have the opportunity to read each writing model in its entirety in the core lesson. The goal of the *Prologue* lesson is to introduce students to the two writing types and their characteristics and then to explain how specific characteristics develop a topic. If time allows, assign students additional sections of each writing model to examine.

Language Support

For students with beginning English proficiency, instruct students focused on the creative writing model to look for repeated words and phrases and students focused on the research report writing model to look for a heading and a source of information.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Share the topic of a writing model section, and instruct students to explain how a characteristic develops the topic.

Analyze Student Progress

Monitor: Do students accurately explain how a specific characteristic develops the topic?

Offer Immediate Support: If students need additional support explaining how a characteristic develops the topic, direct attention to the T-chart, choose a characteristic from each column, and instruct students to explain how it develops the topic in the appropriate assigned section.

2. Invite a few students to share their responses.

Key Ideas

Creative Writing

- The topic is the blues.
- The repetition of “the blues” shows that it refers to a type of music and a feeling of sadness.
- The repetition of “‘joys and sorrows’ of Black people moving north” provides details about the cause of the blues and the subject of blues poetry.
- The quotation from the research source provides details about where the blues was played. (line 1)

Research Report

- The topic is music.
- The heading tells readers what the paragraph is about.
- The information from the research source describes where blues music came from.
- The information from the research source explains Langston Hughes's connection to blues music and how his poetry demonstrates a blues influence by using the blues stanza.
- The topic sentence explains that music was an influence on Langston Hughes's poetry.

- 3. Summarize that understanding the structure and characteristics of different writing types helps writers learn ways to share research findings.**



Prologue to Lesson 20

Essential Question | What is the value of poetry?

OVERVIEW

Preview

Students examine connections between the experiences of the character Langston in *Finding Langston* and the experiences described in Langston Hughes's poems. As they discuss key details, students practice combining and reducing sentences for reader interest and style. This work prepares students to analyze Langston's actions, thoughts, and feelings about a poem from *The Weary Blues* in lesson 20.

Learning Goal

Analyze the connections that Langston makes between himself and Langston Hughes's poetry in *Finding Langston*.

 **LEARNING TASK:** Explain a connection that Langston makes between himself and Langston Hughes's poem "Evenin' Air Blues" or "Red Clay Blues."

Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Expand, combine, and reduce sentences for reader interest and style.

To support students with beginning English proficiency, model how to use the word *because* to combine ideas about *what* and *why* by completing the *what* part of the following sentence frame and then guiding students to complete the *why* part: In the novel, Langston reads poetry [what] because _____ [why]. To support students with intermediate English proficiency, provide opportunities to use the word *because* to combine responses that describe *what* and *why* by inviting students to complete this sentence frame: In the novel, Langston likes _____ [what] because _____ [why].

Vocabulary

poetry (n.)

Materials

TEACHER

- *Finding Langston*
- "Evenin' Air Blues" poem (digital platform)
- "Evenin' Air Blues" audio clip (digital platform)
- Knowledge Card: *poetry*

STUDENTS

- *Finding Langston*
- "Evenin' Air Blues" poem (*Learn* book, lesson 2)

Preparation

- none

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Display “Evenin’ Air Blues,” and direct students to the page in their *Learn* book. Remind students that “Evenin’ Air Blues” is a poem—an example of a type of literature called poetry.
2. Play the audio clip of “Evenin’ Air Blues.” Instruct students to follow along in their copies.
3. Facilitate a brief discussion of this question:

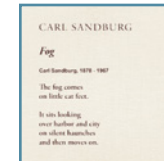
☰ **Why might people read or listen to poetry?**

4. Introduce the vocabulary term *poetry* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

Language Support

The term *poetry* has a Spanish cognate: *poesía*. Share this language connection with students whose home language is Spanish.

5. Explain that some poetry appeals to people’s emotions and some poetry appeals to their imagination.
6. Explain that students will examine how the character Langston makes connections between his experiences and experiences described in Langston Hughes’s poems.



Definition

poetry (n.): a type of literature written in separate lines that appeals to a reader’s emotions or imagination, often by using figurative language and repeated rhythm and rhyme

LEARN 20 minutes

Describe Connections

1. Direct students to page 21 of *Finding Langston*. Remind students that this scene describes Langston’s first visit to the library in Chicago and that he chooses a book off the shelf that has his name.

2. Read aloud the portion of page 21 from “I trace the” to “*Detroit, / Buffalo, Scranton.*”
3. Direct attention to the italicized section of the text, and explain that this part is an excerpt from a poem that Langston finds in the book. Ask this question:

 **What is happening in this excerpt?**

4. Reinforce the correct response: The speaker describes picking up their life and moving north.
5. Direct attention to page 22, and read aloud the first sentence: “Feels like reading words from my heart.” Ask this question:

 **What is Langston’s response to reading the poem?**

Language Support

For students with beginning English proficiency, explain that the phrase “from my heart” is figurative language that means “something you feel deeply.”

Language Expansion

For students with intermediate English proficiency, ask these questions: Is the phrase “from my heart” literal or figurative language? What does the phrase mean?

6. Reinforce the correct response: Langston thinks that the poem describes exactly what he feels and captures his deepest emotions.
7. Ask this question:

 **What connection does Langston make between his experience and the experience described in the poem?**

8. Reinforce the correct response: Like the poem’s speaker, Langston feels he has picked up his life and put it down in Chicago.
9. Tell students that they will now condense the two responses into one sentence by using the word *because* to connect Langston’s response and the reason for it.

- 10.** Display and read aloud this sentence frame: Langston feels _____ because _____. Think aloud to model how to combine responses from steps 5 and 7 to complete the sentence frame.

Language Expansion

For students with intermediate English proficiency, encourage them to use a connector other than *because*.

- 11.** Instruct students to work with a partner to complete the sentence frame. Invite a few students to share their responses.
- 12.** Echo Read the complete sentence: Langston feels that the poem describes exactly what is in his heart because he has also picked up his life and put it down in the North.
- 13.** Direct attention to page 56 and read aloud the portion of pages 56–57 from “Red Clay Blues” to “that landlord goes.” Ask this question:



What is happening in this poem?

- 14.** Reinforce the correct response: The speaker describes their desire to feel the red clay of their home and return to the farm they left behind to travel north, like Langston and his father did.
- 15.** Echo Read the portion of page 57 from “In Langston Hughes” to “of my mama.”
- 16.** Instruct students to discuss this question with a partner:



What is Langston’s response to reading the poem?

Language Support

If possible, pair students who speak the same home language, and instruct them to discuss the question.

Key Ideas

- Langston imagines the smell of the clay and the voice of his mama.
- Langston remembers what he loves about his Alabama home.

Sample Think Aloud

The first blank in the sentence frame needs to be completed with Langston’s response or what he feels. Langston feels that the poem describes his own heart. I know that the word *because* asks me to describe a reason, or why Langston feels that way. It’s because he has also picked up his life and put it down in the North.

17. Invite a few students to share their responses. Emphasize that the poem reminds Langston of his home in Alabama and his mama.
18. Instruct students to Think–Pair–Share to discuss this question:



What connection does Langston make between his experience and the experience described in the poem?

Key Ideas

- Langston also shares the desire to return to his home in the South.
- Langston is also homesick for his home in the South.
- Langston's experience of life in the South is similar to what the speaker describes in the poem.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to work with a partner to complete this prompt:
Explain a connection that Langston makes between himself and Langston Hughes's poem "Evenin' Air Blues" or "Red Clay Blues" by completing this sentence frame: Langston remembers _____ because _____.

Analyze Student Progress

Monitor: Do students share a sentence that describes Langston's response and why he responds that way?

Offer Immediate Support: If students need additional support condensing the two responses by using the word *because*, direct attention to the first blank in the sentence frame and ask this question: What is Langston's response to the poem? Then direct attention to the second blank and ask this question: Why does he respond this way?

2. Invite a few students to share their responses.**Key Ideas****“Evenin’ Air Blues”**

- Langston remembers the sounds and smells of his home in Alabama because he misses his home.
- Langston remembers his mother’s love when she was alive and they were living in Alabama because those were happier times.
- Langston remembers his home in the South because he believes he was lied to about the promises of the North.

“Red Clay Blues”

- Langston remembers the smell of the clay and voice of his mama because he also longs to be back home in the South.
- Langston remembers the smells and sounds of his home because he is also homesick.
- Langston remembers the smell of the clay and his mama’s voice because he also misses his southern home.

3. Summarize that students can analyze and connect key details to show how poetry appeals to a person’s emotions or imagination.



Prologue to Lesson 21

Essential Question | What is the value of poetry?

OVERVIEW

Preview

Students examine key details about Langston and his father in *Finding Langston*. As they discuss how Langston thinks and feels about his father, students practice asking questions to deepen their understanding. This work prepares students to describe events leading to a resolution in *Finding Langston* in lesson 21.

Learning Goal

Examine key details about Langston and his father in chapter 20 of *Finding Langston*.

 **LEARNING TASK:** Explain why Langston says he feels like he does not know his father.

Language Progress

In this lesson, students work on this module speaking and listening goal: Ask questions to deepen your understanding.

To support students with beginning English proficiency, model how to use the Talking Tool to ask questions about the prior knowledge students share about Langston's relationship with his father in *Finding Langston*. To support students with intermediate English proficiency, invite students to work in small groups to develop questions about the prior knowledge students share about Langston's relationship with his father in *Finding Langston* by using the Talking Tool.

Vocabulary

none

Materials

TEACHER

- *Finding Langston*

STUDENTS

- *Finding Langston*
- Talking Tool (*Learn* book)

Preparation

- none

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Instruct students to discuss this question with a partner:

 **What do you know about Langston's relationship with his father in *Finding Langston*?**

Key Ideas

- is not close
 - has many secrets
 - is different from his relationship with his mother
 - can be lonely for Langston
2. Use responses to emphasize that Langston and his father have faced many challenges in their relationship.
 3. Tell students they will practice asking questions to discuss details about Langston and his father in chapter 20 of *Finding Langston*.

LEARN 20 minutes

Describe Key Events

1. Direct students to page 100 of *Finding Langston*. Tell students that this section describes what happens when Langston is given a book by his friendly neighbor, Miss Fulton, in front of his father.
2. Read aloud page 100, from “What’s this book” to “it ain’t good.” Reiterate that Miss Fulton shares Langston’s love of reading poetry, much like his mother did.

3. Ask this question:



What does Langston's father do when Langston says Miss Fulton thought he would like the book of poetry?

4. Reinforce the correct response: looks at Langston, waits.

5. Instruct students to discuss this question with a partner:



Why does Langston wait for his father to speak?

6. Reinforce the correct response: He wonders how his father feels about Langston going to the library, reading poetry, and being smart like his mother.

7. Direct students to the sentence starting with “And since he” and read it aloud. Ask this question:



What does Langston think about his father's silence?

Key Ideas

- His father's silence is not a good thing.
 - Langston thinks his father is not happy.
 - He thinks his father may be upset.
8. Remind students that during discussions they can ask questions to help them better understand how others respond to questions about details from texts.
9. Display the Talking Tool, located in the *Learn* book. Read aloud this sentence frame: Can you tell me more about _____?
10. Think aloud to model how to ask questions to deepen understanding about why Langston says his father's silence isn't good. Use the sentence frame, “Can you tell me more about _____?”

Sample Think Aloud

I want to know more about why Langston thinks his father may be upset. I'll use the phrase *Can you tell me more about* to ask for more information to explain what this means. I can ask, “Can you tell me more about why Langston thinks his father may be upset?”

11. Think aloud to model how to respond to the question.

12. Direct attention to page 102. Tell students that Langston sits on his bed and begins reading the book of poetry. Read aloud the portion from “I hear Daddy” to “all night reading.”

Language Support

For students with beginning English proficiency, direct attention to the sentence beginning with “Tomorrow’s Saturday, and.” Explain that “fuss” means “complaints” and “cuz” is an informal way of saying *because*.

13. Ask this question:



What does Langston do when his father enters the apartment?

Key Ideas

- doesn't hide the book
- keeps reading for the first time
- holds himself tight
- wonders what his father will say

14. Ask this question:



What does his father say when he sees Langston reading?

Key Ideas

- says it's time to turn the lights out and go to sleep
- says he doesn't want him to complain about getting up early because he was up all night reading

15. Direct students to the Talking Tool. Instruct students to work with a partner to complete this sentence frame to deepen their understanding: Can you tell me more about _____?

Language Support

For students with beginning English proficiency, ask: What is something about Langston's response to his father that you want to understand better?

Sample Think Aloud

I could respond to the question with an explanation, such as: Langston knows that when his father does not have much to say, he is usually upset about something.

16. Invite a few students to share their responses.

Key Ideas

- Can you tell me more about why he keeps reading?
- Can you tell me more about why Langston holds himself tight?
- Can you tell me more about why his father tells him he doesn't want to hear him complain in the morning?

17. Read aloud from “Yes sir. I” to “going to say.” Explain that “can’t help but” means that you can’t stop from doing something. Instruct students to work with a partner to answer this question:



Can you tell me more about why Langston says he “can’t help but smile”?

18. Invite a few students to share their responses.

Key Ideas

- He feels amused that his father worries more about his sleep than him reading.
- He feels happy that his father is not angry about his reading.
- He is surprised that that his father doesn't say more about his reading.

19. Tell students that the next day, Langston runs his usual Saturday errands with his father. Direct students to page 103. Read aloud the portion of page 103 from “I get to thinking” to “where we heading.” Ask this question:



What does Langston think about his father?

Key Ideas

- He didn't know his father when they lived in Alabama.
- His father barely spoke to him when his mama was there.
- He now knows his father better than he hoped to.

20. Read aloud the portion of pages 103–104 from “We get to” to “all your time.” Ask this question:



What does his father ask Langston to show him?

21. Reinforce the correct response: the library where Langston has been spending all his time.

22. Instruct students to Think–Pair–Share to answer this question with a partner:

 **Why is Langston surprised by what his father asks him to do?**

Prompt students to use this sentence frame to ask their partner questions that deepen their understanding: Can you tell me more about _____?

Key Ideas

- Langston thought his father wasn't happy about him spending so much time in the library.
- Langston thought his father didn't support his interest in reading.
- Langston felt his father wasn't interested in what he liked to do.

23. Read aloud the portion of page 104 from “We cross the” to “not knowing again.” Direct attention to this sentence: “Now I’m back to not knowing him again.”

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to ask and answer this question with a partner:

 **Can you tell me more about why Langston feels like he is “back to not knowing” his father?**

Analyze Student Progress

Monitor: Do students explain that Langston did not expect his father to want to see the library?

Offer Immediate Support: If students need additional support, ask students how Langston feels when his father asks to see the library.

2. Invite a few students to share their responses.

Key Ideas

- Langston thought he knew his father, but he keeps doing things that surprise him.
- Langston is surprised by his father's request to see the library.
- Langston thought he finally knew his father, but then he did something he does not expect him to do.

3. Summarize that students can ask questions to deepen their understanding of characters.



Prologue to Lesson 23

Essential Question | What is the value of poetry?

OVERVIEW

Preview

Students discuss a theme in *Finding Langston*. As they explain textual evidence that supports a theme, students practice answering questions to clarify what they mean. This work prepares students to share what readers can learn from Langston finding himself by the end of *Finding Langston* during a class discussion in lesson 23.

Learning Goal

Support an answer to a question by using textual evidence for clarity.

 **LEARNING TASK:** Explain why it is important to ask and answer questions to clarify ideas.

Language Progress

In this lesson, students work on this module speaking and listening goal: Answer questions to clarify what you mean.

To support students with beginning English proficiency, think aloud to show how a revised response in Conversation 2 on Conversations About Theme clarifies the initial idea. To support students with intermediate English proficiency, form small groups and display this sentence: Langston likes reading Langston Hughes's poetry.

Invite students to work with a partner and take turns asking and answering questions to clarify how the sentence supports the theme that reading can help us learn and make us feel emotions.

Vocabulary

theme (n.) 

Materials

TEACHER

- *Finding Langston*
- Conversations About Theme
(*Prologue* Student Resources appendix)

STUDENTS

- *Finding Langston*
- Conversations About Theme
(*Prologue* Student Resources appendix)

Preparation

- none

LAUNCH 5 minutes

Build Knowledge About Responding Clearly

1. Review the vocabulary term *theme* by displaying the term and definition. Engage students in Vocabulary Exploration.

Language Supports

The term *theme* has a Spanish cognate: *tema*. Share this language connection with students whose home language is Spanish.

For students with beginning English proficiency, tell them that *universal* means “available for everyone.”

2. Tell students that they will look at ways to develop a conversation about a theme in *Finding Langston*. Display Conversations About Theme, and distribute copies to students.
3. Read aloud the theme and the evidence. Then read aloud Conversation 1.
4. Ask this question:

How are the two responses in Conversation 1 different?

Key Ideas

- **Response 1:** complete sentence, includes words from the theme, includes details (e.g., the character’s name), clearly answers the question
 - **Response 2:** sentence fragment, lacks details, does not clearly answer the question
5. Direct attention to Response 2, and emphasize that a first response to a question sometimes isn’t clear.
 6. Tell students that they will practice asking and answering questions to explain their ideas clearly during a discussion.

Definition

theme (n.): a universal idea or message conveyed by a text

L23 | Conversations About Theme | Module 4 | Prologue to Lesson 23

Examine the following conversations and identify strategies to clarify ideas about *Finding Langston*.

Theme: Reading can help us learn and make us feel.
Evidence: After Langston reads a poem by Langston Hughes, he says, “Feels like words from my heart” (Cline-Ransome 22).

Conversation 1
Discussion question: How does the evidence support the theme that reading can help us learn and make us feel?
Response 1: Langston says reading the poem is like reading words that came from his own heart.
Response 2: because he feels like that.

Conversation 2
Discussion question: How does the evidence support the theme that reading can help us learn and make us feel?
1 Student A: One theme of *Finding Langston* is that reading can help us learn and make us feel.
2 Student B: I agree. For example, after Langston reads a poem by Langston Hughes, he says, “Feels like words from my heart” (22).
3 Student A: because he feels like that
4 Student B: What do you mean by “like that”?

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LEARN 20 minutes

Clarify Ideas to Support a Theme

1. Tell students that they will now examine another conversation about the same theme. Direct attention to Conversation 2, and read it aloud.

Language Expansion

For students with intermediate English proficiency, invite a student to read or Echo Read the part of Student B as you read the part of Student A.

2. Ask this question:



What do the students do to have a good discussion?

Key Ideas

- ask questions to help each other develop their ideas
 - use full sentences
 - restate ideas by adding specific words or phrases
 - add details by using textual evidence
3. Emphasize that the students develop a good discussion by asking and answering questions that clarify their ideas.

Language Support

For students with beginning English proficiency, explain that *clarify* means “to make something clear or easier to understand.”

4. Tell students that they will now annotate Conversation 2 to highlight the specific strategies students can use to ask and answer questions that clarify ideas.

Teacher Note

The speaking and listening goal focuses on answering questions to clarify meaning. Providing a conversation that also shows how to ask clarifying questions helps students understand why their statements may be unclear and how they can improve their ability to develop effective academic discussions.

5. Direct attention to the Clarify Ideas section. Read aloud the three strategies in the Clarify What You Mean column. Tell students that they will now label each response in Conversation 2 with the strategy it uses.
6. Direct attention to line 4, and label it a question. Read aloud line 5, and ask this question:



How does this response clarify ideas?

Instruct students to choose one of the three strategies from the Clarify What You Mean column.

7. Reinforce the correct response: It restates ideas by adding specific words. Instruct students to label line 5 with the strategy. Tell students to read this part of the conversation to a partner.

Language Support

For students with beginning English proficiency, direct attention to the word *restate* and explain that the prefix *re-* means “again.” Provide an example (e.g., *review your draft* means “to view your draft again”). In this case, *restate* means “to state, or say, your ideas again,” especially to make them clearer.

Language Expansion

For students with intermediate English proficiency, direct attention to the word *restate* and ask these questions: What does this word mean? What does the prefix *re-* mean? If helpful, provide an example (e.g., *review*).

8. Direct attention to line 6, and label it a question. Read aloud line 7, and instruct students to discuss this question with a partner:

 **How does this response clarify ideas?**

9. Invite a few students to share their responses, and reinforce the correct response: It uses a full sentence. Instruct students to label line 7 with the strategy. Tell students to read this part of the conversation to their partner.
10. Direct attention to line 9, and label it a question. Read aloud line 10, and instruct students to Think–Pair–Share to answer this question:

 **How does this response clarify ideas?**

11. Reinforce the correct response: It adds details from the text. Instruct students to label line 10 with the strategy. Tell students to read this part of the conversation to their partner.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Ask this question:

 **Why is it important to ask and answer questions to clarify ideas?**

Analyze Student Progress

Monitor: Do students share an explanation that addresses clear thought and communication?

Offer Immediate Support: If students need additional support, direct attention to Conversation 1 and facilitate a brief discussion about where more clarity is needed and why.

Key Ideas

- **ask questions:** shows your peers that you are listening, ensures that you understand other people's ideas, helps you understand the topic better
- **answer questions:** shows your knowledge of the topic, encourages you to use text details, helps others respond to your ideas

2. Summarize that in a class discussion, speakers can clarify ideas by using specific words and phrases, speaking in full sentences, and adding text details.



Prologue to Lesson 24

Essential Question | What is the value of poetry?

OVERVIEW

Preview

Students examine the future perfect verb tense in sentences. As they discuss module learning, students practice using the future perfect tense to express various times and sequences of actions that will be completed at a specific time in the future. This work prepares students to write sentences using each of the perfect tenses in lesson 24.

Learning Goal

Discuss how to form and use the future perfect tense.

 **LEARNING TASK:** Develop a completed sentence that uses the future perfect tense.

Language Progress

In this lesson, students work on this module language goal: Use the perfect tense to express various times and sequences of actions that will be completed at a specific time in the future.

To support students with beginning English proficiency, share and explain an example of a sentence about a familiar topic that uses the future perfect tense, such as: By the end of the school day, I will have _____. To support students with intermediate English proficiency, invite partners to take turns completing this sentence using the future perfect tense of the verb: By the end of *Finding Langston*, Langston [future perfect tense of *learn*] that _____.

Vocabulary

the blues

poetry (n.)

research (n.)

Materials

TEACHER

- Knowledge Cards: *research*, *the blues*, *poetry*

STUDENTS

- index cards

Preparation

- none

LAUNCH 5 minutes

Build Knowledge About the Future Perfect Tense

1. Review the noun form of the vocabulary term *research* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.
2. Display and read aloud the following question, and instruct students to discuss it with a partner:



Definition

research (n.): careful study or activity to find and report new knowledge about a subject

By the end of your research, what will you have examined?

3. Facilitate a brief discussion about responses.
4. Direct attention to the displayed question. Explain that the question asks students to imagine themselves in the future looking back at an action that they will complete (i.e., examining a research topic).
5. Elaborate that writers and speakers use a specific verb tense in these situations called the future perfect tense.

Teacher Note

Students examined the past perfect tense in the Prologue to lesson 7.

6. Tell students that they will discuss how to form and use the future perfect tense.

LEARN 20 minutes

Practice Using Future Perfect Tense

1. Display this sentence frame, and complete it by using a response from the Launch section: By the end of my research, I will have examined _____.
2. Echo Read the completed sentence.

3. As you direct attention to the relevant part of the sentence, explain that the speaker of the sentence imagines themselves in the future (i.e., By the end of my research) looking back at an action that they will have completed (i.e., what they will have examined in their research).

Language Support

For students with beginning English proficiency, provide a visual support such as a timeline. Mark two events on a timeline to explain how the future tense works. Encourage students to use the timeline to refer to during this lesson.

4. Annotate the sentence to show how to form the future perfect tense: the word *will* plus the word *have* plus the past participle of a verb. Explain that writers form the past participle of most verbs by adding *-ed* to the end of a verb. Display this formula:

will + have + verb ending in -ed

5. Instruct students to take turn turns completing this sentence frame orally with a partner: By the end of my research, I will have examined _____.
6. Review the vocabulary term *the blues* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.
7. Ask this question:



In this module, how have we studied the blues?

Key Ideas

- We listened to and read the poems “Evenin’ Air Blues” and “Homesick Blues.”
 - We read an excerpt called “Blues in Poetry.”
 - We listened to the song “Daybreak Blues” by Memphis Minnie.
8. Display and read aloud this sentence frame: By the end of the module, I _____ [*study*] the blues by listening to poetry, hearing music, and reading an informational text.



Definitions

the blues:

1. a feeling of sadness or melancholy; depression
2. a style of music that was created by African American musicians in the southern United States to express a range of feelings, from sadness and heartbreak to hope and joy

9. Instruct students to work with a partner to complete the sentence by filling in the blank with the future perfect tense of the verb *study*.

Refer students to the displayed formula for the future perfect tense to support their thinking:

will + have + verb ending in -ed

Language Support

For students with beginning English proficiency, guide them to create the past tense of *study* by showing an example of the present tense and past participle form of another verb that ends in *y*, such as *cry* and *cried*.

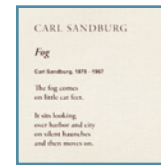
Language Expansion

For students with intermediate English proficiency, invite them to share the spelling of the past participle form of the verb *study*.

10. Reinforce the correct response: By the end of the module, I will have studied the blues by listening to poetry, hearing music, and reading an informational text.
11. Review the vocabulary term *poetry* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

Language Support

The term *poetry* has a Spanish cognate: *poesía*. Share this language connection with students whose home language is Spanish.



Definition

poetry (n.): a type of literature written in separate lines that appeals to a reader's emotions or imagination, often by using figurative language and repeated rhythm and rhyme

12. Instruct students to discuss this question with a partner:



In this module, what have you learned about poetry?

Encourage students to think about the definition of *poetry* as well as their study of poems and the novel *Finding Langston*.

13. Invite a few students to share their responses.

Key Ideas

- helps people express their thoughts and feelings
- has many influences, such as life or art
- includes elements such as rhythm and repetition
- captures people's experiences
- helps people feel or learn
- appeals to readers' imagination or emotions

Teacher Note

Students might also share their learning about a specific poet or from a specific poem. See the Land section for examples, and encourage a range of responses.

14. Display and read aloud this sentence frame: By the end of the module, I _____ [*learn*] _____
[complete with learning about poetry].

15. Distribute index cards. Explain that students should write the sentence frame on their index card, and complete the first blank with the future perfect verb tense of *learn* and the second blank with what they learned about poetry.

Refer students to the displayed formula for the future perfect tense to support their thinking:

will + have + verb ending in -ed

Language Support

For students with beginning English proficiency, model how to complete the second blank by providing an example, such as: that writing and reading poetry can help someone who is having a hard time.

LAND 5 minutes**Demonstrate Learning**

1.  **Introduce the learning task.** Instruct students to Mix and Mingle to share their completed sentence.

Analyze Student Progress

Monitor: Do students write the verb in the future perfect tense?

Offer Immediate Support: If students need additional support writing the verb in the future perfect tense, direct them to this sentence frame and ask them to identify the verb in the future perfect tense: By the end of my research, I will have examined _____. Encourage students to use this example as their model for their own sentence.

2. Invite a few students to read aloud their sentence to the whole group.

Key Ideas

By the end of the module, I will have learned ...

- how poetry helps people express their thoughts and feelings.
- how the blues influenced Langston Hughes's poetry.
- about many elements used in poetry, such as rhythm and repetition.
- that Langston Hughes's poetry captured people's experiences of the Great Migration.
- that poetry helped Langston understand his feelings about living in a new place in *Finding Langston*.
- that poetry appeals to readers' imaginations or emotions.

3. Summarize that writers and speakers use the future perfect tense to imagine themselves in the future looking back at an action that will be completed.



Prologue to Lesson 25

Essential Question | What is the value of poetry?

OVERVIEW

Preview

Students read “I Want to Write.” As they discuss the poem and elements of fluency, students practice speaking in a way that is appropriate to audience and purpose. This work prepares students to read and perform poetry in lesson 25.

Learning Goal

Rehearse “I Want to Write.”

 **LEARNING TASK:** Read aloud a passage with accuracy, phrasing, and expression.

Language Progress

In this lesson, students work on this module language goal: Speak in a way that is appropriate to audience and purpose.

To support students with beginning English proficiency, provide additional models by replaying and repeating challenging sections of the “I Want to Write” audio clip. To support students with intermediate English proficiency, invite students to stand and add facial expressions and gestures as they read each section of the poem.

Vocabulary

none

Materials

TEACHER

- “I Want to Write” (digital platform)

STUDENTS

- “I Want to Write”
(*Learn* book, lesson 26)

Preparation

- Access an audio clip of the poem “I Want to Write” by searching online using the following terms: “*I Want to Write*” and *read by Margaret Walker*.

LAUNCH 5 minutes

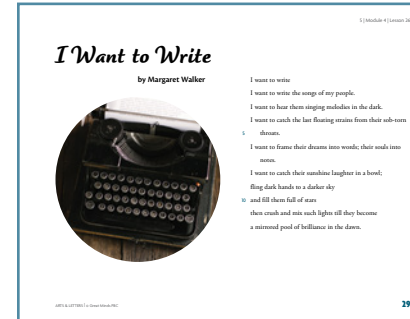
Build Knowledge About “I Want to Write”

1. Display “I Want to Write,” and direct students to the page in their *Learn* book.
2. Tell students that the poem was published in 1934, during a time when Americans were segregated by race. Explain that the author of the poem is a Black woman and is writing from the perspective of a Black person. Instruct students to follow along as you play the audio recording of the poem.
3. Play “I Want to Write.”
4. Ask this question:

💬 **What do you notice about how the speaker reads the poem?**

Key Ideas

- The speaker pauses throughout.
- The speaker repeats certain phrases with emotion.
- The tone is serious.



5. Instruct students to Think–Pair–Share to answer this question:

 **Who do you think is Walker’s audience?**

Language Support

If possible, pair students who speak the same home language and instruct them to discuss the question.

Key Ideas

- other Black people
 - people who know of or have the same wants for Black people
 - people she wants to hear the songs of Black people
6. Emphasize that when speaking to an audience, a speaker must consider to whom they are speaking and what they are speaking about to decide how to adjust their speech.
7. Tell students that they will explore “I Want to Write” and practice reading with accuracy, phrasing, and expression.

LEARN 20 minutes

Rehearse “I Want to Write”

1. Tell students that you are going to read aloud a portion of “I Want to Write” in a way that you think is appropriate for the audience and purpose.
2. Direct attention to lines 1–6 of “I Want to Write,” and read them aloud in a style and expression that matches Walker’s audience and purpose (e.g., read in a determined tone and raise your voice when reading the words *want* and *write*).

3. Ask this question:

 **What did you notice about how I read the poem?**

Key Ideas

- You read the words accurately and clearly.
- You repeated the phrase “I want to write.”
- You paused after each phrase.
- You used your voice to show feeling.
- You raised your voice when you read the words *want* and *write*.

4. Think aloud to model how to read with accuracy, phrasing, and expression.

5. Read aloud lines 7–11 of the poem. Explain that “sob-torn” in the poem refers to the cries of Black people who suffered for a long time and were unable to voice their pain.

6. Direct attention to lines 7–8, and ask these questions:

 **Does the speaker actually want to catch an object with their hands?**

 **What are they trying to catch?**

7. Reinforce the correct responses:

- No.
- **catch**—their peoples’ voices, their peoples’ words

8. Direct attention to the phrase “frame their dreams” in line 9. Share an image or direct attention to a frame in the classroom, and explain that frames are typically used to display a picture or photograph. Tell students to draw a frame around the poem. Ask these questions:

 **Does the speaker literally want to frame their people’s dreams?**

 **What does the speaker want to do with the people’s dreams?**

Sample Think Aloud

I imagined Walker reading her poem out loud to a group of people. I emphasized the phrase “I want to write” to call attention to key phrases that repeat. I also used a serious tone because Walker is speaking about the importance of writing the words of her people.

9. Reinforce the correct responses:

- No.
- **want**—record or document their dreams, show others their dreams, write about their dreams

Explain that the speaker uses the phrase “frame their dreams” figuratively to mean that they want to write about the desires and hopes of Black people.

10. Instruct students to follow along as you read aloud lines 7–11 of the poem again. Read aloud the excerpt in a style and expression that matches Walker’s audience and purpose, as students follow along (e.g., use a serious, almost solemn tone and stress pauses at line breaks, semicolons, and periods).

11. Instruct students to Think–Pair–Share to answer this question:



Why were certain words expressed in a solemn tone?

Language Support

Provide a student-friendly definition for *solemn*, such as “serious.”

Key Ideas

- to show the audience the topic is serious
- to evoke emotion from the audience
- to emphasize meaningful words or phrases

Language Expansion

For students with intermediate English proficiency, invite them to explain how using a different tone would change the way the audience understands and reacts to the poem.

12. Use responses to emphasize that speakers can produce emotion from an audience and signal the importance of a topic by changing how they read certain words or phrases.

- 13.** Instruct students to partner read lines 7–11 of the poem in a way that matches Walker’s audience and purpose. Tell students to discuss these questions with their partner:

 **What is one thing your partner did well?**

 **What is one thing your partner can work on?**

Language Expansion

For students with intermediate English proficiency, invite them to suggest strategies for improvement to their partner.

- 14.** Invite a few students to share their responses.

- 15.** Read aloud lines 12–16 of the poem, emphasizing the lack of punctuation in lines 13–15. Instruct students to listen for and annotate the words you emphasize. Ask these questions:

 **What does the speaker mean by “catch their sunshine and laughter”?**

 **How is the tone different from earlier lines in the poem?**

- 16.** Reinforce the correct responses:

- **what**—capturing happiness
- **how**—is joyful

- 17.** Instruct students to partner read lines 12–16 of the poem in a way that matches Walker’s audience and purpose. Tell students to identify and annotate challenging portions of the poem. Invite a few students to share their annotations. Echo Read words or phrases that students identify as challenging.

- 18.** Instruct students to discuss these questions with their partner:

 **What is one thing your partner did well?**

 **What is one thing your partner can work on?**

- 19.** Tell students that they will practice reading aloud the same portion of the poem with a different partner.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to take turns reading aloud lines 12–16 of “I Want to Write” with a new partner. Tell students to read in a style that matches the audience and purpose of the poem.

Analyze Student Progress

Monitor: Do students read with accuracy, phrasing, and a hopeful expression?

Offer Immediate Support: If students need additional support reading in a way that is appropriate for the audience and purpose, provide models of challenging portions of the passage that are read aloud.

2. Invite a few students to share the parts of their partner’s performance that were strong and the parts that need improvement.
3. Summarize that when reading aloud, speakers read to match their audience and purpose.



Prologue to Lesson 27

Essential Question | What is the value of poetry?

OVERVIEW

Preview

Students examine key details in “I dwell in Possibility.” As they discuss details in the poem, students practice asking questions to deepen their understanding. This work prepares students to describe what is happening in “I dwell in Possibility” in lesson 27.

Learning Goal

Examine key details in “I dwell in Possibility.”

 **LEARNING TASK:** Explain how a sketch represents details in the poem.

Language Progress

In this lesson, students work on this module speaking and listening goal: Ask questions to deepen your understanding.

To support students with beginning English proficiency, display a question to deepen understanding of a key phrase in each stanza, and model asking (e.g., What do you mean by “superior doors”? What do you mean by “everlasting roof”? What do you mean by “to gather in paradise”?) and answering the questions. To support students with intermediate English proficiency, invite them to ask their partner this question during a discussion about their sketches: Can you say more?

Vocabulary

none

Materials

TEACHER

- “I dwell in Possibility” (digital platform)

STUDENTS

- “I dwell in Possibility” (*Learn* book)
- Talking Tool (*Learn* book)

Preparation

- none

LAUNCH 5 minutes

Build Knowledge About “I dwell in Possibility”

1. Display “I dwell in Possibility,” and direct students to the page in their *Learn* book.
2. Explain that *dwell* means “to live in a specific place,” and *possibility* means “a chance that something may happen, exist, or become true.”
3. Ask this question:



Can someone actually live in possibility?

4. Reinforce the correct response: No. Remind students that poets often use figurative language to describe a topic, object, or idea.
5. Ask this question:



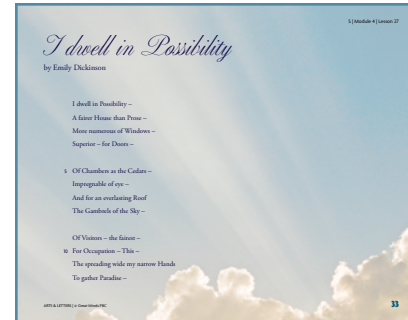
What do you think it means when the speaker says, “I dwell in possibility”?

Language Support

If possible, pair students who speak the same home language, and instruct them to discuss the question.

Key Ideas

- They spend a lot of time thinking about what will happen.
 - They often think about possibilities.
 - They always imagine things that may happen.
6. Tell students that they will examine the poem to determine how the speaker describes the house of possibility.



LEARN 20 minutes

Examine Key Details

1. Direct attention to “I dwell in Possibility.” Ask this question:

 **How is the poem organized?**

2. Reinforce the correct response: into three stanzas. Emphasize that poets often use stanzas to group lines related to the same topic.

3. Read aloud lines 1–4. Annotate and explain the meanings of these phrases:

- “A fairer House than Prose”—more beautiful than writing that is not poetry
- “numerous of Windows”—a great number of windows
- “Superior—for Doors”—better doors

4. Ask these questions:

 **What is the speaker describing?**

 **What phrases does the speaker use in their description?**

5. Reinforce the correct responses:

- **what**—a house of possibility
- **descriptive phrases**—“A fairer House than Prose,” “More numerous of Windows,” “Superior—for Doors”

6. Display and read aloud this sentence: The speaker describes the house as fairer than prose. Tell students that they can deepen their understanding of a topic by asking questions.

7. Direct students to the Talking Tool, located in the *Learn* book. Echo Read these questions:

- What do you mean by _____?
- Can you tell me more about _____?

8. Direct attention to the first question from the Talking Tool. Explain that students can use this question to deepen their understanding of the poem. Think aloud to model how to ask a question about the phrase “A fairer House than Prose.”

9. Ask this question:

 **What does the speaker mean by “A fairer House than Prose”?**

Key Ideas

- Poetry is better than prose.
- They like poetry more than prose.
- The house of poetry is nicer than the house of prose.

10. Instruct students to sketch a picture of the house by using the speaker’s description in lines 1–4. Use students’ sketches to emphasize that the speaker describes the house of possibility as beautiful, with many windows and doors.

11. Read aloud lines 5–8, starting with “I dwell in Possibility.” Explain the meanings of these phrases and words:

- “Chambers as the Cedars”—large rooms as strong as cedar trees
- “Impregnable of eye”—unable to be seen by others
- “everlasting”—lasting forever or for a very long time
- “Gambrels”—roofs with two sides, each side having two slopes

Sample Think Aloud

I don’t fully understand the meaning of “A fairer House than Prose,” so I will ask this question: What does the speaker mean by “A fairer House than Prose”?

- 12.** Instruct students to work with a partner to annotate details and discuss the words or phrases that describe the house of possibility.

Key Ideas

- “Chambers as the Cedars”
 - “Impregnable of eye”
 - “an everlasting Roof”
 - “Gambrels of the Sky”
- 13.** Direct students to their sketches. Instruct them to add details to the house using the speaker’s descriptions in lines 5–8 and to then share their sketch with a partner. Remind students to use the sentence frames to ask questions that deepen their understanding.
- 14.** Invite a few students to share their sketches. Use sketches to emphasize that the speaker describes the rooms of the house of possibility as strong and unable to be seen and the roof as going on forever.

Language Expansion

For students with intermediate English proficiency, invite them to use key vocabulary from the poem in their responses (e.g., *everlasting*, *numerous*).

- 15.** Choral Read lines 9–12 of “I dwell in Possibility.” Direct attention to the phrase “gather Paradise.” Demonstrate the meaning of *gather* by using a gesture (e.g., collecting items with your arms), and explain that *paradise* means “a place that seems to be perfect.”
- 16.** Ask these questions:
-  **What word does the speaker use to describe the visitors?**
 -  **What words or phrases describe the speaker’s actions at the house?**
- 17.** Reinforce the correct responses:
- visitors—“fairest”
 - actions—“gather Paradise”

Language Support

For students with beginning English proficiency, explain that *fairest* means “the most fair, or beautiful.”

- 18.** Direct students to their sketches. Instruct students to add details to the house using the speaker’s description in lines 9–12.

LAND 5 minutes

Demonstrate Learning

- 1. 🎯 Introduce the learning task.** Instruct students to respond to this prompt with a partner: Explain how your sketch represents details in the poem.

Remind students to use the sentence frames to ask questions that deepen their understanding.

Analyze Student Progress

Monitor: Do students share a detail from the poem that reflects a feature of the house of possibility?

Offer Immediate Support: If students need additional support explaining a detail in their drawing, direct them to “I dwell in Possibility,” and ask this question: What words or phrases does the speaker use to describe the _____?

- 2.** Invite a few students to share their responses.

Key Ideas

- The house has many windows.
- The house has strong doors.
- The house has beautiful rooms with strong wood.
- The roof goes on forever toward the sky.

- 3.** Summarize that readers can use a sketch to explain key details in a poem.



Prologue to Lesson 28

Essential Question | What is the value of poetry?

OVERVIEW

Preview

Students examine figurative language in “I dwell in Possibility.” As they discuss comparisons used to describe poetry, students practice asking questions to deepen their understanding. This work prepares students to examine language in “I Want to Write” and “I dwell in Possibility” in lesson 28.

Learning Goal

Examine the use of figurative language in “I dwell in Possibility.”

 **LEARNING TASK:** Explain what the phrase “To gather Paradise” reveals about poetry.

Language Progress

In this lesson, students work on this module speaking and listening goal: Ask questions to deepen your understanding.

To support students with beginning English proficiency, model using the Talking Tool to ask questions about this statement: The speaker thinks that poetry is better than prose. To support students with intermediate English proficiency, provide this statement: The speaker thinks that poetry is better than prose. Then invite students to take turns in small groups developing questions about the statement by using the Talking Tool.

Vocabulary

figurative (adj.) 

paradise (n.) 

Materials

TEACHER

- “I dwell in Possibility” (digital platform)

STUDENTS

- “I dwell in Possibility”
(*Learn* book, lesson 27)
- Talking Tool (*Learn* book)

Preparation

- none

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Display “I dwell in Possibility,” and remind students that *dwell* means “to live in a specific place.” Read aloud the poem with appropriate intonation and expression.
2. Ask these questions:
 -  **What place does the speaker describe in the poem?**
 -  **Do you think the speaker is describing an actual house?**
3. Reinforce the correct responses: The speaker describes the house of possibility; no.
4. Explain to students that the house in the poem is an example of figurative language. Review the vocabulary term *figurative* by displaying the term and definition. Engage students in Vocabulary Exploration.
5. Remind students that writers use figurative language to make comparisons that express their ideas and feelings.
6. Tell students that they will look closely at how the speaker describes their house to show how they feel about it.

Definition

figurative (adj.): involving the meaning of a word or phrase that is different from its ordinary or usual meaning

LEARN 20 minutes

Examine Figurative Language

1. Direct students to “I dwell in Possibility,” located in the *Learn* book. Read aloud lines 1–4. Tell students that prose is a form of writing that is not poetry.
2. Remind students that the house of possibility is not an actual house. Ask this question:
3. Reinforce the correct response: poetry. Emphasize that the house in the poem is figurative language used to describe poetry.
4. Explain that in the first stanza the speaker compares the house of poetry to prose.
5. Instruct students to Think–Pair–Share to answer these questions:

☞ **What does the house in the poem represent?**

☞ **Which house is “More numerous of Windows”?**

☞ **What might this mean about poetry?**



Language Support

For students with beginning English proficiency, sketch two houses—one with many windows and one with few windows—to help students consider this comparison.

Key Ideas

- **which house:** The house that is described is poetry’s house.
 - **meaning:** Poetry has more possibilities than prose. Poetry allows for more creativity than prose. Poetry provides a better view of the world than prose.
6. Explain that the phrase “numerous of Windows” reveals that poetry provides a better view of the world than prose.

7. Tell students that they can deepen their understanding of figurative language by asking questions. Direct students to the Talking Tool, located in the *Learn* book. Echo Read these questions:
 - What do you mean by _____?
 - Can you tell me more about _____?
8. Direct attention to the first question. Explain that students can use this question to ask about something they don't understand. Think aloud to model how to use the question to help them understand this statement: Poetry provides a better view of the world than prose.
9. Direct attention to the second question from the Talking Tool. Tell students that they can use this question to ask for a more detailed answer.
10. Display this statement: Poetry provides a better view of the world than prose. Instruct students to work with a partner to take turns asking and answering this question:



Can you tell me more about how poetry provides a better view of the world?

Language Support

If possible, pair students who speak the same home language, and instruct them to discuss the question.

Key Ideas

- Poetry helps people see different perspectives or ideas.
 - Poetry helps people see the world in different ways.
 - Poetry helps people see the world around them.
11. Direct attention to the poem, and read aloud lines 5–8.
 12. Direct attention to these lines: “And for an everlasting Roof / The Gambrels of the Sky.” Tell students that the word *gambrel* describes a roof with two sides. Explain that *everlasting* means “going on or lasting forever.”

Sample Think Aloud

I don't understand what *better view* means, so I will ask, “What does the phrase *better view* mean?”

13. Ask these questions:



Does the house of poetry have an actual roof?



What words or phrases describe the roof?

14. Reinforce the correct responses: No; the word “everlasting” and the phrase “Gambrels of the Sky” describe the roof.

15. Instruct students to work with a partner to discuss this question:



What does the phrase “an everlasting Roof” reveal about poetry?

Remind students to use these Talking Tool questions to deepen their understanding:

- What do you mean by _____?
- Can you tell me more about _____?

Key Ideas

- Poetry has never-ending possibilities.
- There are no boundaries in the topics and descriptions in poetry.
- Poetry provides a connection among poets, readers, and the world.

Language Expansion

For students with intermediate English proficiency, instruct them to form additional questions about lines 5–8.

16. Read aloud lines 9–12 of the poem.

17. Direct attention to the last three lines. Explain that the speaker is describing their occupation, or job, inside the house of poetry. Demonstrate the meaning of line 11 by using a gesture (e.g., spreading your hands wide and then bringing them back in as if gathering something).

18. Introduce the vocabulary term *paradise* by displaying the term and definitions. Engage students in Vocabulary Exploration. 

Definitions

paradise (n.):

1. a very beautiful, pleasant, or peaceful place that seems to be perfect
2. a place where in some religions good people are believed to go after they die

19. Ask these questions:



Does the speaker actually gather paradise?



What activity does the speaker compare to gathering paradise?

20. Reinforce the correct responses: No; the speaker compares writing poetry to gathering paradise.

LAND 5 minutes

Demonstrate Learning

1. **Introduce the learning task.** Instruct students to work in pairs to discuss what the phrase “To gather Paradise” reveals about poetry.

Remind students to use these questions from the Talking Tool to deepen their understanding:

- What do you mean by _____?
- Can you tell me more about _____?

Analyze Student Progress

Monitor: Do students explain that poetry is a collection of beautiful ideas or ideas that reflect a reality beyond worldly things?

Offer Immediate Support: If students need additional support explaining what the figurative language reveals about poetry, ask this question: What kinds of ideas do poets express in their poems?

2. Invite a few students to share their responses.

Key Ideas

- “To gather Paradise” reveals that poetry is a collection of beautiful ideas.
- “To gather Paradise” reveals that poetry can create pleasant emotions in readers.
- “To gather Paradise” reveals that poetry can express spiritual or unworldly ideas.

3. Summarize that authors use figurative language to make comparisons that reveal important ideas about their craft.



Prologue to Lesson 29

Essential Question | What is the value of poetry?

OVERVIEW

Preview

Students discuss a theme in “I Want to Write.” As they discuss the poem’s theme, students practice asking questions to deepen their understanding. This work prepares students to discuss similar themes in “I Want to Write” and “I dwell in Possibility” in lesson 29.

Learning Goal

Discuss a theme in “I Want to Write.”

 **LEARNING TASK:** Explain how asking and answering questions can deepen understanding of a theme.

Language Progress

In this lesson, students work on this module speaking and listening goal: Ask questions to deepen your understanding.

To support students with beginning English proficiency, display this statement: The speaker wants to capture their people’s songs. Ask students to repeat this question: What evidence supports your idea? Model annotating and sharing evidence that supports the statement (e.g., the speaker says, “I want to write / the songs of my people”). To support students with intermediate English proficiency, display this statement: The speaker wants to capture the joy and sadness of their people’s songs. Ask students to work in pairs to annotate evidence and to take turns asking and answering this question: What evidence supports your idea?

Vocabulary

theme (n.) 

Materials

TEACHER

- “I Want to Write” (digital platform)

STUDENTS

- “I Want to Write” (*Learn* book, lesson 26)

Preparation

- none

LAUNCH

5 minutes

Discuss Prior Knowledge

1. Facilitate a brief discussion of this question:



Why do people write poetry?

Key Ideas

- to share ideas and experiences
- to express emotions
- to share messages

2. Tell students that poetry often conveys messages and ideas through a theme. Introduce the vocabulary term *theme* by displaying the term and definition. Engage students in Vocabulary Exploration.

Language Supports

The term *theme* has a Spanish cognate: *tema*. Share this language connection with students whose home language is Spanish.

For students with beginning English proficiency, tell them *universal* means “available for everyone.”

Definition

theme (n.): a universal idea or message conveyed by a text

3. Tell students that they will discuss a theme from “I Want to Write.”

LEARN 20 minutes

Ask Questions About Theme

1. Display and read aloud this statement: A poet is an artist who can capture people's stories and experiences. Explain that this statement is a theme conveyed by the poem "I Want to Write."

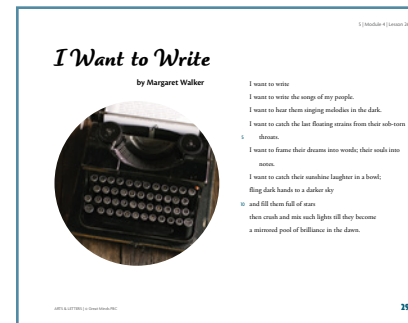
Language Support

For students with beginning English proficiency, explain that *capture* means "to express in written or visual form." Tell them that it can also mean "to catch or apprehend."

2. Display "I Want to Write," and direct students to the page in their *Learn* book. Instruct students to scan the poem. Ask this question:

Which words does the speaker repeat?

3. Reinforce the correct response: "I want to." Tell students to work with a partner to annotate the verbs that follow the phrase "I want to" in the poem.
4. Invite a few students to share their annotations. Reinforce the correct responses: *write, hear, catch, frame, catch, fling, fill, crush, mix*. Demonstrate the verbs' meanings by using a gesture (e.g., catching an invisible object with your hands, making a frame with your index fingers and thumbs). Emphasize that the speaker wants to do these things.
5. Model annotating the object of one of the verbs (e.g., "the songs of my people"). Explain that these phrases provide more details about those actions.
6. Direct attention to the displayed statement: A poet is an artist who can capture people's stories and experiences. Choral Read the statement. Tell students that they will discuss how this theme is conveyed in the poem through the speaker's description of what they want to do.
7. Read aloud lines 1–6 of the poem.



8. Ask this question:

 **What does the speaker want to do?**

Key Ideas

- to write poetry
- to capture the songs of their people
- to express songs through poetry
- to show others what the speaker hears from their people

9. Remind students that they can deepen their understanding of a theme by asking questions. Display and Echo Read this question: What evidence supports your idea? Explain that students can use this question to ask for words and phrases from the text that support an idea.

10. Think aloud to model how to ask the question. Tell students that they will practice answering this question to explain how details from the poem relate to the theme.

11. Instruct students to discuss these questions with a partner:

 **How do lines 1–6 relate to the theme?**

 **What evidence supports your idea?**

Language Support

For students with beginning English proficiency, ask this question: Which words express the idea that the speaker wants to capture people's stories and experiences through poetry?

12. Invite a few students to share their responses.

Key Ideas

- **relation to theme:** Writing about people's songs through poetry is a way to share their experiences; the speaker wants to create poetry to express the stories and experiences conveyed in their people's songs.
- **evidence:** "I want to write / the songs of my people" shows that the speaker wants to capture the songs of their people, to express songs through poetry, and to show others what they hear from their people.

Sample Think Aloud

If someone says that the theme of the poem is that a poet is an artist who can capture people's stories and experiences, I can ask this question: What evidence supports your idea?

13. Direct attention to the poem, and read aloud lines 7–11.

14. Instruct students to Think–Pair–Share to answer these questions:



What does the speaker want?



How does this relate to the theme?

Remind students to ask their partner this question: What evidence supports your idea?

Key Ideas

- **want:** The speaker wants to capture the cries of their people, to write about the dreams of their people, and to share the sadness and hope of their people through writing.
- **relation to theme:** Poets can capture and share people's stories of sadness and hope.

15. Read aloud lines 12–16. Instruct students to discuss these questions:



What does the speaker want?



How does this relate to the theme?

Remind students to ask their partner this question: What evidence supports your idea?

Key Ideas

- **want:** The speaker wants to catch the laughter of their people, to write about the joy their people experience, and to express moments of happiness through writing.
- **how:** Poets can write about the happiness and beauty that people experience.

Language Expansion

For students with intermediate English proficiency, prompt them to describe differences between two sections of the poem.

LAND 5 minutes**Demonstrate Learning**

1.  **Introduce the learning task.** Instruct students to discuss this question with a partner:

 **How does asking or answering questions deepen your understanding of a theme?**

Analyze Student Progress

Monitor: Do students demonstrate understanding of how asking or answering questions can help to clarify the theme?

Offer Immediate Support: If students need additional support explaining how asking or answering questions deepens their understanding of a theme, direct them to the displayed question and ask these questions: What will asking this question help you understand? What will answering this question help you understand?

2. Invite a few students to share their responses.

Key Ideas

- Asking questions helps clarify ideas in the theme.
- Answering questions helps explain my understanding of the theme's message.
- Asking and answering questions helps me understand how the theme connects to details in the text.

3. Summarize that students can ask and answer questions to deepen their understanding of a theme.



Prologue to Lesson 30

Essential Question | What is the value of poetry?

OVERVIEW

Preview

Students examine details in “I Want to Write.” As they discuss why the speaker wants to write, students practice expanding, combining, and reducing sentences for reader interest and style. This work prepares students to write knowledge statements about poetry in lesson 30.

Learning Goal

Examine why the speaker wants to write in “I Want to Write.”

 **LEARNING TASK:** Share a sentence about what the speaker wants and why.

Language Progress

In this lesson, students work on this module language goal: Expand, combine, and reduce sentences for reader interest and style.

To support students with beginning English proficiency, display this sentence: A poet is someone who creates poetry. Ask students to share reasons why a poet would write a poem and add their responses below the sentence. Model using the subordinating conjunction *so* to combine the sentences (e.g., a poet creates poetry so they can share ideas about the world). To support students with intermediate English proficiency, provide each student with a clause that describes what a poet creates and why. Instruct students to work in pairs to use the subordinating conjunction *so* to combine the clauses into a sentence that explains what poets create and why.

Vocabulary

none

Materials

TEACHER

- “I Want to Write” (digital platform)
- “I Want to Write” T-chart

STUDENTS

- “I Want to Write” (*Learn* book, lesson 26)

Preparation

- none

LAUNCH 5 minutes

Build Knowledge About Combining Sentences

1. Display these sentences:
 - A poet is somebody who creates poetry.
 - A poet writes poems to express ideas about the world.
2. Think aloud to model how to combine the sentences to describe what a poet does and a reason why.
3. Display the sentence: Poets write poetry so they can express ideas about the world. Annotate the sentence by underlining the phrases *Poets write poetry* and *they can express ideas about the world*. Then circle the word *so*, and explain that *so* is an example of a subordinating conjunction.
4. Explain that a subordinating conjunction is a word that combines two clauses in a sentence and is used to introduce a reason or explanation.
5. Tell students that they will combine ideas to explain what the speaker of “I Want to Write” wants and why.

Sample Think Aloud

I notice that the first sentence describes what a poet does. The second sentence describes why poets write poetry. I know that one way to combine sentences that describe and explain is to use the word *so*. This is the combined sentence: A poet creates poetry so they can express ideas about the world.

LEARN 20 minutes

Examine Details About the Speaker

1. Tell students they will read details from “I Want to Write” about what the speaker wants to do and why.
2. Display the “I Want to Write” T-chart, and read aloud the title of each column.

“I Want to Write” T-chart

What the speaker wants	Why?

3. Direct students to “I Want to Write,” located in the *Learn* book. Read aloud lines 1–6.

4. Ask this question:

What does the speaker want to do?

5. Reinforce the correct response: write the songs of their people.

Add the response to the What the speaker wants column on the T-chart.

6. Instruct students to Think–Pair–Share to answer this question:

Why does the speaker want to write poetry about their people?

7. Reinforce the correct response: to capture the songs of their people in writing.

Add the response to the Why? column on the T-chart.

8. Display this sentence frame: The speaker wants _____ so they can _____.

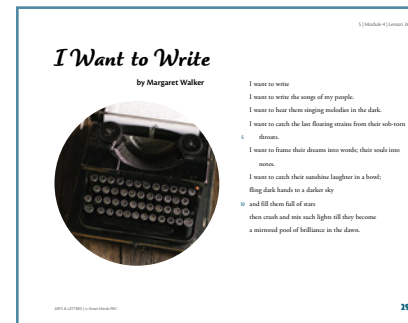
9. Remind students that the word *so* is a subordinating conjunction used to introduce a reason or explanation. Model how to complete the sentence frame to show what the speaker wants and why. Display the sentence: The speaker wants to write poetry so they can capture the songs of their people in writing.

10. Read aloud lines 7–11 of the poem. Tell students that in this context *strains* means “sounds or music” and “sob-torn throats” describes people who have been crying from pain or sadness.

11. Ask these questions:

Does the speaker actually want to catch the sounds from their throats?

How will the speaker “catch the last floating strains / from their sob-thorn throats” in a poem?



Key Ideas

- No.
- **how:** by documenting their sadness, by writing about others' pain, by sharing the challenges of their people

12. Instruct students to Think–Pair–Share to answer these questions:

 **What does the speaker want to do? Why?**

Key Ideas

- **what:** to write poetry
- **why:** to write about the sadness of their people, to capture the pain of their people, to share the challenges of their people

Add responses to the T-chart.

13. Form pairs. Instruct partners to use this sentence frame to describe what the speaker wants and why:
The speaker wants _____ so they can _____.

Key Ideas

- The speaker wants to write poetry so they can write about the sadness of their people.
- The speaker wants to write poetry so they can capture the pain of their people.
- The speaker wants to write poetry so they can share the challenges of their people.

Language Expansion

For students with intermediate English proficiency, invite them to use alternative conjunctions (e.g., *because*, *in order to*) to introduce a reason or explanation for the speaker's wants.

14. Read aloud lines 12–16 of the poem. Instruct students to Echo Read line 12. Ask these questions:

 **Does the speaker literally want to capture laughter in a bowl?**

 **How will the speaker “catch their sunshine laughter in a bowl” in a poem?**

15. Reinforce the correct responses: No; they will write about joy.
16. Instruct students to Think–Pair–Share to answer these questions:



What does the speaker want to do? Why?

Key Ideas

- **what:** write poetry
- **why:** to write about the joy their people experience, to capture the laughter of their people, to document their peoples' brilliance

Add responses to the T-chart.

17. Tell students that they will Mix and Mingle to discuss what the speaker wants to do and why. To prepare for the routine, instruct students to combine sentences from the T-chart to write what the speaker of “I Want to Write” wants and why, using the sentence frame: The speaker wants _____ so they can _____.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Lead students through a Mix and Mingle to share their sentence.

Analyze Student Progress

Monitor: Do students share a sentence that explains what the speaker wants and why?

Offer Immediate Support: If students need additional support describing what the speaker wants to do, direct them to the final entry from the “I Want to Write” T-chart and ask this question: Why does the speaker want to write?

2. Invite a few students to share their responses.

Key Ideas

- The speaker wants to write poetry so they can write about the joy their people experience.
- The speaker wants to write poetry so they can capture the laughter of their people.
- The speaker wants to write poetry so they can document their peoples' brilliance.

3. Summarize that students can use coordinating conjunctions to connect ideas that describe what and why.

Prologue Vocabulary

the blues

1. a feeling of sadness or melancholy; depression
2. a style of music that was created by African American musicians in the southern United States to express a range of feelings, from sadness and heartbreak to hope and joy



P to lessons 3, 14, and 24 | lesson 6

figurative (adj.)

involving the meaning of a word or phrase that is different from its ordinary or usual meaning

P to lesson 28

hardship (n.)

something that causes pain, suffering, or loss



P to lesson 5 | lesson 22
(module 2)

migrate (v.)

to move from one country or place to live or work in another



P to lesson 7 | lesson 5

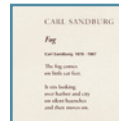
paradise (n.)

1. a very beautiful, pleasant, or peaceful place that seems to be perfect
2. a place where in some religions good people are believed to go after they die

P to lesson 28

poetry (n.)

a type of literature written in separate lines that appeals to a reader's emotions or imagination, often by using figurative language and repeated rhythm and rhyme



P to lessons 20 and 24 | lesson 1

renaissance (n.)

a period of increased intellectual or artistic activity



P to lesson 8 | lesson 2

research

1. (n.) careful study or activity to find and report new knowledge about a subject
2. (v.) to collect more information about a subject



P to lessons 8 and 24 | lesson 8

synthesize (v.)

to combine (things) in order to make something new

P to lesson 14 | lesson 14

theme (n.)

a universal idea or message conveyed by a text

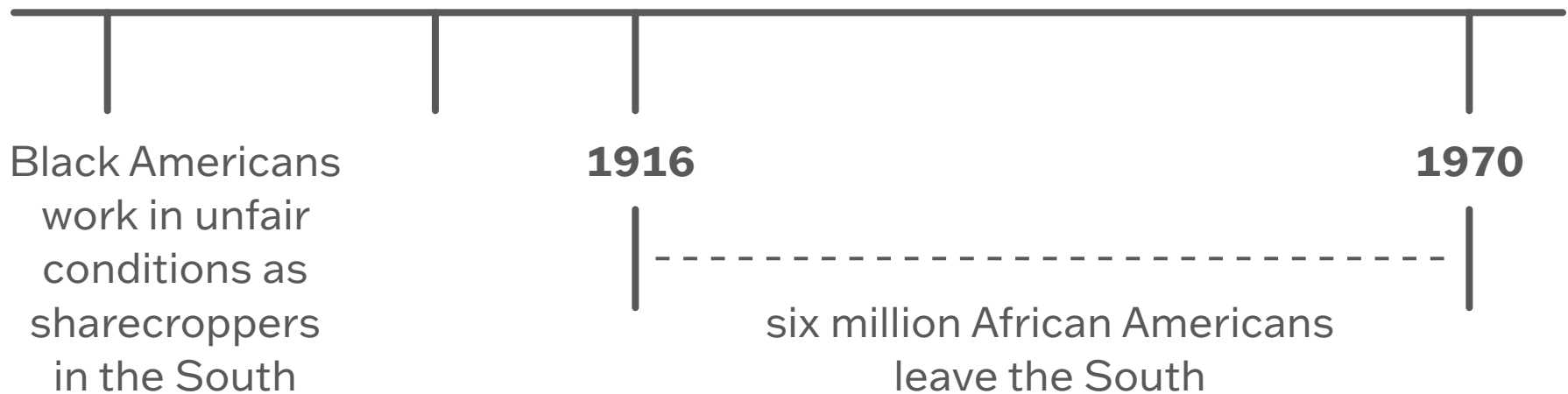
P to lessons 5, 23, and 29

Prologue Reference Charts

Coordinating Conjunctions

Conjunction	Purpose
and	connects similar ideas
but	connects different ideas
or	shows a choice between ideas
so	shows cause and effect

Great Migration Timeline



Prologue Student Resources

L8 | Research Questions

5 | Module 4 | Prologue to Lesson 8



Complete the chart.

Characteristics of good research questions:

not too narrow

open-ended

can be answered with evidence

	Characteristics	Effective? Ineffective?
Topic 1: push factors of the Great Migration		
Question 1: Why did Black Americans leave the South?		
Question 2: Did Black Americans leave Georgia?		

	Characteristics	Effective? Ineffective?
Topic 2: pull factors of the Great Migration		
Question 1: What newspapers influenced Black Americans' decisions to move north?		
Question 2: What attracted Black Americans to northern and western cities?		
Topic 3: the Harlem Renaissance		
Question 1: What were musicians thinking as they played music during the Harlem Renaissance?		
How did the Harlem Renaissance change forms of music?		

L23 | Conversations About Theme

5 | Module 4 | Prologue to Lesson 23



Examine the following conversations and identify strategies to clarify ideas about *Finding Langston*.

Theme: Reading can help us learn and make us feel.

Evidence: After Langston reads a poem by Langston Hughes, he says, “Feels like words from my heart” (Cline-Ransome 22).

Conversation 1

Discussion question: How does the evidence support the theme that reading can help us learn and make us feel?

Response 1: Langston says reading the poem is like reading words that came from his own heart.

Response 2: because he feels like that

Conversation 2

Discussion question: How does the evidence support the theme that reading can help us learn and make us feel?

1. Student A: One theme of *Finding Langston* is that reading can help us learn and make us feel.
2. Student B: I agree. For example, after Langston reads a poem by Langston Hughes, he says, “Feels like words from my heart” (22).
3. Student A: because he feels like that
4. Student B: What do you mean by “like that”?

5. Student A: the same as the poet
6. Student B: Can you clarify what you mean by using a full sentence?
7. Student A: After he reads the poem, Langston says he also feels he has picked up his life and put it down in the North.
8. Student B: Right, it's like how he feels after reading that other poem.
9. Student A: Can you clarify what you mean by adding text details?
10. Student B: On page 39, Langston reads a poem about a speaker that travels North because he hears things are good there, but his experience makes him frustrated. Then Langston says he isn't "the only Langston who was lied to" because he also feels like life in the North isn't what he was told it would be.

Clarify Ideas

Clarify What You Mean

- restate ideas by adding specific words or phrases
- use full sentences
- add details from the text

Help Others Clarify Their Ideas

- What do you mean by _____?
- Can you clarify what you mean by using a full sentence?
- Can you clarify what you mean by adding more text details?

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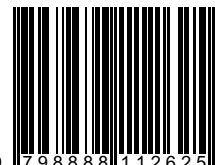
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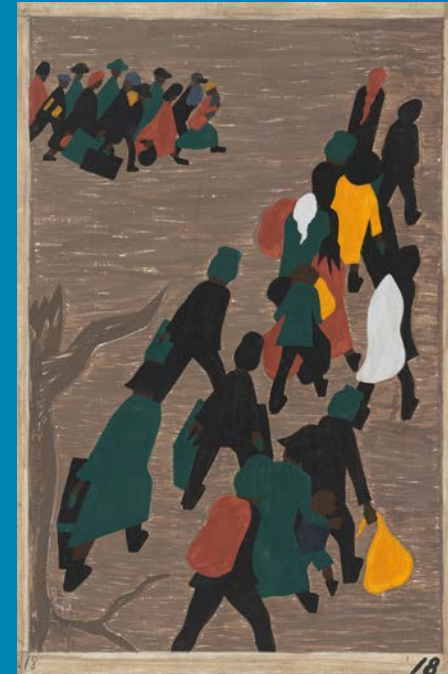
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panel 18 from *The Migration Series*,
1940–41

Jacob Lawrence (1917–2000)

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