Unit 1/Week 1

Title: Goin' Someplace Special

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.5.1, RL.5.2, RL.5.4; RF.3.3, RF.3.4; W.5.2, W.5.4, W.5.9; SL.5.1, SL.5.2, SL.5.6; L.5.1, L.5.2, L.5.4, L.5.5

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Confidence in yourself and pride for who you are and where you come from are something no one can take away.

Every situation gives an opportunity for learning.

 Synopsis

Tricia Ann begs her grandmother to be allowed to go to Someplace Special all on her own. Reluctantly, her grandmother agrees, telling her to remember to be proud of who she is. She gets the same message from all the older people she meets along her way. Even so, she gets discouraged and angry as she faces prejudice and injustice along her journey. Finally she reaches her destination: Someplace Special – the public library, where everyone is welcome.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| What does Mama Frances mean when she says, “Goin’ off alone is a mighty big step?”Explain Tricia Ann’s joke about “big steps.”  | Tricia Ann asks Mama Frances if she can “…go to Someplace Special by myself, today? Pretty please? I know where to go get off the bus and what streets to take and all.” She continues to beg…”Please may I go? Pretty please with marshmallows on top?” Indicating that this is the first time she will be on her own.Mama Frances answers, “Goin’ off alone is a mighty big step?” meaning that this is a new and unfamiliar experience. Mama Frances is worried about her granddaughter as evidenced in her words…Mama Frances chuckled, all the time studying her granddaughter’s face. “I trust you’ll be particular, and remember everything I’ve told you.” This was not only a big step for Tricia Ann, but also for Mama Frances, letting her granddaughter go.Tricia Ann demonstrates that she can “leap” out on her own with her joke of “taking a giant leap.”Tricia Ann convinces her grandmother that she will be careful, and remember “everything “ her grandmother has told her, “I will, I will…” Tricia Ann said, real confident-like… |
| Why does Mama Frances tell Tricia Ann to, “Hold yo head up and act like you b’long to somebody?” How does she want Tricia Ann to behave?  | She tells Patricia Ann to act with confidence and pride (hold your head up, and to represent her family well; “remember everything they taught her” (act like you belong to somebody – her family.) |
| What does Mama Frances mean when she tells Tricia Ann, “Those signs tell us where to sit but they can’t tell us what to think?” | Even though the sign tells them where colored people are allowed to sit on the bus, the sign can’t control what they are allowed to think about and believe. **Note: Explain to studnets that Jim Crow signs were signs used to tell people where black and white people were allowed to go to sit, eat, use the restroom, etc. Jim Crow laws were laws that kept black and white people apart.** |
| What did Mrs. Grannell tell Tricia Ann as she got off the bus about how she should behave while out on her own?  | “Carry yo’ self proud,” said Mrs. Grannell. Meaning to walk with confidence, know you matter. |
| Why do Tricia Ann’s legs change from “wobbly” to “sober”? What do the words wobbly and sober mean? | Tricia Ann’s legs change from “wobbly” (loose and unsteady), when she was dizzy and excited while playing near the fountain, to “sober”(calm, steady, careful), when she realized that she sat on the whites only bench. |
| In the text it states, “Her face fell, and she wished for mama Frances’ strong hand to hold. “Silly signs”, she muttered as she strutted away on sober legs.” What does that mean?  | She dismisses the words on the sign, and is more sober (or calm and careful) because she realized that not everybody is treated equal in the world. |
| What is significant about the Peace Fountain? Why is this setting important to the plot in the story?  |  It is ironic that the name given to the fountain is the “Peace Fountain”, and yet she cannot sit there. |
| What kind of street **vendor** is Jimmy Lee? What does he sell?  | Jimmy Lee sells pretzels. |
| Jimmy Lee tells Tricia Ann that her face is “all clouded up like a stormy day.” What does Jimmy Lee mean?  | She looks angry and upset. |
| Explain why both Jimmy Lee and Tricia Ann feel the Jim Crow laws are unfair?  | They can’t sit on the bus where they would like, or in the restaurant with other people. They do not have the same rights as white people. |
| People give you advice when they try to tell you something helpful. What advice does Jimmy give Tricia Ann as she crosses the street?  | “Don’t let those signs steal yo’ happiness,” Jimmy Lee called…Meaning do not let others take away your happiness. |
| Why does Mr. John Willis say that Tricia Ann’s “mouth is smiling, but her eyes aren’t?”  | Because he can tell that she is not really happy. She may have a smile on her face, but her eyes show sadness. |
| How did Tricia Ann end up in the hotel?  | She got caught or “swept” in the crowd that was rushing in to the lobby. |
| What happened to **sober** Tricia Ann from her excitement about being in the hotel lobby?  | Someone noticed that she was in the hotel where colored people were not allowed. She was embarrassed and her embarrassment made her sober (or calm). |
| What does it mean that Blooming Mary takes care of the garden with “neither permission nor pay?” Why do you think she takes care of the garden?  | No one told her she could take care of the garden (permission) and she doesn’t get paid to do (no pay). She must do it because she likes to or wants to. |
| Did Tricia Ann really hear Mama Frances’ voice? Explain.  | No she just remembered her words from the “many conversations they’d had in this quiet place,” before. |
| How did remembering her grandmother’s words help Tricia Ann? | She kept going to her special place. She was “determined.” (Focused on getting there no matter what.) Her grandmother’s words gave her courage.  |
| Where was Tricia Ann’s special place? What did Mama Frances tell her about why it was so special?  | The public library was special because everyone was welcome. Reading and learning were the way to be free. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**Words addressed with a question or task | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | ParticularStonemasonAddled | Jim Crow |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | ConfidentBlurtedReckonHeartSquaredBoundedStruttedStaggeredDeterminedChiseled | ConfidentSquareGlaringInchedSpectacularClenchedFoldedFareEdgeStealRuinsProtectionSteadyRouteApproachedRising |

Culminating Task

* Re-Read, Think, Discuss, Write

*Use details from the story that describe what Tricia Ann learned from the people she met and places she visited on her way to Someplace Special.*

Answer: Through her encounters, Tricia Ann is constantly reminded to believe in herself and that the places she visits demonstrate unfair the laws are for “people of color.”

This is just the gist of the response; students’ responses should be more detailed with evidence from the text. (i.e., the different bits of advice she got and the specific experiences she had on her way that taught her tough lessons.)

Additional Tasks

* *Why would the character Mama Frances refer to the library as “a doorway to freedom?”*

Answer: Because there is a place in the world where everyone is treated equally, creating hope.

* Fluency: Possible examples of dialect from the story.

“Mama Frances chuckled…”

…*Jimmy Le called after her*

“You lost child…”

* Word Choice: Have the students identify the words (verbs) the author uses to describe how Tricia Ann moves through the story. How do the words (verbs) illustrate Tricia Ann’s changes?

Answer: strutted, backing out, headed determined-like, skipped, bounded: This illustrates how her confidence grows throughout the story.

Note to Teacher

* Discuss the parts in the text that utilize the specific dialect.
* For English Language learners:
* Include specific discussion around idioms found in the story:
	+ *Heart of downtown*
	+ *Caught in the crowd, swept inside*
	+ *Smack in the middle*
	+ *Watermelons bloomed in January*