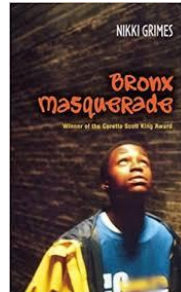


Bronx Masquerade



ISBN-10 0-8037-2569-8

ISBN-13 978-0-8037-2569-0

Author Grimes, Nikki

Publisher Speak

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Lexile 670L

Genre Young Adult

Synopsis An intriguing look into the life of eighteen urban teens.

Themes Human Rights, Prejudice

Protagonist Classmates, teens

Note Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

More Information www.scu.edu/character



Character Based Literacy Program

Independent Study Lesson Plan

Bronx Masquerade, Introduction



***Bronx Masquerade* by Nikki Grimes**

Focus and goals for this unit: Informative/Explanatory Essay

Unit Roadmap

- Unit's big idea or theme = **Integrity Requires Wholeness**
- **Definition: Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.**

For the final writing product you will be writing a five-paragraph **Informative /Explanatory** essay, which teaches or informs your reader about a subject. This type of essay can explain how something works, how to perform a task, the steps in a procedure, or why something is the way it is. Ultimately, the reader should have a better understanding of the subject after reading your paper.

Purpose

To explain, inform, teach, or clarify a topic to the reader

Important Aspects

Know your audience

Assume that the reader knows nothing about this topic, but don't detail every single step in such minute detail that you bore your reader.

Chose a topic that interests you, some examples are.

Harlem Renaissance or another subject that interests you

How to _____.

Effects of drugs on unborn children.

Social and economic benefits of graduating high school.

Social and economic effects of literacy.

Is social media undermining our ability to have relationships?

Effect of social media and "friends"

How do bullies affect others?

Day 1	Chose a topic that interests you
Day 2	Brainstorm all of the information you know about your topic Choose which content is relevant.
Day 3	Using the information you brainstormed cluster your information in the following categories: Definitions, Classification, Comparison Contrast Cause and effect Note: you may not need all the categories
Day 6	Develop your topic (add) Relevant facts Definitions Details Quotes Examples
Day 7-10	Start writing the support paragraphs for your paper. Add definitions, facts, and information to your paragraphs
Day 11-12	Write a concluding paragraph which summaries your facts and supports the information you presented
Day 13-14	Edit your final paper

Character Based Literacy Program

Independent Study Lesson Plan

Bronx Masquerade, Week 1



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is the Harlem Renaissance?

What is domestic violence?

What rate of teens are affected by domestic violence?

Who is Claude McKay?

What are the challenges of being a teen parent?

Who are Sheryl Crow and Lauryn Hill?

Word Wall Here are vocabulary words to add to the Word Wall.

particular pg. 3	renaissance pg. 4	cocked pg. 4	considering	deferred
commences pg. 12	husky pg. 13	hailed pg. 13	gawking pg. 14	fabrications pg. 14
identity pg. 25	launch pg. 25	tirade pg. 25	fumble pg. 26	grief pg. 29
guzzle pg. 35	precious pg. 35	despise pg. 35	crucifix pg. 36	entwine pg. 38
elegant pg. 46	original pg. 47	bulge pg. 48	reputation pg. 52	cue pg. 52

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read pg. 3-57

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Classroom Web-Throughout the novel, you will be introduced to new students in the class. Create an Open Mind Portrait for each student you meet.

Create their likeness;

Add their name to the picture;

Write 3-5 facts about each student:

Add 2-3 thoughts for each student

How do they perceive themselves?

How do others see them?

You will add to this as you read.

Using yarn connect the students together who have created positive relationships be getting to know each other.

- **Add Wesley and Tyrone**
- **Add Chankara and Raul**
- **Add Devon and Diandra**
- **Add thoughts to Tyrone**
- **Add Lupe and Gloria**
- **Add Leslie and Janelle**

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Future Collage

Tyrone writes a poem about his future.

Create a collage that depicts what you want in your future.

You can use magazines, newspapers, and sketches to create your collage.

Setting Chart

Create a setting chart for the novel.

Write a paragraph supporting why the setting the author chose is effective for this novel.

Sketch

Read Diandra's poem on page 27.

Sketch or visually represent her poem.

Poster

Reread Gloria's story from page 40-42.
Create a poster that depicts what her life is like with the baby.
Represent her challenges visually.

Venn Diagram

Create a Venn Diagram
On one side share how Lupe thinks a baby will change her life.
On the other side list the realities of having a child as a teen from Gloria's perspective.
List the area's that might overlap.
Use the diagram to write a paragraph on the challenges of having a child.

Comic

Create a comic strip that represents Janelle or Leslie.
Use at least 6 panels and include thought bubbles.

Life Preserver

Leslie writes about a life preserver call friendship and how it has helped her, page 55. Create a life preserver. On it list the things that you cling onto when you are in trouble or are "sinking".

Discussion

Key Questions pg. 3-11

1. What age do these students seem?
2. How does this first interaction with poetry change the dynamics in Mr. Ward's class? What was the experience like for Wesley when he read his poem? What descriptions does the author use about him (page 4)? Do you think that paints an accurate picture? Explain.
3. Who is Langston Hughes and why is Wesley honoring him?
4. What is the Harlem Renaissance and why would they be studying that?
5. What does Tyrone think about his future and why?
6. What are the statistics about black on black crime?
<http://www.bjs.gov/content/pub/pdf/bvvc.pdf>
<http://www.safetyandjustice.org/node/260>
How does this understanding affect Tyrone?
7. Which student's poem affected you more? Explain.

Key Questions pg. 12-23

1. Why would Chankara's sister stay in an abusive relationship?
2. What is Chankara's reaction to her abuser?
3. How do her friends react to her bruise? Which one shows the most support? Why? Who shows the least? Explain.
4. Tyrone's father beat his mother. How what factors contributed to the abuse?
5. What does Raul get from painting? How do you find beauty in people?
6. What stereotype is broken when Raul reads his poem?
7. Who is acting as the narrator of the story?

Key Questions pg. 24-33

1. On page 25 Diondra mentions they have been talking about identity. What is identity? What contributes to a person's identity?
2. Why doesn't Diondra sign her work? What is her fear?
3. What does Diondra's father want from her? What is she prepared to give him?
4. What is Devon's fear?
5. Why do you think he feels that way?
6. What conclusion does he come to?

Key Questions pg. 34-45

1. What is Lupe's relationship with Rosa? Who is Rosa? How old do you think she is? Why is caring for her fun for Lupe?
2. "*Her toes are like tiny Churros you want to nibble all the time.*" Pg. 35 What literary device is the author using? How does this strategy make that statement powerful?
3. Lupe's father left. Her stepfather is not caring but he provides for her? Which one would you consider the better father? Explain.
4. What's the reality of having a baby? How did Gloria's life change?
5. How is that different from what Lupe thinks it would be like?

Key Questions pg. 46-57

1. What was Janelle doing? How does talking to herself help her process what is happening around her?
2. What is Janelle's view of Judianne? How does she stereotype her? Explain.
3. What did Leslie's mother die of?
4. What happened to Porscha's mother? Do you think one would be harder to deal with than another?
5. How were the girls able to find common ground? Explain.
6. How is the author using Tyrone in the novel? Do you think he helps create a common voice? If the novel did not have his perspective would it be effective?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph Page 11:

Say no to police brutality and causing fatality. Say no to race hate. Don't underestimate the power of love. But most of all take two poems and call me in the morning.

Writing Prompt

What are Tyrone's thoughts about his future? What are his fears? How do his fears relate to his poem? What do you think the last line of his poem means? Can a poem be as healing as music?

Write a one paragraph informative/explanatory text in which you share how poetry can be as healing. Introduce your topic and preview what is to follow.

Organize your ideas clearly. Develop your topic with facts, definitions, details, or quotes. Use appropriate transitions to create cohesion. Use precise language to explain the topic. Conclude with a statement that supports your thesis.

Final Writing Product

Chose a topic that interests you.

Key Paragraph Page 16:

“He’ll never do it again,” she swears. But he will, because she’ll let him. Now, me? I’ve got not use for lame excuses or imitation love that packs a punch.

Writing Prompt

<http://www.domesticviolence.org/>

<http://www.thehotline.org/>

Look at the domestic violence websites.

What are the patterns within domestic violence (for both victim and perpetrator)

What can you do to get out of them?

Write an informative text to examine Domestic Violence and answering the above questions. Introduce your topic. Develop your topic with relevant facts and information. Use appropriate transitions and language. Establish and maintain formal style. Provide a concluding statements that follows form and supports the information presented.

Final writing product

Day 2- Brainstorm all of the information you know about your topic. Choose which content is relevant.

Key Paragraph Page 29:

The law is to be cool, be tough, play ball, and use books for weight training—not reading. Otherwise, everybody gives you grief.

Page 31:

Which gets me thinking. Maybe it’s time I quit sneaking in and out of the library like some thief. Maybe it’s time I just started being who I am.

Writing Prompt

Why do you think it is difficult to be your true self sometimes? What advice would you give Devon? In what way does it take integrity and courage to be yourself? What are the advantages? What freedoms come from experiencing who you are? Consider what it takes to be a genuine person.

1. You have high self-esteem.
2. You embrace vulnerability.
3. You share your true thoughts, beliefs and opinions with the world.
4. You openly give and receive compliments.
5. You really listen -- and prefer deep conversations.
6. You're driven by an inner voice rather than your surroundings.

http://www.huffingtonpost.com/2014/07/29/genuine-people-traits-authenticity_n_5614238.html

Write a one-page paragraph in which you explain why it is important to strive to be genuine to who you are as a person and to others. Introduce your topic clearly. Develop the topic with relevant facts and details. Use appropriate transitions and precise language. Establish and maintain formal style. Provide a concluding statement which follows form and supports the information presented.

Final Writing Product

Day 3-5	Using the information you brainstormed cluster your information in the following categories: Definitions, Classification, Comparison Contrast Cause and effect Note: you may not need all the categories
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Key Paragraph Page 42:

I still got two years before I graduate. But I've got to make it, and I've got to go to college. Period. Angel's father already told me straight-up he ain't having nothing to do with this baby, so it's on me. Mami say's she'll help, but it's me who has to make a good life for Angel. It's like she says, my life ain't just about me anymore. It's about my son. Lupe has not idea how lucky she is. How can I get through to her?

Writing Prompt

Why do you think Lupe thinks having a baby will make her life 'better'? What would Gloria's opinion be on the matter? Look at the articles below or investigate your own.

Write an informative or explanatory text to convey the challenges of having a child as a teen. Introduce your topic clearly. Develop the topic with relevant facts, definitions, and details. Use appropriate transitions. Use precise language, establish a formal style. Provide a concluding statement which follows forms and supports the information presented.

<http://www.livestrong.com/article/146370-the-problems-faced-by-teen-parents/>
<http://www.livestrong.com/article/1002604-social-problems-pregnant-teenager/>
<http://www.livestrong.com/article/113172-risks-teenage-pregnancy/>

Final Writing Product

Day 3-5	Using the information you brainstormed cluster your information in the following categories: Definitions, Classification, Comparison Contrast Cause and effect
---------	--

	*Note: you may not need all the categories
--	--

Key Paragraph Page 54:

Last month, Mr. Ward gave our class an assignment to write a poem about what frightens us most, in honor of Halloween. A year ago, I might have written about something silly, like ghosts, which I don't believe in, and even if I did, ghosts would not be at the top of my list. The scariest thing I can think of now is being all alone in the world.

Writing Prompt

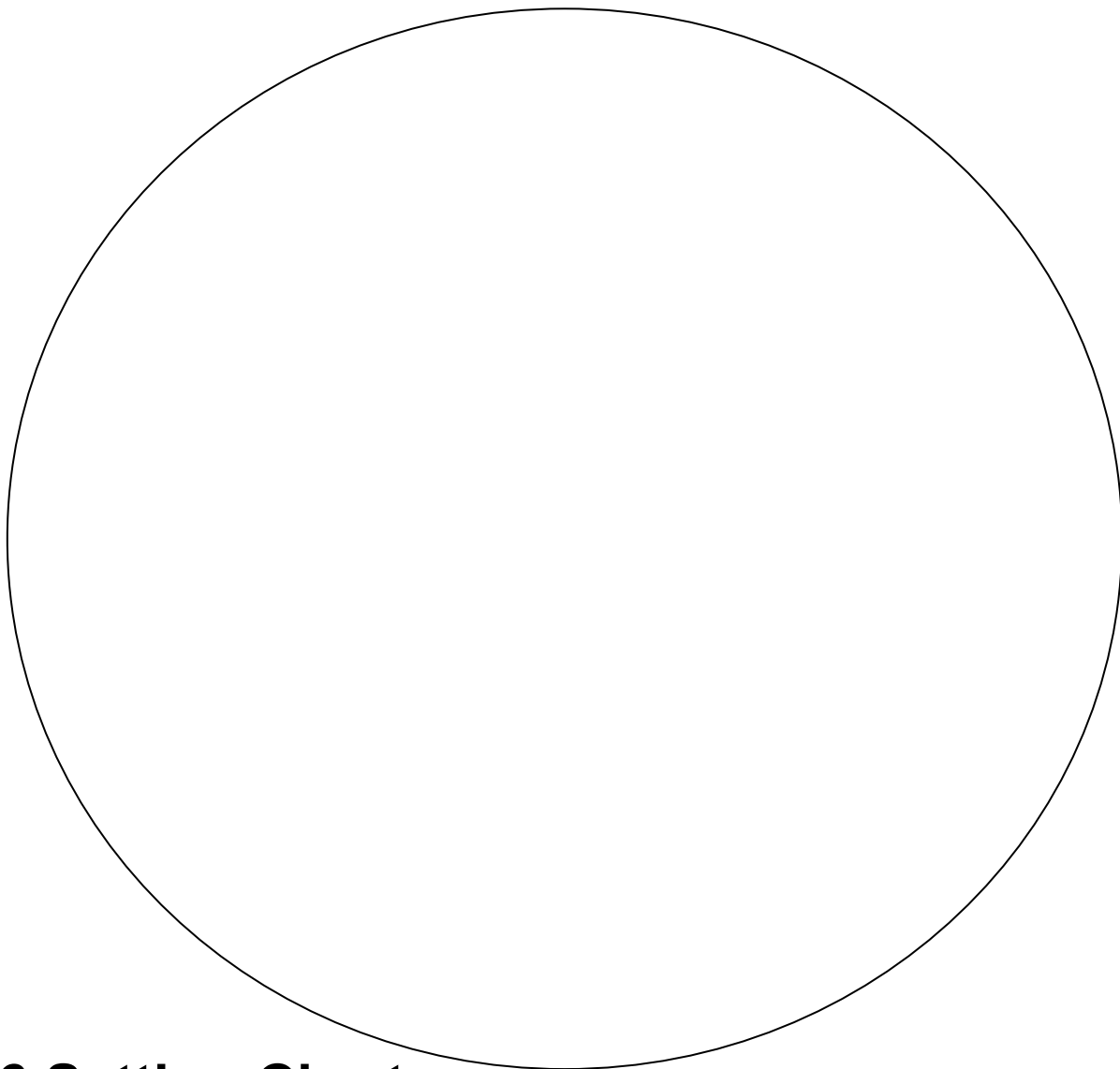
Mr. Ward wants the class to write about their fears. Leslie describes her interaction with Porsche as being from two different planets but they find common ground and meet in the middle.

Write a one paragraph explanatory paragraph in which you explain how friendships grow and develop. Introduce your topic. Organize your ideas and information. Develop the topic with relevant facts and definitions, concrete details, and examples. Use appropriate transitions. Provide a concluding statement which follows forms and supports your thesis.

Final Writing Product

Day 3-5	Using the information you brainstormed cluster your information in the following categories: Definitions, Classification, Comparison Contrast Cause and effect Note: you may not need all the categories
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6g6 Venn Diagram Chart



1g6 Setting Chart

Where	When
Time	Weather

Character Based Literacy Program

Independent Study Lesson Plan

Bronx Masquerade, Week 2



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is a transformation?

Who was Georgia Douglas Johnson?

Who is Baraka?

What is a friend?

How do you make friends?

What does it mean to dream?

Word Wall Here are vocabulary words to add to the Word Wall.

funky pg. 58	accentuate pg. 59	transformation pg. 61	nape pg. 62	deafening pg. 63
deny pg. 71	staring pg. 71	superimposed pg. 72	aggravated pg. 74	stifled pg. 74
superficial pg. 82	judgments pg. 82	permission pg. 83	imaginary pg. 97	fret pg. 87
evaporating pg. 96	concentrating pg. 97	struts pg. 98	distraction pg. 99	betraying pg. 103
proverbial pg. 109	discriminated pg. 109	affection pg. 110	designation pg. 111	identity pg. 114

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read pg. 58-121

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Classroom Web-Throughout the novel, you will be introduced to new students in the class. Create an Open Mind Portrait for each student you meet.

Create their likeness;

Add their name to the picture;

Write 3-5 facts about each student:

Add 2-3 thoughts for each student

How do they perceive themselves?

How do others see them?

You will add to this as you read.

Using yarn connect the students together who have created positive relationships be getting to know each other.

- **Add Judianne and add to your pictures for Lupe and Tyrone**
- **Add to Janelle and Tyrone**
- **Create an OMP for Tanisha**
- **Add to Devon's OMP**
- **Create a poster for Sterling S. Hughes**
- **Add Diondra and Amy**
- **Add Sheila and Steve**
- **Add new thoughts and ideas to Tyrone**

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Transformation Poster

If you can transform yourself into anything you want what would it be?

Create a drawing of your "new self".

Add 3-5 reasons why that transformation would benefit you.

Investigate the “Women of the Harlem Renaissance”

http://womenshistory.about.com/od/harlemrenaissance/a/dreaming_color.htm

Create a diagram, poster, or Venn that depicts how life had changed for women of color during this time.

Poster/Advertisement

Create a poster or advertisement to assist people when they make friends.

Name your company.

What is your motto?

What are the benefits of having friends?

Give 2-3 examples of how to make a new friend.

Cite your contact information.

Research Pedro Pietri

Create a Cube with his information.

Use the cube to write a summary about him.

<http://www.poets.org/poetsorg/poet/pedro-pietri>

Mobile.

Create a mobile of the characters with icons of what they are interested in. For instance, you may cut out or make a small guitar to represent or a book to represent Devon’s love of reading and literature. You will have 4 days to add to this and finish this! (Days 10-13)

Discussion

Key Questions pg. 58-69

1. In this chapter you see how the characters are individuals but they all want something one of the other’s have? What is happening to the characters? How are they becoming more human?
2. What kind of harm is caused when a person is teased, even if the other person said they were just kidding?
3. Why do people accept teasing? What should Judianne’s mother done for her?
4. When Judianne refers to her great transformation what other word or phrase do you think of?
5. Why does Lupe feel so alone?
6. Can friends help fill a gap when family is missing? How do you ensure that gap is filled with positive influences?

Key Questions pg. 70-81

1. What does Janelle learn about Judianne? What do they have in common? What happened when they learned someone else was hearing their conversation? Why does Judianne lash out?
2. Why do people spend so much time trying to be different when it is our nature to want to be accepted?
3. How does Tanisha feel about her looks? What is missing for her?
4. How do others treat her? Is she treated well because of her brains or her looks?

5. Who has Tanisha chosen to surround herself with? Why?

Key Questions pg. 82-94

1. What does Devon realize about himself? Why would he be ashamed to read in front of others?
2. In his poem "Black Box" what is he trying to convey?
3. What does Sterling want to do when he grows up? What do people expect from him?
4. How did he handle the conflict with his shoes and the honey? What would you do to handle that conflict?
5. What other talents does he possess?
6. Why does he trust in a higher power? Why doesn't he want to react to the boys at school?

Key Questions pg. 95-107

1. What change has occurred in Diondra? Where is she spending her time?
2. Diondra's poem is "to be continued" what do you think the author is trying to convey about this character? Do you agree?
3. What is Diondra good at and who appreciates her?
4. What does Tyrone want to do? How has his attitude changed? What factors contributed to this change for him?
5. Why does Amy feel so 'cold'?
6. Can you toughen up and still rely on another person? Amy's tough exterior is a mask for what?
7. What advice does Sterling give Amy? Do you think he is correct in his assessment? Explain.
8. How does the author depict Amy after the divorce, page 104? Do you think this is a good assessment of what happens? What literary device did the author use to convey this emotion?

Key Questions pg. 108-121

1. Why does Sheila want to change her name?
2. How does she other people?
3. What does she resent about her parents?
4. How does she describe her life and her identity (page 110)?
5. Does a name matter? Are you represented by your name? Explain.
6. How did Steve's dream change?
7. What does he do to keep his dream alive?
8. Steve *kicked his doubts to the back of the closet*. What does he mean by that statement?
9. What is Tyrone's reaction to Steve's poem?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph Page 66:

We must've talked for an hour. I can't remember half of what we talked about, except that Leslie said friends can be like familia. Only she pronounced it fama-lea. It took me a minute to figure out what she meant. Anyway, she was right. So I don't have a boyfriend. So what? Neither does Janelle. Or Gloria. Or Leslie. But we have each other.

Writing Prompt

Write a one paragraph informative text to examine the differences and similarities of friends and families. Can friends help us honor ourselves and to the right thing? How do you ensure you are surrounded by positive people? How can these relationships help us honor mothers and fathers who may have passed? Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Final Writing Product

Day 6	Develop your topic (add) Relevant facts Definitions Details Quotes Examples
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Key Paragraph Page 76:

So I give up. Let 'em say what they want. I am not a skin color or a hank of wavy hair. I am a person, and if they don't get that, it's their problem, not mine.

Writing Prompt

Why do you think there is conflict over (fill in the blank—hair, skin, interests) within the same race?

Write a 1 paragraph explanatory text in which you inform your reader. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Final Writing Product Day 7-10	Start writing the support paragraphs for your paper. Add definitions, facts, and information to your paragraphs
Day 11-12	Write a concluding paragraph which summarizes your facts and supports the information you presented
Day 13-14	Edit your final paper

Key Paragraph Page 86:

“I look around this class and nobody I see fits into the box I used to put them in. Startin’ with Mr. Ward. I figured him for a light weight do-gooder who would last about five minutes in this neighborhood. But he stuck, and he got this poetry thing going.”

Writing Prompt

In today’s reading Devon focused his poem on labels and being put in a box.

Write an informative/explanatory text to explain why “labels” and boxes are detrimental to people and what can be gained by not putting labels on people.

Introduce your topic. Develop it with relevant facts, definitions, and details, Use appropriate transitions, provide a concluding statement which follows form and support the information presented.

Final Writing Product

Day 7-10	Start writing the support paragraphs for your paper. Add definitions, facts, and information to your paragraphs
Day 11-12	Write a concluding paragraph which summarizes your facts and supports the information you presented
Day 13-14	Edit your final paper

Key Paragraph Page 104:

Sterling’s right. I haven’t’ been trying. Not since my parents divorced. I’ve been afraid to get close to anyone. When my mom left, I was suddenly out of orbit. It’s like the she was the sun, and when she took off, the only thing left was a big black hole where she used to be. Now the idea of letting somebody else get that close...I don’t know. I’m just not ready. I wonder if I ever will be.

Writing Prompt

After a person has gotten ‘hurt’ emotionally, why do you think it’s hard to get close to someone again? What advice would you give Amy if you were her friend?

Write a one paragraph explanatory text in which you share the benefits of friendship with Amy. Introduce a topic clearly, previewing what is to follow;

organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Final Writing Product

Day 7-10	Start writing the support paragraphs for your paper. Add definitions, facts, and information to your paragraphs
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Key Paragraph Page 110:

Some days I wake up wondering if I'm adopted. I try my life on like a dress, and it doesn't fit. I know this life is mine because the label has my name on it, but what kind of name is Sheila? It doesn't tell you who I am, or where I came from. Sheila could be anybody...But I definitely want something more ethnic. A name that tells a story. A name with roots. That's what I want people to understand.

Writing Prompt

Do you feel like your name 'fits' you? Why or why not? If you could change your name, what name would you want and why?

Write an informative text on names and how they are an important representation of who we are. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

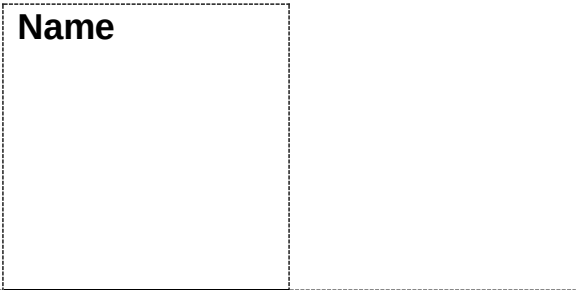
<http://www.behindthename.com/>

Final Writing Product

Day 7-10	Start writing the support paragraphs for your paper. Add definitions, facts, and information to your paragraphs
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4c12 Cubing Who, What, When, Where, Why

Name



		Who	
	What	When	Where
		Why	

Character Based Literacy Program

Independent Study Lesson Plan

Bronx Masquerade, Week 3



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is dyslexia?

What does it mean to “be yourself”?

What is confidence?

How does your confidence affect you?

What is an “epilog”?

Word Wall Here are vocabulary words to add to the Word Wall.

melodies pg. 123	published pg. 124	participating pg. 124	moron pg. 124	cipher pg. 128
ethnic pg. 133	pinned pg. 135	examination pg. 137	confrontation pg. 137	podium pg. 138
concerned pg. 146	decent pg. 147	envy pg. 148	imagine pg. 150	scholarship pg. 152
startled pg. 157	patience pg. 157	leering pg. 157	procession pg. 161	anthology pg. 163

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read pg. 123-167

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Classroom Web-Throughout the novel, you will be introduced to new students in the class. Create an Open Mind Portrait for each student you meet.

Create their likeness;

Add their name to the picture;

Write 3-5 facts about each student:

Add 2-3 thoughts for each student

How do they perceive themselves?

How do others see them?

You will add to this as you read.

Using yarn connect the students together who have created positive relationships be getting to know each other.

- **Add Raynard to the web.**
- **Continue to add thoughts and ideas to Tyrone.**
- **Add thoughts to Sheila, Tyrone, and Janelle.**
- **Add to Lupe, Tyrone, and Sheila.**
- **Add new thoughts to Porsha, Tyrone, and Mei.**
- **Using yarn, connect the students who have made connections and positively impacted one another.**
- **Complete the web.**

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Mobile.

Add to the Mobile.

Create a mobile of the characters with icons of what they are interested in. For instance, you may cut out or make a small guitar to represent or a book to represent Devon's love of reading and literature. You will have 4 days to add to this and finish this. (Days 10-13)

Poster

Create a poster or collage that represents who you are and who you want to become. Use pictures, words, and magazines to depict YOU.

Mobile

Create a mobile of the characters with icons of what they are interested in. For instance, you may cut out or make a small guitar to represent or a book to represent Devon's love of reading and literature. You will have 4 days to add to this and finish this!

Postcard

Write a postcard to the author share how you liked the book and how it impacted you. On the opposite side, draw a picture of something positive you like about yourself.

Discussion

Key Questions pg. 123-132

1. What is Raynard's mother's favorite saying? How does that translate to all of us? Why is it sometimes hard to take that advice?
2. Can you relate to Raynard?
3. Can you guess what Raynard's hesitation might have been earlier in the year in terms of not wanting to read a poem aloud?
4. What is the overall theme of "Dyslexia"?
5. What is the overall theme of "News at Five"?
6. Do you think they boys are accurate in their assessment of the news and of teens/kinds in general? Explain.
7. If you could tell the world one thing, what would it be?

Key Questions pg. 133-143

1. 'Get a clue girl, everyone is different', page. 134. What is Wesley trying to tell Shelia? Is this advice easy to take? Explain.
2. What is acceptance? Why do we spend so much time trying to fit in? Can you fit in and still be unique?
3. What happens to people who as they age keep reinventing themselves?
4. How do the readings affect Janelle? Is she starting to get comfortable? How is she starting to connect with people?
5. What affect did the newspaper write up have on the class?
6. Why doesn't the media follow and report positive things that are happening in the world?

Key Questions pg. 146-156

1. What does Lupe share with Janelle about her date? What is her focus? Can you date and have fun with people without having a "relationship"?
2. What does Lupe want for herself? How has her focused changed from the beginning of the novel? Is it OK to change what you want for yourself?
3. Lupe's sister "wished" she went to college. What does Lupe realize about what it takes to make dreams reality?
4. How has Lupe changed and defined herself? What does Tyrone notice?
5. Diondra is hoping her dad will start to understand her dreams. What if he doesn't? What happens next? Explain.

6. Tyrone and the class realize that they control their future. If you had that in your mind daily, would you change how you make decisions? Are you more or less empowered if you know you are in control?

Key Questions pg. 157-167

1. What does Porsha learn about herself and her relationship with her mother?
2. Porsha was a victim of being bullied. What impacted her more, being bullied, or her reaction to the bully? Explain.
3. What is Porsha scared of?
4. How does she see the class and others differently?
5. What kind of impact do you think Open Mike Fridays could have on students? Do you think Mr. Ward was expecting this reaction?
6. Tyrone speaks for the class. What impact did the Open Mike's have on the class? How does this lesson affect future students?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph Page 131:

"Come tomorrow, we will be the ones to write the news. Starting now, we can create ourselves a whole new crew."

Writing Prompt

In what ways are the boys trying to dispel the myth of kids and teens regardless of race or color? What is their viewpoint and what are they trying to say to their audience.

Write a one paragraph explanatory text in which you explain the teen issues they boys are ciphering about. Introduce your topic clearly. Develop your topic with relevant facts, definitions, concrete details, and examples. Use appropriate transitions to create cohesion. Provide a concluding statement that follows form and supports your introduction.

Final Writing Product

Day 11-12	Write a concluding paragraph which summaries your facts and supports the information you presented
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Key Paragraph Page 141:

Everybody really listened to what I had to say, even the guys. Tyrone, Wesley, Steve, Raul, and Devon—they all stared at me like I was someone special. And nobody cared about the size of my body. Not even me.

Writing Prompt

How are the poetry readings helping the kids see themselves? What change has occurred in Janelle and how is she seeing herself?

Write a one paragraph informative text in which share ways for people/teens to "be themselves". How can people define themselves in a positive and natural way? Introduce your topic and preview what is to follow. Develop the

topic with clear and relevant facts, definitions, and details. Use appropriate transitions. Establish and maintain formal style. Provide a concluding statement that follows forms and supports the information presented.

Final Writing Product

Day 11-12	Write a concluding paragraph which summaries your facts and supports the information you presented
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Key Paragraph Page 156:

“the future is ours. Let us have it. That’s what she’s saying. That’s what we’re all saying. But, I’m lucky. These days my moms ain’t trying to push me in one direction or another. She’s just glad I have one. “

Writing Prompt

They students are realizing they are in control of their next steps. Why is it important to position yourself to make your own choices? What happens if people let others chose for them?

Write an informative text in which you share how making positive choices and taking steps lead to being empowered and confident. How does the opposite lead to becoming a victim?

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, and comparison/contrast. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Final Writing Product

Day 13-14	Edit your final paper
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Key Paragraph Page 167:

Their teacher is supposed to be doing poetry again next year. Maybe I’ll get his class. Who knows? I can think of worse things.

Writing Prompt

If you had the opportunity, would you want to sign up for Mr. Ward’s class? Would you have the courage and integrity to be able to share your poems with others?

Write an informative text in which you share how this class could affect you in a positive way. What would you want others to know about you that they don’t know? What perceptions would you want to break? Introduce your topic. Develop your topic with relevant facts. Use appropriate transitions. Use precise language. Provide a concluding statement that follows form and supports the information presented.

Character Based Literacy Program

Independent Study Lesson Plan

Bronx Masquerade, Final Writing Product



Final Writing Product

Day 13-14	Edit your final paper
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For the final writing product you will be writing a five-paragraph **Informative/Explanatory** essay that teaches or informs your reader about a subject. This type of essay can explain how something works, how to perform a task, the steps in a procedure, or why something is the way it is. Ultimately, the reader should have a better understanding of the subject after reading your paper.

Purpose

To explain, inform, teach, or clarify a topic to the reader

Important Aspects

Know your audience

Assume that the reader knows nothing about this topic, but don't detail every single step in such minute detail that you bore your reader.

Chose a topic that interests you, some examples are.

Harlem Renaissance

Effects of drugs on unborn children.

Social and economic benefits of graduating high school.

Social and economic effects of literacy.

Is social media undermining our ability to have relationships?

Effect of social media and "friends"

How do bullies affect others?

Day 1	Chose a topic that interests you
Day 2	Brainstorm all of the information you know about your topic Choose which content is relevant.
Day 3	Using the information you brainstormed cluster your information in the following categories: Definitions, Classification, Comparison Contrast Cause and effect Note: you may not need all the categories
Day 6	Develop your topic (add)

	Relevant facts Definitions Details Quotes Examples
Day 7-10	Start writing the support paragraphs for your paper. Add definitions, facts, and information to your paragraphs
Day 11-12	Write a concluding paragraph which summaries your facts and supports the information you presented
Day 13-14	Edit your final paper