

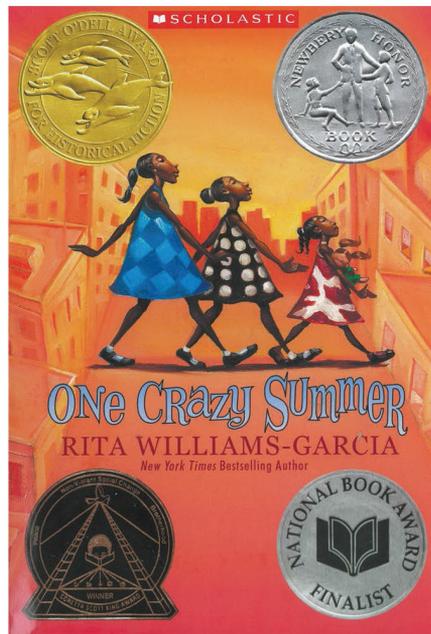
Reading ^{with} Relevance

Building INDEPENDENT READERS and THINKERS

A Sample Guide For

One Crazy Summer

A novel by Rita Williams-Garcia



Recommended for:
Grade Levels
5th-7th

A tool to inspire change

This literacy curriculum is constructed around a content-rich novel that builds students' literacy skills and supports their character development and self-confidence. Students are motivated to read because they relate to the strong, diverse, and resilient characters featured in our selected novels and because each session gives them the opportunity to connect what they've read to their own lives.

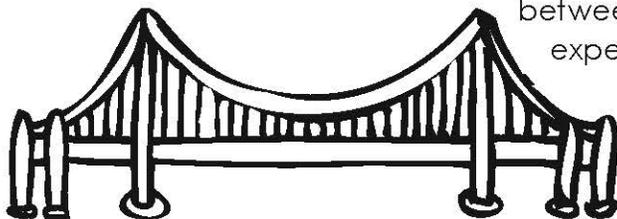
Developed, field-tested, and refined in our own tutoring and mentoring programs, this Common Core Standards curriculum has inspired persistently low-performing students to engage with literature, make meaning in their lives, and improve their English language arts skills. Now, *Reading with Relevance* is available to help you dig deep into the social, emotional, and academic needs of your students, whether in your classroom, after-school program, or youth development agency!



Why *One Crazy Summer*

One Crazy Summer tells the story of three sisters who spend the summer of 1968 in Oakland with their estranged mother. As they get to know her, they explore a new city bubbling with diversity, activism, and social change. We chose this novel for its powerful attention to rich social and emotional themes: race, ethnic pride, activism, family, and community. Students will find themselves relating to, and being inspired by, the sisters' time in Oakland. This curriculum will help students build connections

between the sisters' experiences and their own.



A full teacher's guide includes:

- A facilitator's guide with tips and resources for implementing the curriculum.
- A map of Common Core Standards addressed through this program.
- Fifteen individual lesson plans, including vocabulary, discussion questions, journal prompts, extension activities, and all handouts.
- Two assessments to monitor student progress throughout the program.
- Regular checkpoints to help teachers assess their students' progress on ELA standards.
- A culminating essay-writing unit.
- An appendix with additional teaching resources and activities to continue exploring this novel.

Session 7

pages 86-101

Vocabulary

indulgence (pg 89): n., something that is pleasurable, a treat

begrudgingly (pg 91): adv., done with resentment

wilt (pg 96): v., fade away, to become smaller

defiant (pg 97): adj., disobedient, rebellious

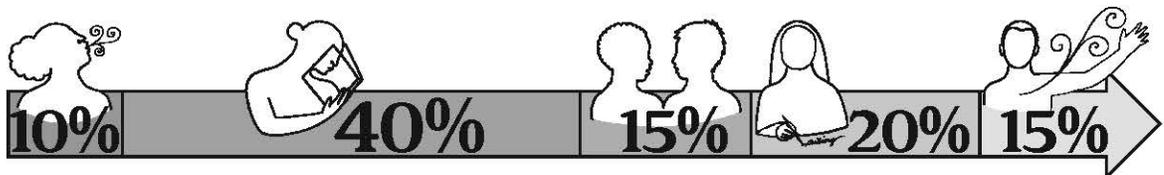
knack (pg 98): n., ability, skill

Today's Theme

Non-violence is a strong theme in today's reading. Sister Mukumbu tells Delphine and the eldest Ankton sister that they have greater causes to fight for than to fight with one another. Sister Mukumbu helps the girls resolve their conflict, and they begin to discover some of their commonalities as big sisters. Talk to your students about how they handle their feelings and choices when they are upset about something. Can they resolve conflicts in non-violent, peaceful ways? Why is this important?

Session 6 Recap

At the center, the sisters receive a lesson on social revolutionaries like Huey Newton and Che Guevara. Delphine recognizes a boy, Hirohito, as the boy who almost ran them over when they were walking to Ming's. Vonetta declares that she and her sisters are not in Oakland to learn about contributing to a revolution, but to meet their mother, which incites an uproar of laughter from everyone in class except Hirohito. At sundown, the girls return to Cecile's and eat more Chinese food on the floor; they bombard Cecile with questions about the name Sister Inzilla. Delphine remembers the time she discovered her name wasn't a unique creation like Vonetta's, but was in reference to a dolphin.



During Reading

militants (pg 87): referring to someone who is vigorously active, combative, and aggressive, especially in support of a cause

beret (pg 88): a style of hat originating in France that became popular among artists in the 1960s

disc jockey (pg 89): a "DJ," someone who plays songs on the radio or at a concert

Chatty Cathy (pg 93): reference to a doll of the time period that talked a lot

chop suey (pg 92): a Chinese food dish

dug (pg 99): a slang term for liking something

Discussion Questions

- What do you think Delphine was waiting to see happen between the white delivery man and the Black Panthers at the center?
- How are Delphine's feelings about the center beginning to change?
- What do the messages on the posters in Sister Mukumbu's classroom say?
- Why does Vonetta side with the Ankton sisters instead of with her own?
- What did Vonetta break that Fern never told on her for?
- Why do you think Vonetta colored Fern's baby doll? What do you think about this?
- What did Delphine think of the stories in the newspaper?
- Why did Sister Mukumbu let Delphine buy a newspaper even though she didn't have enough money?

Journal Prompt

NON-VIOLENCE

- Delphine and the eldest Anktan sister both try to stand up for their younger sisters, but Sister Mukumbu stops it from going any farther than words.

What are some ways that you can resolve conflicts with others without fighting?

- » Do you think it is easier to fight or to talk about your problems when you have a disagreement with someone else? Why do you think so?
- » What do you think gets accomplished with fighting?
- » If you have ever been in a physical fight, how did you feel afterwards? What would you have changed?

COPING

- Delphine says, "We all have our la-la-la song. The thing we do when the world isn't singing a very nice tune to us. We sing our own nice tune to drown out the ugly."

What helps you drown out the unpleasant things in life?

- » What do you do to cope with difficult moments or experiences?
- » How do these things make you feel better?
- » What suggestions might you have for someone else going through a difficult time?



Extension Activity

Have students imagine the community created by the Black Panther Party and fill out the "Community Characteristics" worksheet to brainstorm what they have learned thus far. Encourage students to cite examples from the reading and to think about what makes this community unique.

Materials:

- » Community Characteristics Handout

Name: _____

PLACE CHARACTERISTICS

What are the characteristics of the People's Center?

PEOPLE CHARACTERISTICS

What are the characteristics of the people at the Center?

COMMUNITY CHARACTERISTICS

How do people act towards one another?

PEOPLE'S
PARK

Thinking about what you have read so far about the Black Panther Party's People's Center, answer the questions above using as many examples from the story as possible.

Community Characteristics

Appendix

Additional Activities

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Get to Know MFI

Moving Forward Institute is a nonprofit publisher of social justice educational materials. The organization was created by the founders and staff of Moving Forward Education, a multi-generational tutoring and mentoring organization aimed at fostering academic and emotional success for underserved students in California. Since our founding in 2003, MFE has provided tutoring and mentoring services to thousands of students and has trained hundreds of young adults to enter careers in the educational field. This reading curriculum was developed by our leadership team and its advisory group, including credentialed teachers and college professors. This program has been successfully facilitated throughout California by achieving powerful and measurable results for students and schools. To learn more about our organization, or our research and data, please contact us today.

Our Purpose

At Moving Forward Institute, we know that students can be successful learners when their social and emotional needs are met.

We empower educators to meet the academic, social, and emotional needs of their students by using culturally-relevant and gender-responsive reading curricula.

Training and Professional Development Services

While lesson plans are designed to be easily facilitated by classroom teachers and after-school staff alike, our in-person training and professional development services will ensure fully effective implementation of the literacy curricula.

Additionally, we offer technical support, classroom observation, and program evaluation services to help your program be successful. Contact us for more information about these services!

Contact Us

Contact us today to learn more about how the Moving Forward Institute can support your students and staff!

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If your students liked *One Crazy Summer* . . .

*...they might love some of our other book selections! We suggest that you check out *Walk Two Moons*, *Holes*, or *Bud, Not Buddy*. Please visit our website today to browse our full selection of socially and emotionally rich novel-based curricula!*