

Artifact A

Multi-Genre Lesson Plans

Multi-genre Lesson Plans that guide students to understand the race issue in the United States

based on the story of *Roll of Thunder, Hear Me Cry*.

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Rationale:

Roll of Thunder, Hear My Cry by Mildred D. Taylor is a story describing how an African American family stay together to fight against racial attacks and poverty in Great Depression in Mississippi. Nine-year-old Cassie Logan grows up in a loving family. She knows nothing about burnings, lynching and night men. However, as the new school year progresses, she is forced to face the brutal racism in her community. After experiencing a series of event, she and her siblings become mature and begin to realize the importance of lands.

Race is a national conversation which has a long history in the United States. In recent years, with a large influx of immigrants into the States, it has become more critical for students to understand race issues in this society. For African American students, this book is a great resource for them to explore their own history on this soil. Considering these points, I design this class unit for 8th graders to increase their awareness of race issues in America by incorporating traditional texts and multi-media. This unit should consist of four classes, three for instruction and one for follow-up activities. In the fourth class, students will present their research results for their project. In this multi-genre lesson plan, I will primarily introduce the three instruction lessons.

These three lessons will be instructed in 3 consecutive weeks. Each lesson will last for 90 minutes. Since *Roll of Thunder, Hear My Cry* is a long story, reading task will be mainly completed by students after class. Students learn vocabulary primarily through looking up at dictionary. Also, I will provide dictionary with students to use in class. The classroom instruction is used to build students' background knowledge, deepen their understanding and share their opinions upon this book.

Materials:

the book *Roll of Thunder, Hear My Cry* by Mildred D. Taylor
the poem *The Little Black Boy* by William Black
the Video clip *Lest We Forget: The Lost Stories of Southern Sharecroppers*: <https://www.youtube.com/watch?v=gyU-TUuQjfw>
the movie *Roll of Thunder, Hear My Cry*: <https://www.youtube.com/watch?v=U2ZbrNMQtfo>
copies of dictionary for students to look up for unfamiliar words.

Technology/Websites:

PowToon: <http://www.powtoon.com/>

Prezi: <https://prezi.com/>

Facebook: <https://www.facebook.com/>

Lesson 1, *Roll of Thunder, Hear My Cry*: Build Background Knowledge and Start Reading**Estimated Time:** 90 minutes**Grade/Subject:** the 8th Grade, ELA**Materials:** *Roll of Thunder, Hear My Cry*the Video clip *Lest We Forget: The Lost Stories of Southern Sharecroppers*:<https://www.youtube.com/watch?v=gyU-TUuQjfw>**Objectives/Standard/Assessment:**

OBJECTIVES:	STANDARD:	ASSESSMENT
Content Objectives: SWBAT develop a deep understanding of a character.	CCSS.ELA-LITERACY.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative Independent Work: Choose a character and create a character map. Retrieve evidence from the text to support their statement.
SWBAT understand how miserable African Americans' life is under the system of sharecropping.	CCSS.ELA-LITERACY.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative Reading Comprehension Exercises: Students will finish the reading comprehension worksheet and discuss their answers with group members.
SWBAT understand how African American children are treated as second-class citizens at school.		
Academic Language Objective: SWBAT use the major vocabulary to write narratives to describe what characters experience in the story.	CCSS.ELA-LITERACY.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative Facebook Conversation: Students will read one chapter every day after class. They will choose one character and post thread on facebook page from the perspective of the character they pick, recording what the character experiences in that chapter.
		<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative Exit Card: Write an Exit Card about what happens in the chapter.

Pre-Reading Activities:

Divide students into small group of four. This group will remain the same through the whole unit. Ask students to think about whether they have encountered discrimination in their lives. If they do, how do they feel about it? If they don't, ask them to imagine how they would feel if they were discriminated by others. Ask students to discuss this topic with their group members. After group discussion, students will share their answers with the whole class.

Instructional Strategies and Learning Tasks:

TIME	STUDENT ACTIONS	TEACHER ACTIONS
5 minutes	Pre-Reading Activity: Have you ever been treated unfairly because of your gender or your race? If you have, how do you feel about it? Is that hurt? If you don't have such experience, just imagine how you would feel if you were discriminated by others. Talk about this with your group members.	Walk around; observe student group discussion. Answer students' questions if they have any.
5 minutes	Class-Share: Share the group discussion of pre-reading questions with the whole class.	Guide the classroom discussion.
7 minutes	Read the historical background of the story. Circle the events they've already known.	Hand out the historical background sheet of the story. Ask students to circle the events they are familiar with.
16 minutes	Watch the video clip <i>Lest We Forget: The Lost Stories of Southern Sharecroppers</i> . Have an understanding of sharecropping.	Play the video clip of <i>Lest We Forget: The Lost Stories of Southern Sharecroppers</i> . Ask students to think about what the sharecropping is while watching.
5 minutes	Group-Discussion: Discuss with group members what they have learned from the video clip. Answer the question of what the sharecropping is.	Walk around the classroom and observe students' discussion. Answer students' questions.
5 minutes	Group-Share: Based on the historical context sheet, make a prediction about what will happen in the story. Share their ideas with group members.	Ask students to predict what will happen in the story by incorporating the information from historical background sheet and the video clip. Ask them to share their thoughts with group members.
20 minutes	Read Chapter One. Use stickers to mark the answers to comprehension	Before reading, hand out stickers and the reading comprehension question

	questions.	sheet. Tell students to locate the answer by using stickers while reading. Walk around. Answer students' questions.
5 minutes	Group-Discussion: Discuss the questions with group members	Walk around the classroom. Observe group discussion.
17 minutes	Every student in one group will choose a different character and develop a biography map for their character. They need to find evidence to support their statement in text.	Show students how to create a character biography before the activity. Walk around the classroom within the activity. Tell students to save their maps. Throughout the whole unit, every time they find something new, they need to add the information to their biography.
5 minutes	Exit Card: Write down what happens in Chapter One.	Collect Exit Card as students leave the classroom.
Homework: Every group is required to create a facebook conversation. After class, students will read one chapter every day. The whole group will open a facebook account. After finishing each chapter, they need to post a thread from the view of the character they choose for the character map. The thread can be about the character's experiences in the chapter, his or her puzzles or what his or her response to some events. The voice should be in the 1 st person. Group members also need to make comments on each other's thread.		

Student Supports

Strategies and Scaffolds in this lesson:

- Building background knowledge-This story is greatly built on historical background. Giving students background knowledge before starting reading the text can help them better understand the content and the theme.
- Prediction-Prediction is an important reading skills. Students will practice predicting by incorporating historical background.
- Usage of stickers-Using stickers to locate the answer enables students to monitor their comprehension and saves their time when they go back to the text to find the answers.
- Develop character biography map-There are lots of characters in this novel. Every character plays a role in supporting the theme. This character biography map will allow students to develop a deeper understanding of the character. This activity will align with the facebook conversation.
- Modelling-To give students a clear picture about how to create a character map, I'll model this process before students start this activity.

Student Misconceptions and Possible Alternatives:

- In this lesson, I focus more on explaining the sharecropping system which I think most of the students have never heard of. However, other historical context might be unfamiliar to them as well. If the information on historical background sheet is not enough for students to understand the story, I will provide them with more information.

Additional Supports:

- ELL students will be a group in my future classroom. There are many high-level words in this book. In addition, the dialogues between characters are in urban language. All these will set comprehension obstacles to ELL students. During the instruction, I need to give my ELL students in-time support, explaining difficult language to them. To incorporate students' first language in, I will encourage my ELL students to create their thread in both L1 and English.

Historical Background of *Roll of Thunder, Hear My Cry*

The Great Depression: A severe economic crisis that began in 1929 and lasted for about ten years. Herbert Hoover was president when the depression struck.

Roosevelt's New Deal: Upon becoming president in 1933, Roosevelt implemented the New Deal. The New Deal was designed to improve the situations of people affected by the Great Depression. It sought to bring about change through new laws and social programs. The Agricultural Adjustment Administration (AAA) was one of the programs established to help improve and stabilize agriculture. The major solution presented by this program was to cut the production of certain crops with the hope that by reducing supply, prices would rise. Many people criticized such a program that allowed certain crops to be cut back or livestock to die when people were going hungry. In addition, many tenant farmers were forced off the land as the number of farms dropped.

In *Roll of Thunder, Hear My Cry*, times are hard and people are forced to cut corners to make ends meet. Mr. Logan leaves his family at the farm while he seeks a railroad job to make enough money to pay their taxes.

The Struggles of Sharecropping: Sharecropping is a system under which poor people exchanged labor for a share of crop. The landowner sold them what they needed, including shelter, tools, foods, clothes, and supplies. The items were bought on credit, and when the crops came in, the owner collected his debts from the sharecroppers' share of the crop.

Segregation and Migration: African-American families faced deep-seated prejudice and segregation. After the abolition of slavery in 1865, Southern states instituted Black Codes, which kept African Americans from using newly earned rights. These codes varied, but some included polling taxes and literacy tests to keep African Americans from voting. In 1877, several states began to pass segregation laws.

In 1896, the United States Supreme Court's decision in *Plessy v. Ferguson* allowed that separate but equal facilities for different races was legal. Segregation in hotels, restaurants, restrooms, schools, transportation, and many other areas became legal and widespread.

One reaction to segregation was to move north, and African Americans did so in record numbers. From 1910 through the 1900s, more than 3,100,000 African Americans moved from southern farms to northern cities where many of them found jobs and earned better wages than they had in the South.

The Struggle for Civil Rights: While racism had serious consequences for the entire nation, the African-American community felt its strongest effects. Schools for African Americans lacked adequate supplies and were given the recycled goods of white schools. African Americans were expected to behave like second-class citizens, to wait for services, and to stay quiet about their situation. Throughout it all, people fought against these injustices.

The Supreme Court case *Brown v. Board of Education* in 1956 was a landmark decision that deemed segregation in public schools to be "inherently unequal" and therefore unconstitutional. Still, integration came slowly.

Reading Comprehension Worksheet

Name: Class#: Date:

1. How did the Logans buy their land?

2. Why does Mr. Logan say land is important?

3. What happened to the Berrys?

4. What happens to Jeremy for associating with the Logan children?

5. Why does Little Man ask for another book?

6. What does Cassie realize has caused Little Man's furor?

7. Does Mrs. Logan agree with Miss Crocker upon Cassie's and Little Man's behavior?
What is Mrs. Logan's solution?

Exit Card

Name: Class#: Date:

Can you briefly describe what happens in Chapter One?

Name _____
Date _____ Chapter _____

BIOGRAPHY / AUTOBIOGRAPHY

Character Map

The diagram is a 'Character Map' consisting of four rectangular boxes arranged in a 2x2 grid, with a central oval. The top-left box is labeled 'Feelings' and contains the text 'How I Feel/How Others Feel About Person'. The top-right box is labeled 'Description'. The bottom-left box is labeled 'Behavior'. The bottom-right box is labeled 'Personality Traits'. The central oval is labeled 'Character (Person)' and is connected to all four boxes by lines.

<p>Feelings</p> <p>How I Feel/How Others Feel About Person</p>	<p>Description</p>
<p>Behavior</p>	<p>Personality Traits</p>

Character (Person)

Lesson 2, *Roll of Thunder, Hear My Cry*: How to Respond to Racial Discrimination

Estimated Time: 90 minutes

Grade/Subject: 8th Grade, ELA

Materials: *Roll of Thunder, Hear My Cry*

The poem *The Little Black Boy* by William Blake

Technology/Websites: <http://www.powtoon.com/>

Objectives/Standard/Assessment:

OBJECTIVES:	STANDARD:	ASSESSMENT
<p>Content Objectives: SWBAT understand the racial discrimination and the barefaced white privilege at that time.</p>	<p>CCSS.ELA-LITERACY.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative Students need to complete the reading comprehension worksheet and discuss their answers with group members and the whole class.</p>
<p>SWBAT understand why people respond to racial discrimination differently.</p>	<p>CCSS.ELA-LITERACY.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p><input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative Students will be required to compare and contrast Big Ma's reaction to Cassie's experience and Uncle Hammer's reaction. Through comparing and contrasting, students will learn how and why these characters are different.</p>
<p>SWBAT work together to make an animation movie of <i>The Little Black Boy</i> by PowToon.</p>	<p>CCSS.ELA-LITERACY.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p><input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative After class, students will be asked to create an animation movie through PowToon by cooperating with their group members. During this activity, students need to negotiate with group members and incorporate their ideas into one work.</p>
<p>Academic Language</p>	<p>CCSS.ELA-</p>	<p><input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative</p>

<p>Objective SWBAT compare and contrast different issues based on texts. They can support themselves by citing evidence from the story.</p>	<p>LITERACY.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Students are required to compare Big Ma's reaction with Uncle Hammer's reaction to Cassie's experience and write down their findings.</p>
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Lesson Context:

Through one-week reading, students should finish chapter 7 before the class and have created 7 threads on their facebook page. This class is going to discuss Cassie's experience in market and her family members' reaction.

Pre-Reading Activities:

Ask students to share with the whole class the event in this week's reading that puzzles them the most. Then the whole class will create a timeline of the story.

Instructional Strategies and Learning Tasks:

TIME	STUDENT ACTIONS	TEACHER ACTIONS
10 minutes	Pre-Reading Activity: Share with the whole class which event you read during the week puzzled you the most. Students can respond to others' questions. Work with teachers to create a timeline.	Guide the discussion. Write down the major events on whiteboard. Organize them in time order.
10 minutes	Group Activity: Work with group members to make an outline of Cassie's experience in the market.	Circle the event of Cassie's experience in the market on the timeline. Ask students to work with group members to outline this event. Make it clear that the outline should include the cause, the development and the consequence of the event.
20 minutes	Read from page 75 to page 90. Think about the questions on comprehension worksheet.	Hand out comprehension worksheet. Ask students to read from page 75 to page 90 to find the answers and the evidence in novel. Walk around the classroom. Answer students' questions.
5 minutes	Group-Discussion: Discuss the answers with their group members.	Walk around the classroom and observe group discussion.
5 minutes	Class-Share: Share their group discussion with the whole class.	Guide the class discussion.
5 minutes	Compare and contrast Big Ma's	Ask students to compare and contrast

	reaction with Uncle Hammer's reaction to Cassie's experiences. Find the reasons for the difference in text. Write down what they find.	Big Ma's reaction with Uncle Hammer's reaction to Cassie's experience and think about the reasons for the difference.
5 minutes	Read the poem <i>The Little Black Boy</i> with group members.	Hand out the poem <i>The Little Black Boy</i> . Ask students to read the poem in their groups.
5 minutes	Group-Share: Share their feelings for this poem with their group members.	Ask students to share with their group members how they feel about this poem.
20 minutes	Listen to the teacher's explanation of <i>The Little Black Boy</i> . Then compare this poem with Cassie's experience in the market.	Show my PowToon of <i>The little Black Boy</i> to the class. Explain the poem to the whole class. Ask students to compare this poem with Cassie's experience in the market.
5 minutes	Write down how they would react if they encounter the same incident as Cassie after reading the novel and the poem.	Ask students to write down how they would respond if they encounter the same incident as Cassie after reading the novel and the poem.
Homework: 1. Every group will work together to create an animation movie of <i>The Little Black Boy</i> by PowToon. 2. Continue the facebook activity.		

Student Supports

Strategies and Scaffolds in this lesson:

- Compare and contrast Big Ma's and Uncle Hammer's reaction to Cassie's experience in the market-Students will compare and contrast these two characters' reaction to Cassie's experience by analyzing their dialogue and actions. Through this activity, I hope students can understand why different people react differently when suffering from racial discrimination and have a better understanding of the theme and the characters.
- Synthesizing-After studying the story and poem, students can critically judge the content and think about what they will do in the future.

Student Misconceptions and Possible Alternatives:

- When I explain *The Little Black Boy* to the class, there might be some particular terms about poem. Students might be confused about these terms. When necessary, explain these words to students, making sure they can follow the instruction and have nothing puzzled.
- Students may not know how to create a PowToon. I will make a guidance hand-out, explaining how to employ this digital tool. If necessary, I will use after-class time to show my students how to make an animation movie through PowToon.

Additional Supports:

- ELL students will be a group in my future classroom. This week, high-level vocabulary is still an obstacle for them. During instruction, I will keep providing my ELL students with

in-time vocabulary support. In addition, the English poem structure might be different from the poem structure in their native languages. It might be more difficult for ELL students to understand and appreciate *The Little Black Boy*. I will give them additional support to help with their comprehension.

Name:

Class#:

Date:

Question-Answer-Evidence Worksheet

Questions	Answers	Evidence
1. What does Cassie notice while leaving the store? What does she decide to do?		
2. After the accident, what does Lillian Jean tell Cassie to do? What does Mr. Simms do to Cassie? What does Big Ma make Cassie do?		
3. Why does Big Ma try to keep Cassie from telling her story?		
4. How does Uncle Hammer's reaction change when he hears about what Mr. Simms did?		
5. Why did Big Ma do what she did to protect Cassie?		
6. Why does Mr. Simms think Lillian Jean is better than Cassie? What does Mama teach Cassie?		
7. Why should Cassie be happy nothing happened?		

The Little Black Boy

BY WILLIAM BLAKE

My mother bore me in the southern wild,
And I am black, but O! my soul is white;
White as an angel is the English child:
But I am black as if bereav'd of light.

My mother taught me underneath a tree
And sitting down before the heat of day,
She took me on her lap and kissed me,
And pointing to the east began to say.

Look on the rising sun: there God does live
And gives his light, and gives his heat away.
And flowers and trees and beasts and men receive
Comfort in morning joy in the noonday.

And we are put on earth a little space,
That we may learn to bear the beams of love,
And these black bodies and this sun-burnt face
Is but a cloud, and like a shady grove.

For when our souls have learn'd the heat to bear
The cloud will vanish we shall hear his voice.
Saying: come out from the grove my love & care,
And round my golden tent like lambs rejoice.

Thus did my mother say and kissed me,
And thus I say to little English boy.
When I from black and he from white cloud free,
And round the tent of God like lambs we joy:

Ill shade him from the heat till he can bear,
To lean in joy upon our fathers knee.
And then I'll stand and stroke his silver hair,
And be like him and he will then love me.



Lesson 3, *Roll of Thunder, Hear My Cry*: From Innocence to Maturity

Estimated Time: 90 minutes

Grade/Subject: 8th Grade, ELA

Materials: *Roll of Thunder, Hear My Cry*

The film *Roll of Thunder, Hear My Cry*: <https://www.youtube.com/watch?v=U2ZbrNMQtfo>

MQtfo

Objectives/Standard/Assessment:

OBJECTIVES:	STANDARD:	ASSESSMENT
<p>Content Objectives: SWBAT compare and contrast the filmed version and the printed version of <i>Roll of Thunder, Hear My Cry</i>.</p> <p>SWBAT understand and evaluate why the director adapted the story in a certain way.</p>	<p>CCSS.ELA-LITERACY.RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p><input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative</p> <p>After watching the video clip, students will compare and contrast the book with the movie on their own. They will fill the comparison worksheet. Then they will share their findings with group members.</p>
<p>SWBAT develop a deep understanding of the racial discrimination and realize the importance of civil rights and land.</p>	<p>CCSS.ELA-LITERACY.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p><input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative</p> <p>Class Activity-Students will work with the teacher to review major plot of the story. They will participate in the class discussion about how the story develops to support its theme and retrieve evidence from the text to support their ideas.</p>
<p>Academic Language Objective SWBAT use the major vocabulary to write a summary of the story.</p>	<p>CCSS.ELA-LITERACY.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative</p> <p>Students are required to write a summary from the perspective of the character they choose by incorporating their character map and facebook threads.</p>

Lesson Context:

Through the second-week reading, students should finish the book. The last 5 chapters are the climax of the story. There is a film version of this part on the Internet. Thus, this lesson is designed to incorporate traditional text and film version to help students better understand the story.

Pre-Reading Activities:

Ask students to share their animation movie of *The Little Black Boy* with the whole class.

Instructional Strategies and Learning Tasks:

TIME	STUDENT ACTIONS	TEACHER ACTIONS
10 minutes	Pre-Reading Activity: Show their animation movie in front of the whole class.	Invite students to show their group animation movie in class.
5 minutes	Group-Work: Work with group members to list the major events in this week's chapters.	Ask students to work with group members to review the major events in this week's reading. Walk around the classroom and answer students' questions.
20 minutes	Work with the teacher to make the timeline clear. Learn the definition of climax and understand why T.J's theft is regarded as the climax of the story.	Work with students to make the timeline clear. Circle "T.J.'s Theft" and tell students that it is the climax of the whole story. Explain to students what a climax is.
15 minutes	Watch the video clip of T.J's theft.	Show students the video clip of T.J's theft.
15 minutes	Compare and contrast the video clip with the book. Write down the differences and similarities in the worksheet.	Hand out the worksheet. Tell students to compare and contrast the movie with the text and then write down the differences and similarities. Walk around the classroom and answer students' questions.
5 minutes	Group Discussion: Share their findings with group members. Discuss why the director adapted the story in a certain way.	Walk around classroom and answer students' questions.
15 minutes	Class Activity: Work with the teacher to review the major plot of the story. Participate in the class discussion about how the story develops to support its theme. Give the evidence to support their points.	Work with students to review the major plot of the story. The class discussion is built around how the story develops to support its theme. Ask students to think about following questions: Apart from racial discrimination, is there any other theme in the story? If there is, what is it? How does the story support the

		theme?
5 minutes	Exit Card: Use one sentence to describe the most important point you have learned from this story.	Collect the exit card as students leave the classroom.
<p>Homework: 1. Based on your facebook threads and your character map, write a summary of the story from the perspective of the character you picked.</p> <p>2. Each group will develop a project around the civil rights. They can explore the civil rights history in the United States or How to Fight Against Social Injustice. They will present their project results through PowePoint or Prezi in the follow-up class.</p>		

Student Supports

Strategies and Scaffolds in this lesson:

- Timeline-Making-Due to the limited classroom time, I cannot cover the whole events happening in this week's reading. Therefore, before officially starting our class, I will work with my students to create a timeline of the major events, making sure that they are clear about the development of the story.
- Comparing and contrasting the book with the film-There is a film version of *Roll of Thunder, Hear My Cry*. Through practicing comparing and contrasting, students can learn how to analyze and evaluate how a filmed or live production of a story stays faithful to or departs from the text or script and why directors or actors adapt the story in a certain way.

Student Misconceptions and Possible Alternatives:

- Students may not understand what a climax is only through one example. If they fail to grasp the term, I will further explain by providing more examples.

Additional Supports:

- My future students will include ELL students. In addition to the high-level vocabulary and urban language, there might be listening obstacles for ELL students when they watch the video clip. When necessary, I will stop to explain the language during the movie so that my ELL students can understand the idea in the video.

Name:
Class #:
Date:

Comparing and Contrasting the Movie with the Book

The Book	The Movie	Differences	Similarities

Exit Card

Name: Class#: Date:

Through reading *Roll of Thunder, Hear My Cry*, I learned that
