

# A Study of Character

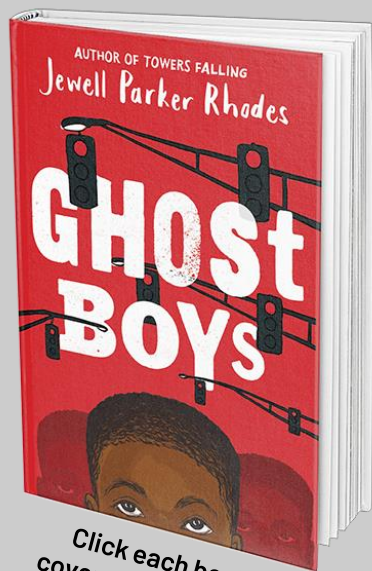
Understanding the World in  
"Other People's Skin"



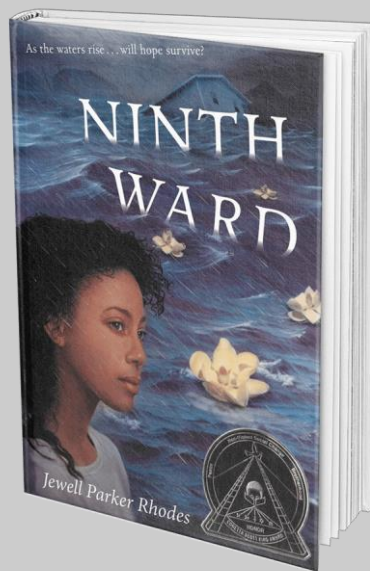
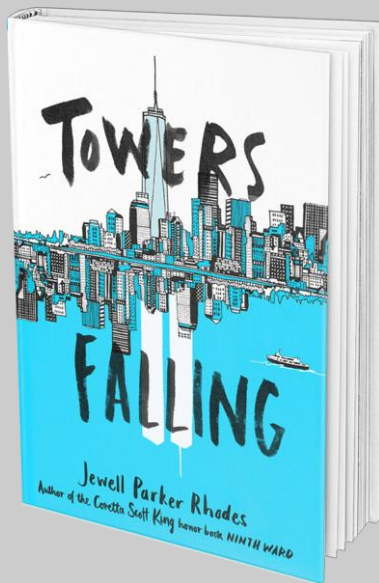
## Key elements of this novel study:

- ❑ Notice & Note signposts (Beers & Probst)
- ❑ A Deep Study of Character (Caulkins)
  - ❑ Characters are complicated (traits)
  - ❑ Characters influence each other
  - ❑ Characters are influenced by the setting
- ❑ Shape of the story (plot elements)
- ❑ Curricular invitations (perspective taking)
- ❑ Thinking routines
- ❑ Summarization strategies
- ❑ Discussion topics/guides
- ❑ Comprehension Checks
- ❑ Integrated technology: video, Padlet, & Flipgrid

# Meet Jewell Parker Rhodes



Click each book cover to view a book trailer.



Click the image to read a bio.

BROTHER

BROTHER BLACK  
BROTHER, BLACK

BESTSELLING AUTHOR OF *GHOST BOYS*  
JEWELL PARKER RHODES



BROTHER

# Enduring Understanding

**Readers will develop a deeper understanding of characters and self through reflection of the text and experiencing their perspective.**

# WHEEL OF READING



Modify Wheel

## Summarizer

The summarizer provides a 15-word GIST statement of what was just read, capturing the central idea of the text.

## Word/Quote Snatcher

The word/quote snatcher notices interesting words and captures quotes that are the heart of the passage.

# Lit Partner Roles



## Connector

The connector makes text-to-text and text-to-self connections.

*"How does this fit?"*

## Signpost Signaler

The signpost signaler notices signposts and poses anchor questions to the group. Signposts include C&C, M&M, A&A, TQ, AHA, and WoW

# Note Taking & Response Guide

Chapter Title Setting (time/place)	Characters Involved	Action (Plot) Summary <i>(select one format)</i> GIST 15 words or less; SWBST; Sentence~Phrase~Word	Notice & Note Signposts & Anchor Questions Any questions to keep in mind?
<b>Part 1 The Crime</b> Ch. 1 Black Boy pp. 3-9			CC MM WOW AHA TQ A&A
pp. 10-15			CC MM WOW AHA TQ A&A
6-19			CC MM WOW AHA TQ A&A
Ch. 4 Rescue: In Black & White pp. 20-22			CC MM WOW AHA TQ A&A

For each chapter, identify the setting, both time and place.

For each chapter, summarize the chapter in **either** a GIST statement, SWBST statement, or a Sentence~Phrase~Word thinking routine.

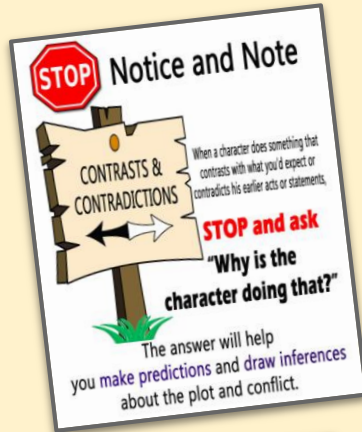
For each chapter, notice a signpost, share evidence, and answer the anchor question.





# Notice & Note Signposts

## Anchor Charts



**STOP** Notice and Note

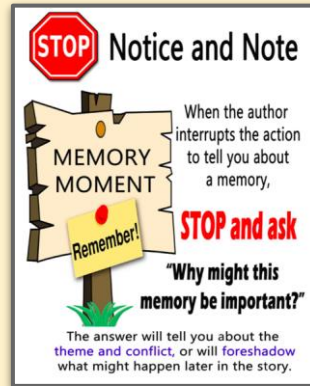
**CONTRASTS & CONTRADICTIONS**

When a character does something that contrasts with what you'd expect or contradicts his earlier acts or statements,

**STOP and ask**

**"Why is the character doing that?"**

The answer will help you make predictions and draw inferences about the plot and conflict.



**STOP** Notice and Note

**MEMORY MOMENT**

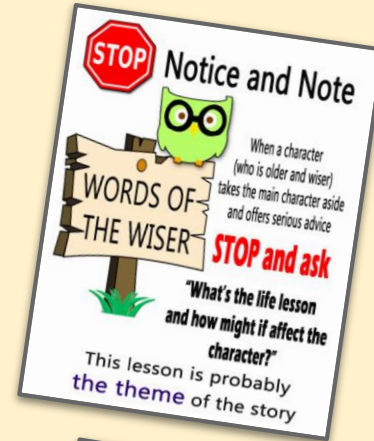
Remember!

When the author interrupts the action to tell you about a memory,

**STOP and ask**

**"Why might this memory be important?"**

The answer will tell you about the theme and conflict, or will foreshadow what might happen later in the story.



**STOP** Notice and Note

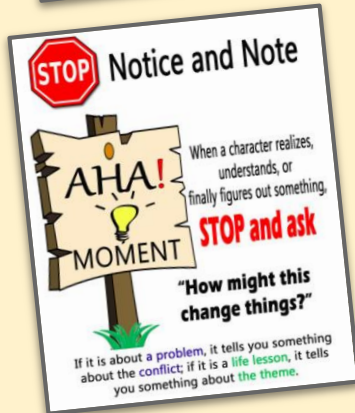
**WORDS OF THE WISER**

When a character (who is older and wiser) takes the main character aside and offers serious advice,

**STOP and ask**

**"What's the life lesson and how might it affect the character?"**

This lesson is probably the theme of the story.



**STOP** Notice and Note

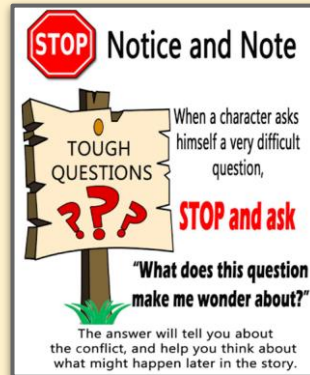
**AHA! MOMENT**

When a character realizes, understands, or finally figures out something,

**STOP and ask**

**"How might this change things?"**

If it is about a problem, it tells you something about the conflict; if it is a life lesson, it tells you something about the theme.



**STOP** Notice and Note

**TOUGH QUESTIONS**

When a character asks himself a very difficult question,

**STOP and ask**

**"What does this question make me wonder about?"**

The answer will tell you about the conflict, and help you think about what might happen later in the story.



**STOP** Notice and Note

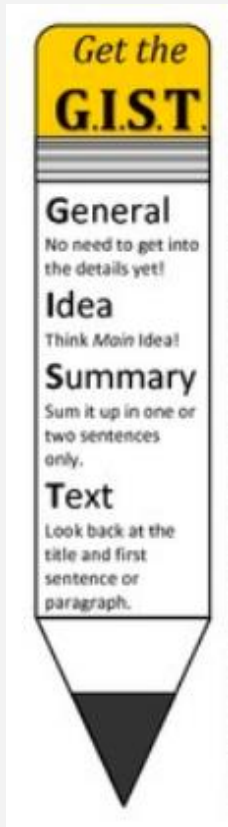
**AGAIN & AGAIN**

When you notice a word, phrase, or situation mentioned over and over,

**STOP and ask**

**"Why does this keep happening again and again?"**

The answer will tell you about the theme and conflict, or will foreshadow what might happen later in the story.



# GIST Statement

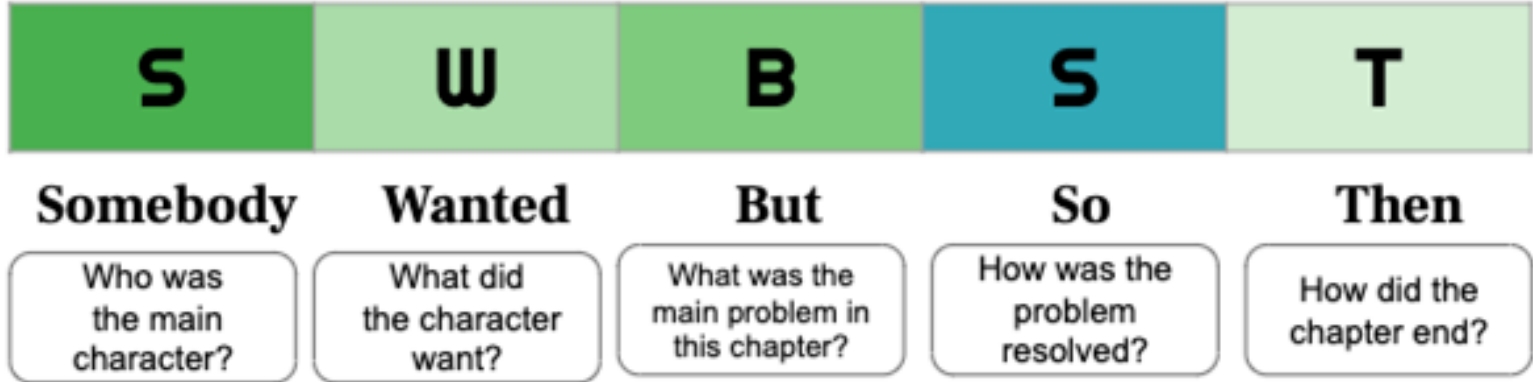
## Summarization Strategy

At the end of a chapter, summarize the main idea in **15 words or less**. Focus on the “big ideas,” not the details. Count, and cut out words if needed. Be specific and concise in your word choice.

# SWBST

## Summarization Strategy

**Summarizing...in your own words.**



# Sentence~Phrase~Word

## Summarization Thinking Routine

### Sentence Phrase Word



- ❑ Choose a sentence that was meaningful to you, that you felt captures a core idea of the text.



- ❑ Select a phrase that moved, engaged or provoked you.



- ❑ Choose a word that captured your attention or struck you as powerful.

**Why did you choose it?**

purpose

This routine helps learners engage with and make meaning from text with a particular focus on capturing the essence of the text. It fosters enhanced discussion while drawing attention to the power of language.

Digging  
Deeper into  
Ideas



Pre-reading Question Focus



**Racism changes lives.**



## Rules for Producing Questions

1. Ask as many questions as you can.
1. Do not stop to discuss, judge, or answer any questions.
1. Write down every question exactly as it is stated.
1. Change any statement into a question.

## The Process for Selecting the Priority Questions

1. Choose **three questions** from your list based on criteria: *most important, most interesting, purpose, design research project, etc.*
1. Explain your reasons for choosing the three priority questions.





Part 1

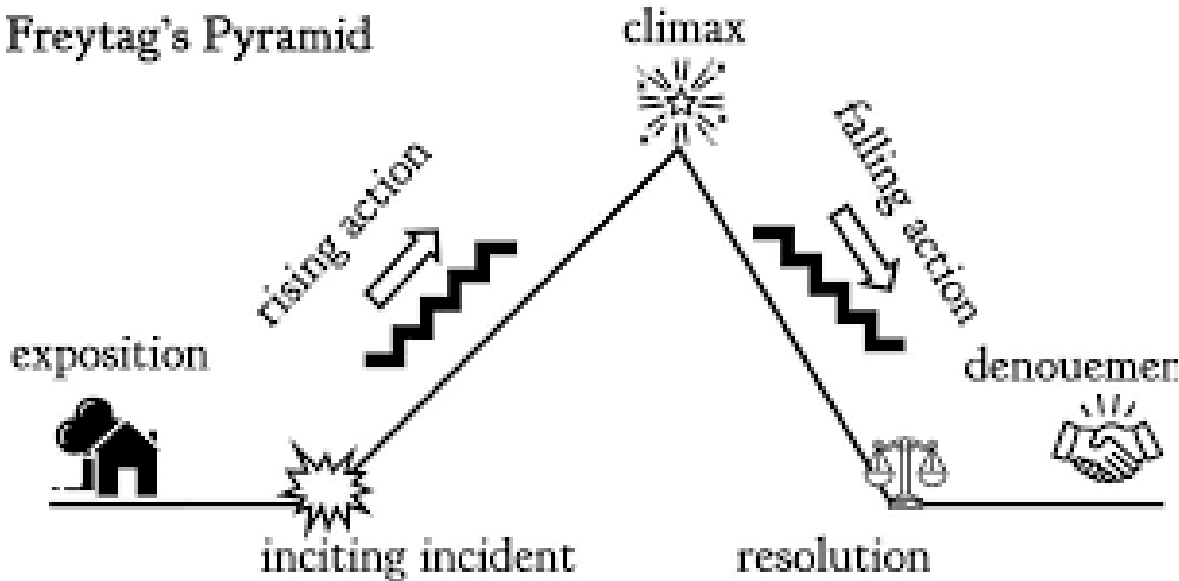


# The Crime



# Black Boy

## Freytag's Pyramid



In the exposition, what did you learn about the...

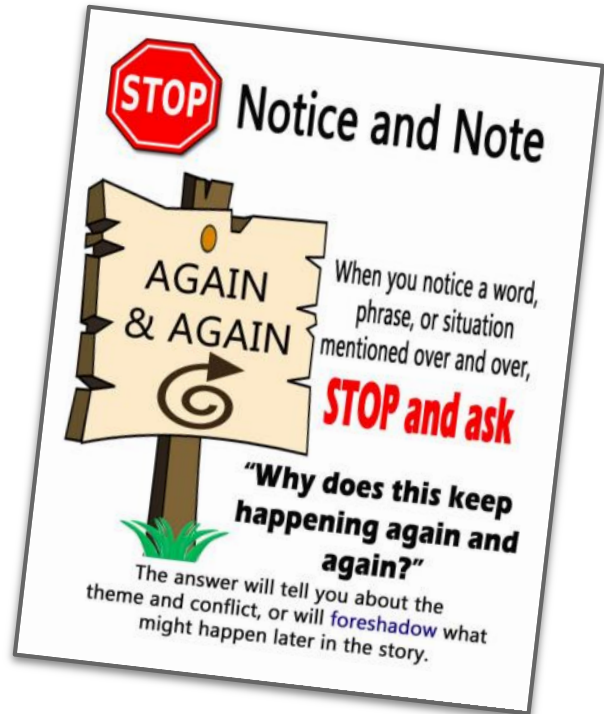
- Narrator
- Background information
- Setting
- Conflict(s)

# The Walk

When reading this chapter, notice a word, phrase, or situation that is mentioned again and again.

**What is it?**

**Why does this keep happening again and again?**



# Jail

With your lit partner, select one of the following characters:

- Donte
- Trey

Notice small details. What does the character say, do, and think. What do they reveal?

**Traits on next slide.**

Character's name: \_\_\_\_\_

List physical traits: \_\_\_\_\_  
\_\_\_\_\_

List personality traits: \_\_\_\_\_  
\_\_\_\_\_

Select a "quote" from the text that supports your observations. Include the page number. \_\_\_\_\_  
\_\_\_\_\_

# Character Traits

## Positive Character Traits

Active	Curious	Kind
Admirable	Dedicated	Lively
Adventurous	Easygoing	Loving
Agreeable	Educated	Loyal
Amiable	Enthusiastic	Neat
Amusing	Ethical	Nice
Appreciative	Exciting	Optimistic
Athletic	Extraordinary	Organized
Authentic	Fair	Passionate
Benevolent	Firm	Patient
Brave	Focused	Peaceful
Bright	Forgiving	Playful
Brilliant	Friendly	Polite
Calm	Generous	Principled
Capable	Gentle	Reliable
Caring	Good-natured	Respectful
Charming	Grateful	Responsible
Cheerful	Happy	Self-disciplined
Clean	Hardworking	Selfless
Clear-headed	Helpful	Sincere
Clever	Heroic	Skillful
Compassionate	Honest	Strong
Confident	Hopeful	Sweet
Considerate	Humble	Thoughtful
Cooperative	Innocent	Trustworthy
Courageous	Intelligent	Understanding
Courteous	Inventive	Unselfish
Creative	Joyful	Wise

## Negative Character Traits

Aggressive	Envious	Moody
Angry	Fearful	Negative
Anxious	Foolish	Neglectful
Argumentative	Forgetful	Obnoxious
Arrogant	Frightening	Petty
Bored	Gloomy	Possessive
Bossy	Greedy	Power-hungry
Brutal	Grim	Prejudiced
Careless	Hateful	Resentful
Charmless	Haughty	Rude
Clumsy	Hostile	Scornful
Conceited	Ignorant	Selfish
Cowardly	Impatient	Shallow
Critical	Impractical	Sloppy
Cruel	Inconsiderate	Sneaky
Dangerous	Insincere	Snobbish
Deceitful	Insulting	Thoughtless
Destructive	Intolerant	Unappreciative
Devious	Irresponsible	Uncaring
Difficult	Irritable	Uncooperative
Discouraging	Jealous	Unforgiving
Discourteous	Lazy	Unfriendly
Dishonest	Liar	Ungrateful
Disloyal	Mean	Unhealthy
Disobedient	Meddlesome	Unreliable
Disorganized	Messy	Violent
Disrespectful	Miserable	Weak
Disruptive	Monstrous	Wicked

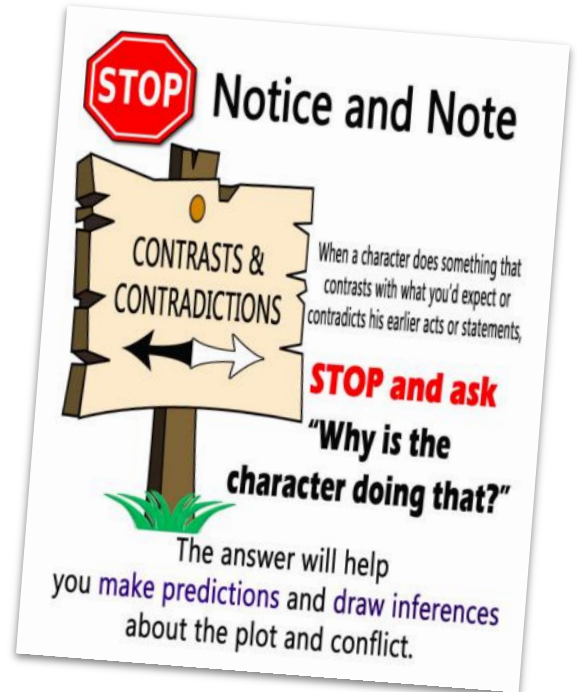
# Rescue: In Black & White

When reading this chapter, notice when the characters act opposite of what you would expect.

Consider the following quote:

“Weird. Mom’s the lawyer. Yet, for the police, it was Dad who seemed to matter most” (22).

**Why are the characters saying/doing that?**



# Home

Jot down one of these quotes at the top of a page in your WNB.

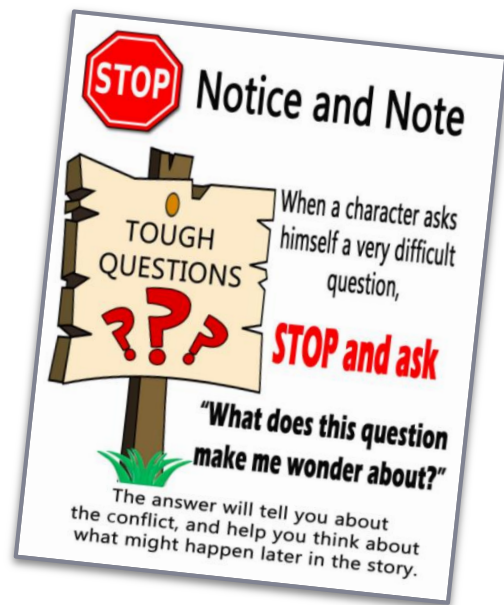
*"Maybe something's wrong with me?"*

Everyone in school thinks so. Headmasters, teachers. Even Trey doubted me" (27).

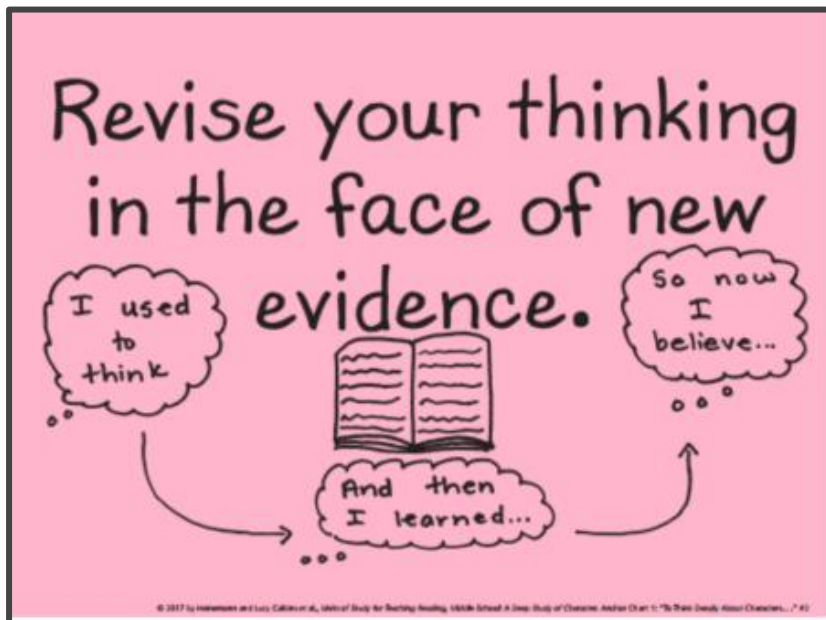
"I shiver. Never thought there'd be a time when Mom and Dad couldn't protect me. Is this growing up? (Does Trey feel this, too?)" (28).

Analyze the quote. In at least three sentences:

- What is happening in Donte's life?
- How does he feels?
- "What do these questions make me wonder about?"



# Suspended



## Characters Are Complicated: Revise Your Thinking

Reflect on what you have learned about Donte. **How has your thinking changed?**

**Prompt-** Revise your thinking in the face of new evidence using this thinking routine.

**I used to think . . . but now I think . . . because . . .**

Share your thinking with your group.  
Document your thinking on  **adlet.**

# Making Plans

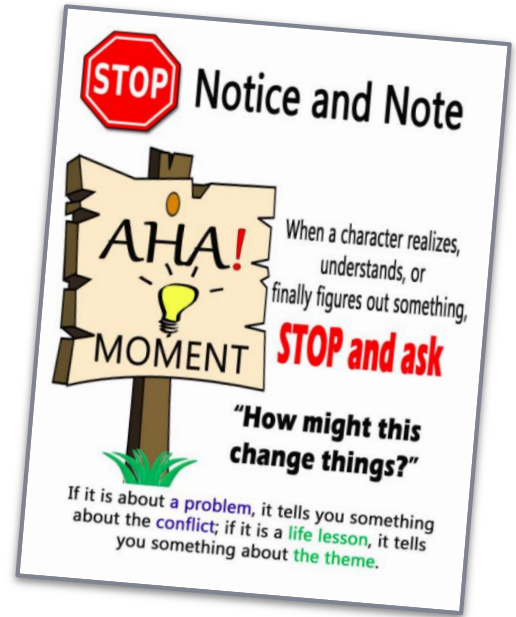
## AHA! Moment

Notice when a character (or reader) realizes, understands, or figures out something.

Consider the following quote.

“Trey’s skin is like Dad’s; mine is like Mom’s.”  
Brothers” (44).

- ❑ **Signpost**-What does the reader realize or understand?
- ❑ **Anchor question**- How did this change things? How might this change things?





# Revelation

Look at a  
character's less  
likeable sides.

determined  
smart  
clever



sarcastic  
manipulative  
ruthless  
cruel

## Characters Are Complicated: Less Likeable Side

Complex characters, like people, have parts to them that are less likeable. **How has your thinking about a character changed?** Focus on **Donte**. Referring to the list on the next slide. Identify "less likeable" traits of your character.

Share your thinking with a partner. Record your thinking on [Flipgrid](#). In **1-2 minutes**, discuss 1-2 of Donte's **positive character traits** and 1-2 of **Donte's negative character traits**. Provide evidence from the text to support your selected traits.

# Character Traits

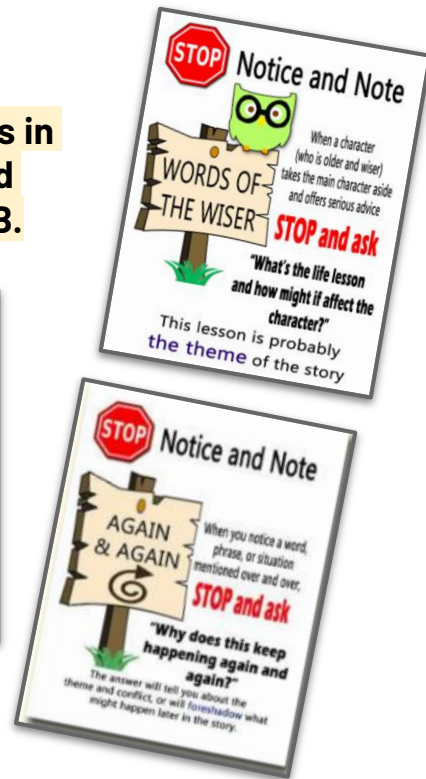
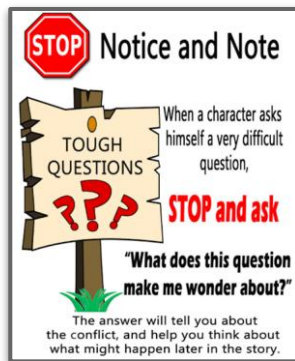
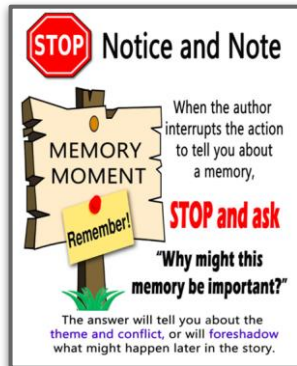
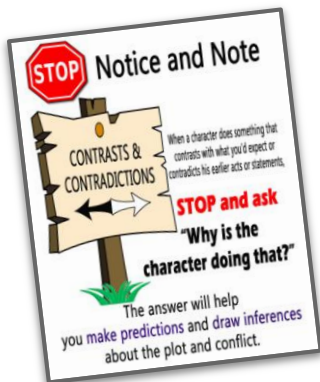
## Negative Character Traits

Aggressive	Envious	Moody
Angry	Fearful	Negative
Anxious	Foolish	Neglectful
Argumentative	Forgetful	Obnoxious
Arrogant	Frightening	Petty
Bored	Gloomy	Possessive
Bossy	Greedy	Power-hungry
Brutal	Grim	Prejudiced
Careless	Hateful	Resentful
Charmless	Haughty	Rude
Clumsy	Hostile	Scornful
Conceited	Ignorant	Selfish
Cowardly	Impatient	Shallow
Critical	Impractical	Sloppy
Cruel	Inconsiderate	Sneaky
Dangerous	Insincere	Snobbish
Deceitful	Insulting	Thoughtless
Destructive	Intolerant	Unappreciative
Devious	Irresponsible	Uncaring
Difficult	Irritable	Uncooperative
Discouraging	Jealous	Unforgiving
Discourteous	Lazy	Unfriendly
Dishonest	Liar	Ungrateful
Disloyal	Mean	Unhealthy
Disobedient	Meddlesome	Unreliable
Disorganized	Messy	Violent
Disrespectful	Miserable	Weak
Disruptive	Monstrous	Wicked

# Quest & Try and Try Again

## Signpost Search

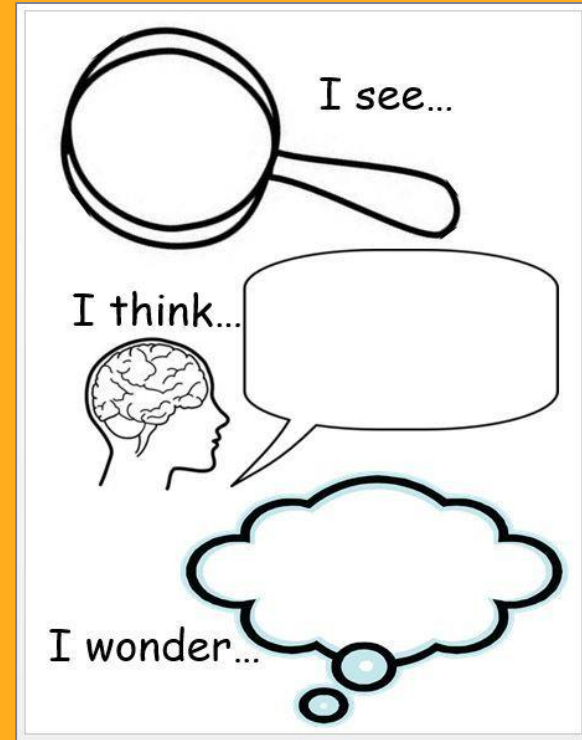
With a partner, notice each of the signposts in this chapter. Document the evidence and answer the anchor questions in your WNB.



# Thinking Routine Reflection

Reflect on the characters, plot, and conflicts at this point in the story. Frame your thinking using the *See~Think~Wonder* routine. Share your thinking with a discussion partner.

Post your thinking on [Padlet](#). 





# Quote the Quote

Readers, prior to completing the discussion guide, read the selected quotes from Part 1. Choose one of the quotes, analyze its meaning, and discuss why you picked it as a powerful passage on your discussion guide.

(List of quotes to review and select.)

Reflect on our reading and understanding of our novel *Black Brother, Black Brother*. Prepare your ideas, questions, and quotes prior to our discussion in your lit group.

## Note...

### Questions & Predictions

### A Powerful Passage and Why Selected

### Characters Are Complicated

### Central Idea Developed into a Theme Statement

Our Lit Group discussion will be

\_\_\_\_\_

**Come prepared and ready to participate!**

Name: \_\_\_\_\_ Date \_\_\_\_\_

## Discussion Notes for *Black Brother, Black Brother* pp. 1-66

Please have notes prepared and ready to discuss within your lit group on \_\_\_\_\_.  
Use these questions to guide your **note-making**.

**Questions/Predictions:** What questions are you thinking about at the end of this section of the novel? What are you wondering about? What is confusing or unclear? Make a prediction about what might happen next in the novel?

Question(s)-

Prediction-

**Powerful Passage:** What section(s) of the text caught your attention? This could be something surprising, weird, or well said. Make a note of the page number and beginning words so you can read it to your group. *Be sure to write why you chose it.*

P. \_\_\_\_\_

Quote- "

**Characterization:** While reading, we revise our thinking about characters in the face of new evidence. **Focusing on one character**, list character traits exhibited by the character along with evidence to support your thinking at this point in the story.

Character-

Character traits (physical/personality)-

**One-Word Central Idea:** Select a word that represents a topic discussed in the reading: \_\_\_\_\_  
Next, create and complete the following **theme** statement:

The author believes that \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Adapted from the companion website for Visible Learning for Literacy, Grades K-12: Implementing the Practices That Work Best to Accelerate Student Learning by Douglas Fisher, Nancy Frey, and John Hattie. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2016 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

# Black Brother, Black Brother

## Comprehension Check #1 pp. 1-66

Answer the following questions from our novel study. Use your novel, note taking guide, and discussion notes. **You are required to answer in complete sentences. (3 points each)**

1. Generate a list of **4-6** character traits to describe the protagonist, Donte. Generate nouns to rename him or adjectives to describe him (physical traits/personality traits).
1. Imagine you are Donte after he is suspended (reread pp. 32-33). How do you feel? What are you thinking? Support your first-person response using evidence from the text.
1. Describe Donte's relationship with Trey. In **2-3 sentences**, support your response with evidence from the text.
1. "On my journey, the world goes from mostly white to browner to brown to brown and black. From Newton to central Boston to Mattapan. From rich neighborhoods to poorer to poor. From houses with lawns to luxury apartments to small, ramshackle homes and Housing Authority apartments.

I turn off the music. Walk for five blocks listening to people talk. Creole, French patois. Spanish. A Jamaican lilt. I'm soothed.

I go from being worried, on guard, to feeling ease as more people's skin resembles mine." (56-57).

Explain what Donte realizes at this point in the story. Predict how it may shape his story?

1. Notice and note a signpost from your reading from this section of text. Identify the **signpost**, share **evidence** from the text, and answer the **anchor question**.
  - a. **Signpost** (identify)
  - b. **Evidence** (what happened)
  - c. **Anchor question** (answer)



Part 2



# Training

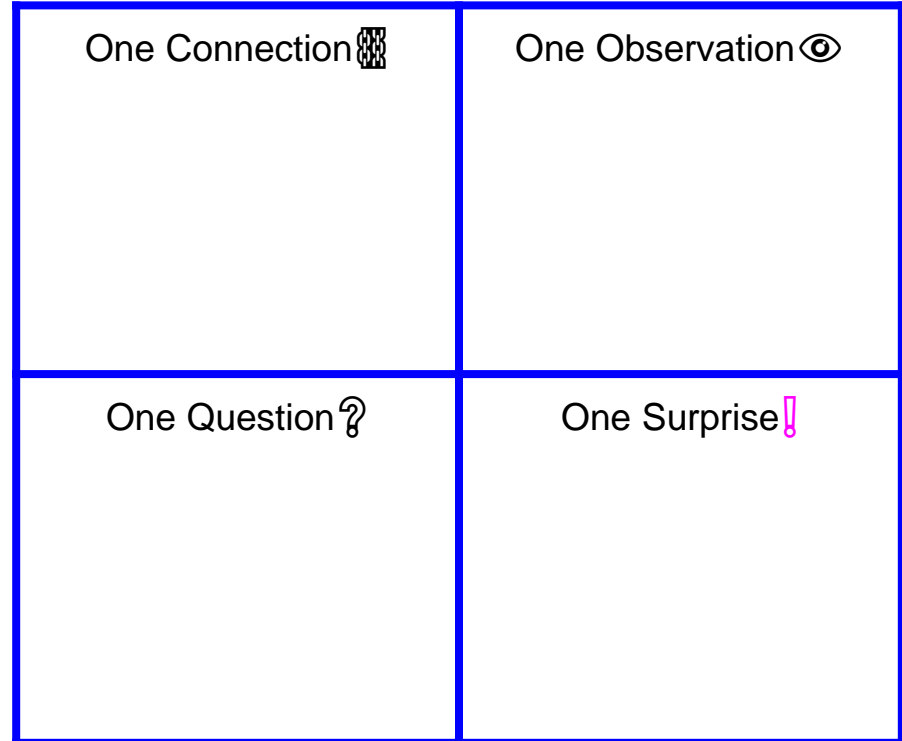




# First Position

Following your reading of this chapter, record your responses to each of the prompts in your WNB. Create four quadrants similar to the diagram on this slide.

- Make one connection**
- Make one observations**
- Ask one questions**
- Share one surprise**



# Can't Move

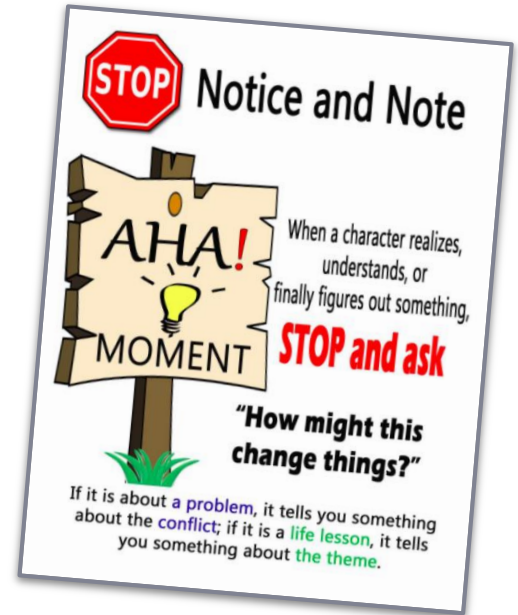
## AHA! Moment

Notice when a character (or reader) realizes, understands, or figures out something.

Consider the following quote.

"I'll defend myself against Alan" (44).

- ❑ **Signpost**-What does the Donte realize or understand?
- ❑ **Anchor question**- How might this change things?



# Back to School

Consider the pressures exerted on characters.



## Characters Are Complicated: Consider the Pressures

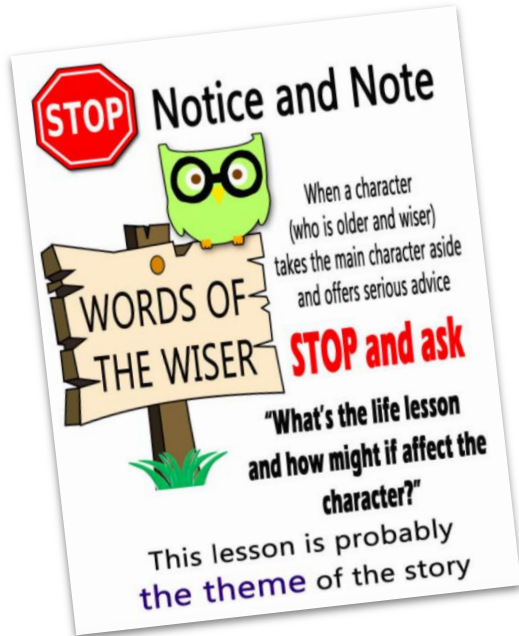
Think deeply about our characters.. During your reading today, focus on a character and consider...

- What pressures might there be on this character?
- Do these pressures help me understand the character's actions and decisions?

Share your thinking with a discussion partner.



# On Guard & On the Strip



## Words of the Wiser

Notice when Coach gives Donte advice.

Consider the following quote and the text around it.

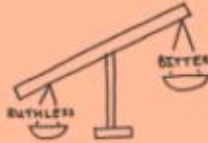
"Coach rubs his neck, staring at the gym wall with its dirty windows, covered by bars. 'Swiftness, intelligence can win a match. But patience is the real necessary skill'" (90).

- Signpost**-What is the life lesson?
- Anchor question**- How might this affect Donte or Coach?



# Reconnaissance

Know that some traits matter more than others because they affect the rest of the story.



## Characters Are Complicated: Which Traits Matter?

Think deeply about our characters.. During your reading today, focus on **Donte** and investigate how some traits are becoming particularly significant to the story overall. How might these traits influence what happens in the rest of the story?

**Suggestion: Frame your thinking using the following thinking routine:**

**I used to think...Now I think...**

# Sorry & Parry

Jot down one of these quotes at the top of a page in your WNB.

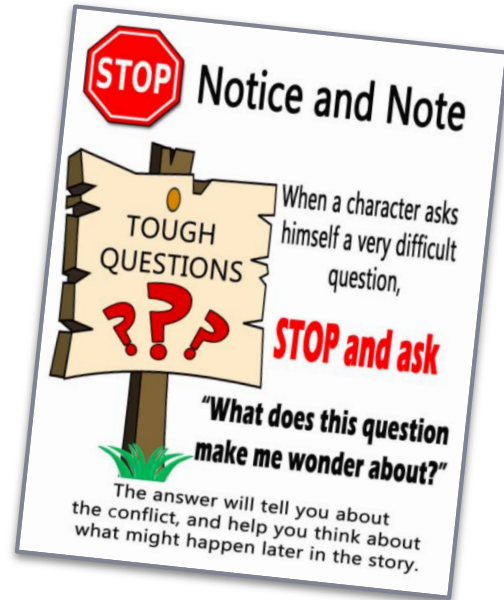
“True, we stared mean. Trey and me can’t ‘turn the other cheek’ every day. (Can we?)” (118).

“I understand. (Another twist.) Dad and Trey acting tough isn’t as scary. Me, I might get killed. I shudder. (Is this only going to get worse as I get older?)” (119)

“Excitement rushes through me. Is this my superpower?” (121).

Analyze the quote. In at least three sentences:

- What is happening in Donte’s life?
- How does he feels?
- “What do these questions make me wonder about?”





# Teamwork

## Mind Melding

**Note to readers:** **YOU** now have the power to mentally merge with a character—to read the character’s mind or connect directly with one of the character’s memories. Jot your thinking on your mind-melding guide.

**Pre-reading:** Select a **character** from the chapter titled **Teamwork**: *Donte* or *Coach*

I selected \_\_\_\_\_ because \_\_\_\_\_.

**During Reading:** Take notes, sketch, jot down emotions while reading (use your WNB).

If you were mind-melding with \_\_\_\_\_ right now, what would you be seeing, feeling, thinking?

**Post Reading:** Explore your thinking.

How did mind-melding with \_\_\_\_\_ help you understand his/her predicament or problem?

What advice can you now share with \_\_\_\_\_ to help them out?

What additional questions do you have about his/her situation?

Share your mind-melding experience on [Flipgrid](#).



# Hearing

## Characters Are Complicated: Investigate the Influence of Setting

Think deeply about our characters. During your reading today, focus on the setting (time and place) and consider...

- What kind of place is this?
- What words can you think of to describe the atmosphere or mood of your settings, and how do you think this place is affecting Donte, his family, and Coach?

Share your thinking with a discussion partner.

Ask, "What kind of place is this?"

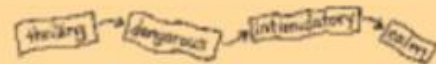


Safe



Not Safe

Consider the mood of the place.



# Celebrate & Riposte

Following your reading of this chapter, record your responses to each of the prompts in your WNB. Create four quadrants similar to the diagram on this slide.

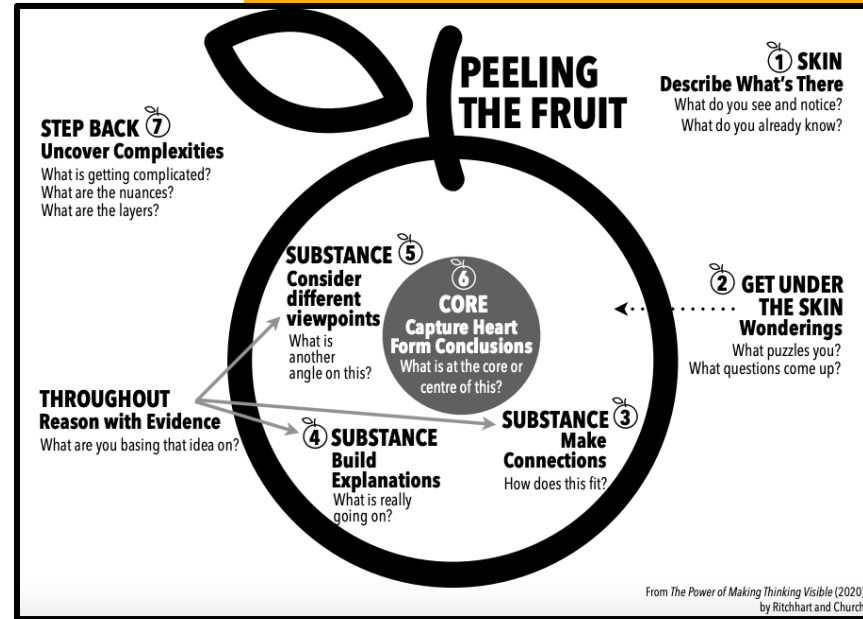
- Make one connection**
- Make one observations**
- Ask one questions**
- Share one surprise**

One Connection 🧩	One Observation 👁️
One Question ❓	One Surprise !

# Thinking Routine Reflection

Reflect on the characters' viewpoint, issues, and questions at this point in the story. As a class, peel the fruit.

1. Skin- "What do you see and notice?"
2. Get Under the Skin- "What puzzles and questions have come up?"
- 3-5. The Substance- "What is this story really about?"  
"How could we see this from another perspective?" "How does this story fit your life?"
6. Core: Capture the Heart & Form Conclusions- "What is the central idea or message?"
7. Step Back- "What's getting complicated?"





# Quote the Quote

Readers, prior to completing the discussion guide, read the selected quotes from Part 2. Choose one of the quotes, analyze its meaning, and discuss why you picked it as a powerful passage on your discussion guide.

(List of quotes to review and select.)

Reflect on our reading and understanding of our novel *Black Brother, Black Brother*. Prepare your ideas, questions, and quotes prior to our discussion in your lit group.

## Note...

### Questions & Predictions

### A Powerful Passage and Why Selected

### Characters Are Complicated

### Central Idea Developed into a Theme Statement

Our Lit Group discussion will be

Come prepared and ready to participate!

## Discussion Notes for *Black Brother, Black Brother* pp. 67-149

Please have notes prepared and ready to discuss within your lit group on \_\_\_\_\_.  
Use these questions to guide your **note-making**.

**Questions/Predictions:** What questions are you thinking about at the end of this section of the novel? What are you wondering about? What is confusing or unclear? Make a prediction about what might happen next in the novel?

Question(s)-

Prediction-

**Powerful Passage:** What section(s) of the text caught your attention? This could be something surprising, weird, or well said. Make a note of the page number and beginning words so you can read it to your group. *Be sure to write why you chose it.*

P. \_\_\_\_\_

Quote- "

**Characterization:** While reading, we revise our thinking about characters in the face of new evidence. **Focusing on one character**, how has the character changed from the beginning of the story? Support your answer with evidence from the text.

Character-

Changes-

**One-Word Central Idea:**

Select a word that represents a topic explored in this part of the story: \_\_\_\_\_

Next, create and complete the following **theme** statement:

The author believes that \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Adapted from the companion website for Visible Learning for Literacy, Grades K-12: Implementing the Practices That Work Best to Accelerate Student Learning by Douglas Fisher, Nancy Frey, and John Hattie. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2016 by Corwin. All rights reserved. Reproduction authorized only for the local school site or non-profit organization that has purchased this book.

# Black Brother, Black Brother

## Comprehension Check #2 pp. 67-149

Answer the following questions from our novel study. Use your novel, note taking guide, and discussion notes. **You are required to answer in complete sentences. (3 points each)**

1. Examine Donte's and Coach's relationship. How is their relationship being shaped by the recent events? Describe their relationship at this point in the story using evidence from the text.
1. Jewell Parker Rhodes uses literary devices and dialog to make the story and characters come alive. Snatch a sentence or two from the text that made the story come alive for you as a reader. Explain why you selected the sentence(s).
1. Consider a character from the story. (Donte, Trey, Coach, or Alan) What trait(s) influence the character's behavior more than other traits? Identify the trait(s) and provide evidence from the story to support your analysis.
1. "In my head, I hear Coach: 'See *everything*.' How can I see when everything's so fast?  
Like Marvel-superhero fast.  
I inhale, hold my breath, and exhale. Focus.  
See.  
And then I see"(108).

**Explain what Donte realizes at this point in the story. Predict how it may shape Donte's role as a brother, son, student, or teammate later in the story.**

1. Notice and note a signpost from your reading from this section of text. Identify the **signpost**, share **evidence** from the text, and answer the **anchor question**.
  - a. **Signpost** (identify)
  - b. **Evidence** (what happened)
  - c. **Anchor question** (answer)



Part 3



Bout



# Happiness & Etiquette

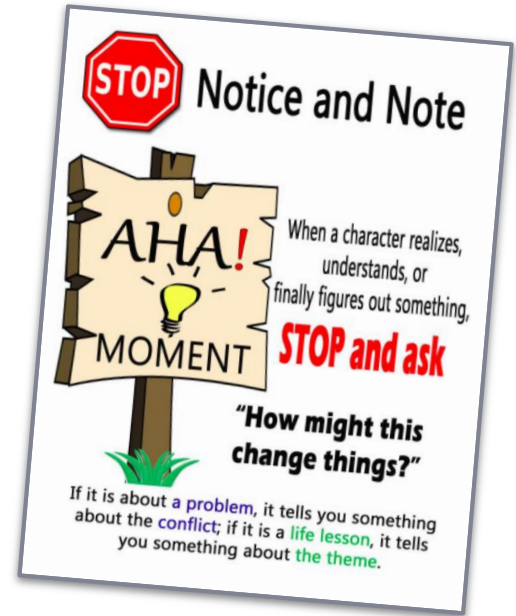
## AHA! Moment

Notice when a character (or reader) realizes, understands, or figures out something.

Consider the following quote.

“Smiling, arms crossed over his chest like a genie, Coach declares, ‘We’re ready for a meet’” (44).

- ❑ **Signpost**-What does the Coach realize or understand?
- ❑ **Anchor question**- How might this change things?

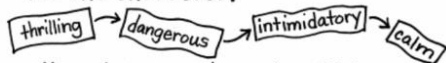




# Tournament

## Ways to Question the Text about Psychological Setting Changes

- ☑ At different moments in the story, has the setting changed for the character?



- ☑ How does my character fit in this place?



- ☑ Is this a safe place?



- ☑ Is it becoming something else?



## Characters Are Complicated: Pressures of a Place

Think deeply about our characters.. During your reading today, focus on the setting and consider...

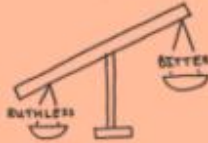
When characters seem torn, when they're acting one way on the outside and a different way on the inside, it's sometimes because they're being pulled in different directions. You can consider ways the pressures of a place might be pulling them away from their inner compass (morals).

How are Donte, Trey, Coach, Zion, and Zarra acting on the inside? On the outside?

Share your thinking with a discussion partner.

# Aftermath

Know that some traits matter more than others because they affect the rest of the story.



## Characters Are Complicated: Which Traits Matter?

Think deeply about our characters.. During your reading today, focus on **Coach** and investigate how some traits are becoming particularly significant to the story overall. How might these traits influence what happens in the rest of the story?

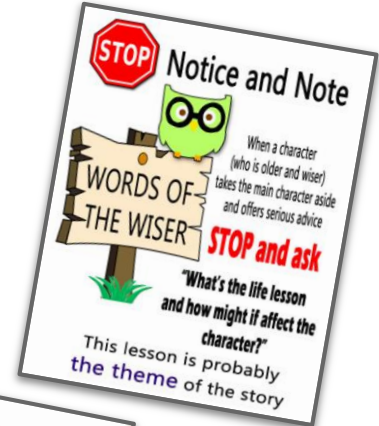
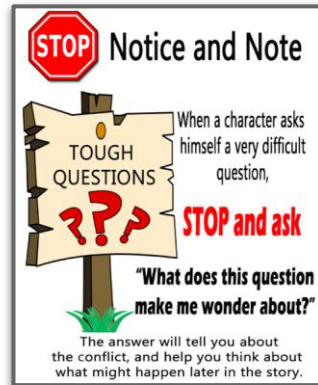
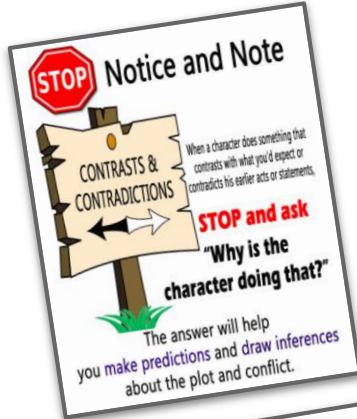
**Suggestion: Frame your thinking using the following thinking routine:**

**I used to think...Now I think...**

# Car Talk

## Signpost Search

With a partner, notice each of the signposts in this chapter (no MM). Document the evidence and answer the anchor questions in your WNB.





# Quote the Quote

Readers, prior to completing the discussion guide, read the selected quotes from Part 3. Choose one of the quotes, analyze its meaning, and discuss why you picked it as a powerful passage on your discussion guide.

(List of quotes to review and select.)

Reflect on our reading and understanding of our novel *Black Brother, Black Brother*. Prepare your ideas, questions, and quotes prior to our discussion in your lit group.

## Note...

### Questions & Predictions

### A Powerful Passage and Why Selected

### Characters Are Complicated

### Central Idea Developed into a Theme Statement

Our Lit Group discussion will be

\_\_\_\_\_

Come prepared and ready to participate!

Name: \_\_\_\_\_ Date \_\_\_\_\_

## Discussion Notes for *Black Brother, Black Brother* pp. 153-184

Please have notes prepared and ready to discuss within your lit group on \_\_\_\_\_.  
Use these questions to guide your **note-making**.

**Questions/Predictions:** What questions are you thinking about at the end of this section of the novel? What are you wondering about? What is confusing or unclear? Make a prediction about what might happen next in the novel?

Question(s)-

Prediction-

**Powerful Passage:** What section(s) of the text caught your attention? This could be something surprising, weird, or well said. Make a note of the page number and beginning words so you can read it to your group. *Be sure to write why you chose it.*

P. \_\_\_\_

Quote- "

**Characters Are Complicated:** While reading we notice characters experience pressure from outside sources. Focusing on one character, how does that character act one way on the outside and a different way on the inside? How does this information help me understand the character's actions and decisions?

Character-

Actions-

Understanding-

**One-Word Central Idea:** Select a word that represents a topic discussed in the reading: \_\_\_\_\_

Next create and complete the following **theme** statement:

The author believes that \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Adapted from the compliance website for Visible Learning for Literacy, Grades K-12: Implementing the Practices That Work Best to Accelerate Student Learning by Douglas Fisher, Nancy Frey, and John Hattie. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2016 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

# Black Brother, Black Brother

## Comprehension Check #3 pp. 153-184

Answer the following questions from our novel study. Use your novel, note taking guide, and discussion notes. **You are required to answer in complete sentences. (3 points each)**

1. Examine the protagonist, Donte. Compare his actions, thoughts, and feelings from the beginning of the novel to this point. How has he changed? Support your answer with evidence from the text.
1. On the back of this quiz, share an interesting or surprising scene from the novel using sketchnotes: symbols, words, pictures, quotes, captions, etc. Be prepared to share your sketchnotes with a small group. How is this scene significant to the story? **(Sketchnotes on back)**
1. What internal and external pressures are influencing Donte's thoughts and actions at this point in the story? Support your answer with evidence from the text.
1. “Why do you want to fence? Coach barks; his voice booms inside the car.  
Alan. To beat Alan. But that isn't true anymore.  
'What do you dream?' The voice jars me again.  
'I want to be the best.' (That's the truth.)” (183)

Explain what Donte realizes at this point in the story. How might this change things?

1. Notice and note a signpost from your reading from this section of text. Identify the **signpost**, share **evidence** from the text, and answer the **anchor question**.
  - a. **Signpost** (identify)
  - b. **Evidence** (what happened)
  - c. **Anchor question** (answer)

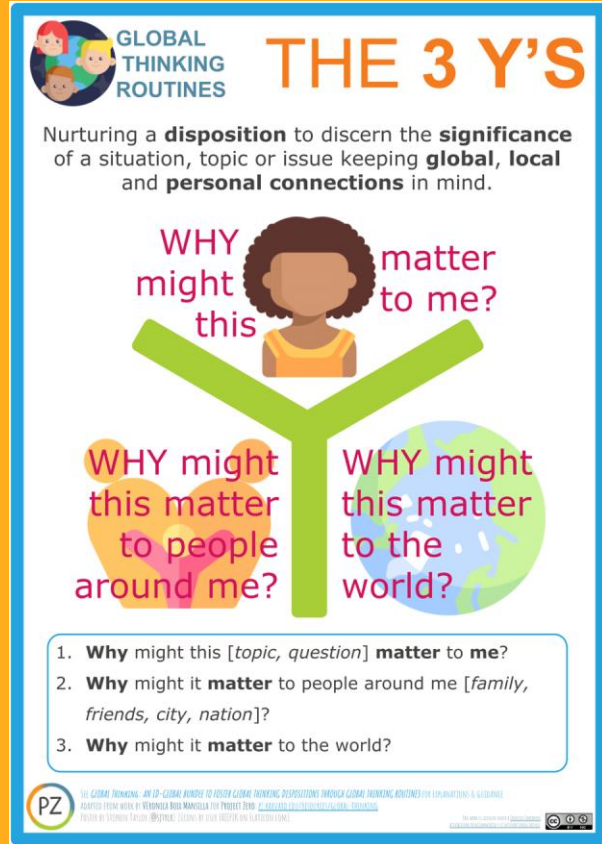


# Thinking Routine Reflection

Using the 3 Y's thinking routine, reflect on the characters' viewpoint, internal conflicts, external conflicts, and your personal connections at this point in the story. Share your thinking with a discussion partner.


- ❑ **Why** might this story matter to me?
- ❑ **Why** might it matter to people around me (family, friends, city, nation)?
- ❑ **Why** might it matter to the world?


Post your thinking on Padlet.




**GLOBAL THINKING ROUTINES** **THE 3 Y'S**

Nurturing a **disposition** to discern the **significance** of a situation, topic or issue keeping **global, local** and **personal connections** in mind.

**WHY** might **this**  **matter to me?**

**WHY** might **this**  **matter to people around me?**

**WHY** might **this**  **matter to the world?**

1. **Why** might this [*topic, question*] **matter to me?**
2. **Why** might it **matter** to people around me [*family, friends, city, nation*]?
3. **Why** might it **matter** to the world?

**PZ** THE GLOBAL THINKING ROUTINES: AN IEP-GRADUATE APPROACH TO FOSTER GLOBAL THINKING DISPOSITIONS THROUGH GLOBAL THINKING ROUTINES FOR EDUCATORS & LEARNERS. ADAPTED FROM WORK BY WENDIEE BOES MARIJKA FOR PROJECT ZERO. CC BY-NC-SA. <https://www.projectzero.harvard.edu/>

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Part 4

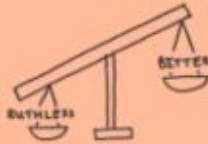


# Seeing Me



# Mirror

Know that some traits matter more than others because they affect the rest of the story.



## Characters Are Complicated: Which Traits Matter?

Think deeply about our characters.. During your reading today, focus on **Donte** and investigate how some traits are becoming particularly significant to the story overall. How might these traits influence what happens in the rest of the story?

**Suggestion: Frame your thinking using the following thinking routine:**

**I used to think...Now I think...Because...**

# July Tryouts

## AHA! Moment

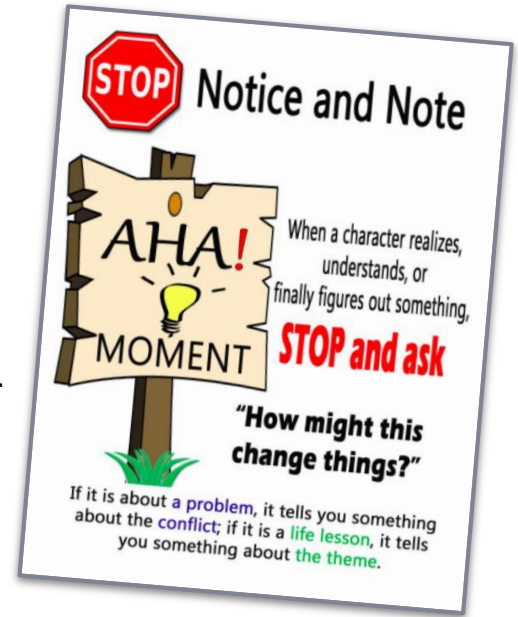
Notice when a character (or reader) realizes, understands, or figures out something.

Consider the following quote.

“Alan has a tell. (I wish I'd seen it sooner...wish I'd see it again.) No doubt Alan is better, more experienced fencer than me. Yet I might be able to use his own strategy against him. Poke his ego. Exploit his flaws.

Be tougher inside my mind.” (199).

- Signpost**-What does Donte realize or understand?
- Anchor question**- How might this change things?



# Book Sense & Success

## Success

Fencing is physical—balancing form, distance, and precise move.

Fencing is mental—balancing respect for the sport, self-confidence, and calm.

Greatness blends mind and body—not by winning against an opponent, but by focusing on your mind guiding the blade.

Fencing is life. The battle is always centered in the self.

—*Rising to the Fencing Challenge*

**Following your reading, closely reread the poem from p. 208.**

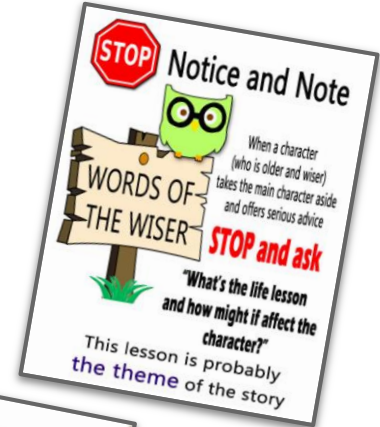
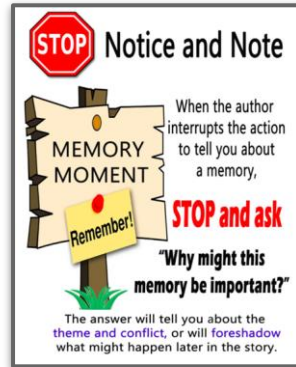
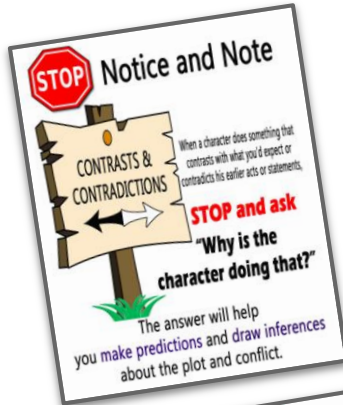
- What do you notice about the form?**
- Who is the speaker?**
- What is the mood?**
- Does the poet use any literary devices?**
- What is the message?**

**Share your observations with a discussion partner. Be ready to share your discussion points with the class.**

# Head High & Triumph

## Signpost Search

With a partner, notice each of the signposts in this chapter (no TQ). Document the evidence and answer the anchor questions in your WNB.



## One Word Quiz

1. Select one of the following central ideas developed throughout the novel *Black Brother, Black Brother*.

**Stereotypes**

**Racism**

**Inequity**

**Family**

**Bullies**

**Regret**

1. In a well-developed paragraph, share what Jewell Parker Rhodes taught the characters and the reader about this central idea and develop it into a theme statement. What did she believe? How did the actions, thoughts, and feelings of the characters support this belief? Share at least three pieces of evidence from the novel to support your thinking. Use your note-taking guide and the novel. Cite at least one direct quote from the novel using “quotation marks” and the page number (p. \_).

# Thinking Routine Reflection

Using the 4 If's thinking routine, explore the issue of racism interrogated in this story. Share your thinking with a discussion partner.

- ❑ **If** I take the issue of racism seriously, what might my actions and behaviors look like? What might I choose to do differently? When and where might I find myself speaking out.
- ❑ **If** my community takes this issue seriously, what are the implications for our collective action and behavior? What actions or behaviors might we need to change or new actions to take on?
- ❑ **If** our nation/world takes this issue seriously, what current and future policies are needed? What wrongs need to be righted?
- ❑ **If** I/we don't do anything...what happens?

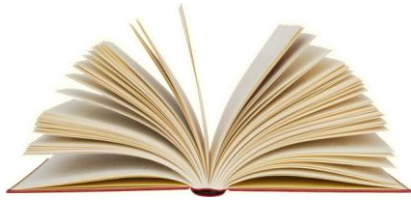


Post your reflection on Padlet





# I am a BHH Reader



## BOOK

What's this about?

## HEART

Who's telling the story?

What does the author want me to know?



## HEAD

What surprised me?

What does the author think I already know?

What did I notice?

What changed, challenged, or confirmed my thinking?



What did I learn about myself?

How will this help me to be better?

Did this change me?



# Quote the Quote

Select a quote that captured your attention during our reading of ***Black Brother, Black Brother***.

Design a poster on Google Slides (24”x 36”) to display the quote (p. #), along with images and symbols. Give credit to the author by featuring the book cover.

We will print and display the posters around our learning community.

(List of quotes to review and select.)