

Grade 7 / Week 7

Standards Covered this Week

- **LAFS.7.L.3.4.a:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, by using context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- **LAFS.7.L.3.4.d:** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **LAFS.7.RL.2.6:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Name

Teacher

A Note to Parents

We are continuing the “New Perspectives” thematic unit with a short story entitled “Main Street” by Jacqueline Woodson. *Please note*, this text focuses on the internal thinking of an eleven-year-old girl who recently lost her mother to cancer. If your child has recently experienced a loss and expresses a need to focus on lighter subjects, you may wish to discuss with your child and his or her teacher whether an alternative assignment might be a better fit. This text also candidly discusses instances of racial prejudices and provides great opportunities for discussion with you and your child.

Here are some *optional* online resources to support or extend your student's thinking:

- This text is also available through CommonLit, which provides an audio read-aloud, translation, and online annotation features. Students should access CommonLit through their ClassLink.
<https://www.commonlit.org/en/texts/fyc-main-street>
- Hear an audio version of the short story on YouTube <https://youtu.be/-k1ld4418wU>
- Learn more about the author and her many best-selling books at <https://www.jacquelinewoodson.com/>
- View pictures of the fall foliage of New Hampshire to understand the draw the narrator discusses
<https://www.wcvb.com/article/20-reasons-to-fall-in-love-with-new-england-foliage/29488562#>

Day 1, Activity 1: Vocabulary

Step 1: Based on the context sentence and the photo, write down your best prediction for the definition of each word. The first one is done for you.

1. Conduct

Before the trial could begin, detectives needed to conduct an investigation to gather facts and evidence.

Definition prediction: _____

Correct definition: _____



Madeline decided to conduct a survey to determine the biggest concerns in the community.

2. Erupt

Words of love and welcome erupted from their grandma's mouth whenever they walked through the door!

Definition prediction: _____

Correct definition: _____



Gary erupted with joy when he finished construction on his first house.

3. Outspoken

Miguel's outspoken neighbors always made sure the city fixed any potholes or broken streetlights.

Definition prediction: _____

Correct definition: _____



Sonia was outspoken with her opinions about preserving national parks.

Step 2: The below definitions are written in the order of the vocabulary above. Copy the correct definition for each word onto the lines in your packet. How close were your predictions?

- 1. To carry out an activity or process, often to gain information
- 2. To burst out loudly
- 3. Willingness to openly speak one's mind

Day 1, Activity 2: Quick Write

What is the difference in a real friend and a fake friend? How do you act differently around the two people? Explain.

Day 2, Activity 1: Vocabulary Practice

Step 1: Fill in the blanks using the correct vocabulary word to complete each scenario. *You may have to change the form of the word (ex: go, going, gone).*

Step 2: Explain why the vocabulary word best fits based on context clues provided in the scenario.

Example: Every single day, Bryan wakes up at 5 o'clock in the morning to take a 10-mile jog. Then, he goes to the gym to lift weights. Afterwards, he does 20 laps in the pool. And this is before he goes to practice with the team every afternoon! Bryan is *relentless* about training because *he is extremely dedicated and exercises all of the time.*

Conducted Erupted Outspoken

1. Deangelo realized he did not know the new owner of the big mansion in town. He decided to ask around to determine if anyone in the town new the mystery owners.

Deangelo _____ a survey because _____

2. Deangelo knew he needed to go to the General Store manager to get the real answers. Mrs. Norton was always ready to be honest about her opinion on a situation. Even though she was often annoying, Deangelo knew that he could expect her to tell him the whole truth.

Mrs. Norton is _____ because _____

3. Deangelo couldn't control the sound of shock and amazement that escaped his lips when Mrs. Norton told him the names of the new town residents. His uncontrollable stuttering lasted for what seemed like forever; he was so shocked someone so famous lived in his town!

Deangelo's reaction _____ because _____

Day 2 & 3: Active Reading

Today, we are going to read "Main Street" about a girl who sees her friends in a new way. During our reading, we're continuing to work on analyzing point of view.

Refresh your memory by filling in the blanks:

- Point of view is _____
- Authors develop point of view through a character's _____, _____, and _____.

Main Street

Jacqueline Woodson

About this Text

Jacqueline Woodson is an American poet and novelist who has won numerous awards, including winning four Newbery Honor medals. Her New York Times–bestselling memoir, *Brown Girl Dreaming*, received the National Book Award in 2014. **As you read, pause to answer the questions beside the text.**

| Skills Focus | Vocabulary |
|---|---|
| In this lesson, you'll analyze how an author develops a character's point of view . | Let's pronounce these words together as a class: Erupt (ih-ruhpt) |
| How do we analyze point of view? | |
| <p>Point of view is the way a character sees a person or situation.</p> <p>In order to analyze how an author develops a character's point of view, we determine what the character thinks and believes about a person or situation. Then, we analyze <i>how</i> the author develops the character's point of view (e.g. through actions, dialogue, or thoughts).</p> | |

Section 1

[1] Autumn now. The leaves here in New Hampshire are the ones on postcards — bright red and heartbreaking gold, color so deep and intense it seems it doesn't belong in nature. They sell the postcards at the pharmacy on Main Street and tourists buy tons of them, scribbling things like *Gorgeous here* and *Right out of Our Town* and *Bringing you home some maple syrup* and *I can imagine living here one day*. Celeste said that's how her mother found Peterborough. She had come up with a busload of people wanting to see the leaves turn colors. And she said to herself, *Maybe one day I'll live here*. Celeste said, *Maybe she was so busy looking at the colored leaves, she didn't look around to see that the leaves were the ONLY color in this town!*

[2] There's a coffee shop on Main — right next to the pharmacy. Even though egg creams¹ weren't always on the menu, the people coming here to look at the leaves kept asking for them so the owner finally added them and people coming from the city drink them by the gallon and write their post cards. I haven't learned to like the egg creams, but I sit at the coffee shop some days, drinking Cokes and looking over people's shoulders to watch them write the same things over and over and over. Sometimes I think I'll see Celeste getting out of a car and running into the drugstore with her mother. But Celeste is gone now. This town is both completely different — and absolutely² the same — without her.

[3] Last winter the snow fell so long and rose so high, my father hired a man from Keene to plow it. When the man arrived, his huge plow moved silently through the mass of snow. The silence surprised me. How could so much power exist inside such quiet? As I watched, pressing my head against the window, I said to my father, *I want to move through the world that quietly. That powerfully.*

Paragraphs 1-2

A. Think & Share: Celeste says, “leaves were the ONLY color in this town”(1). What would it be like to live in a colorless place?

B. Find Evidence: Underline a detail that explains why the narrator is alone.

Paragraph 3

A. Find Evidence: Underline the dialogue in paragraph 3.

B. Think & Share: What is unusual about the way dialogue is written in this story?

¹ a cold beverage made with milk, carbonated water, and flavored syrup

² **Absolutely** (*adjective*): completely, totally

[4] *Where did you come from?* my father said, his eyes at once laughing and worried.

[5] *I had a mother once*, I said into the pane.³ *She used to say things.*

[6] *Don't say that*, my father said. *You still do. Don't ever say that.*

[7] But he is wrong. I don't have a mother anymore. It's just my father now. And the leaves. And the snow.

[8] And the memory.

Paragraphs 5-8

Think & Share: What might the narrator's comments about her mother mean?

Section 2

[9] There are things you're not allowed to say. When I was very young, it was the curses I'd heard my mother use, the words **erupting** from her mouth but disconnected — too ugly to belong to someone as beautiful as my mother. One morning, I stood in front of the mirror, saying the words over and over. My father found me this way. Neither of us knew that exactly eight days from that moment, my mother would move on to the next place. We thought the doctors were wrong. We prayed, *Please, doctors, in the name of our Holy Father, be wrong.*

[10] *What are you saying?* my father said when he heard me. *Don't ever say those words. Ever.*

[11] *But Mama says them.*

[12] *She's in pain*, my father said. *Those words should only be said by people in pain.*

[13] I wanted to tell him I was in pain. I wanted to show him where it hurt. Point to my head, my heart, my belly. *Say, Here, Daddy. And here. And here.* But I didn't. I was eight years old. He would say I was too young to know real pain. *After all*, he'd say, *you've never even had a skinned knee, Treetop!* Then rub my head and smile that halfway real, halfway crying smile. That winter, I hurt every place my mother hurt. As I pressed wet cloths to her sweating forehead, as I let her hold my hand to wait out the pain, as I read to her from gossip magazines and gently brushed her thinning hair, each twist of pain moving through her moved through me. I wanted to tell my father this — that once I had lived inside my mother, a part of her. I wanted to say, *How could I NOT know her pain?*

[14] *What kind of name is Treetop, anyway?* Celeste asked the first time she heard my father call me this. We were nine years old, and Celeste was my new best friend. She had moved to New Hampshire from New York City. She was tall and brown and beautiful. Her mother had modeled for magazines.

[15] *The first time I asked him where babies came from*, he said *Treetops.*

[16] Celeste squinted, pulled her lips to the side. I had practiced doing this in the mirror, but it never looked all the amazing things hers looked.

[17] *You know that's not true, right?*

[18] *Yeah. Of course. But the name stuck.*

[19] *My dad would never say that*, Celeste told me. *He'd say Look it up. But he'd never call me Look It Up. Just saying.*

[20] We laughed. From the moment we became friends, it seemed we spent so much of our time laughing.

Paragraph 13

Find Evidence: Underline two details that show what the narrator is experiencing.

POINT OF VIEW: Paragraphs 14-20

A. Find Evidence: Underline two details that show how the narrator views Celeste.

B. Write: How does the author reveal the narrator's point of view?

³ **Pane** (noun) a single sheet of glass in a window or door

[21] She told me her father spent his days figuring out what to do with other people's money. *He likes counting it*, she said. *And recounting and recounting. He's tall like me*, she said. She said her parents were taking a break from each other. *After all, eleven years is a long time to be together, don't you think?*

[22] I shrugged. When my mother died, she and my father had been together twenty years. They had been middle school sweethearts. My father said he couldn't imagine living without her.

[23] I didn't tell Celeste this. I didn't say, *The people who don't want breaks sometimes get them*. But maybe she saw something in the way I stared at the ground. We were at the park, which was empty and cold. We were dragging our feet below our swings, moving slowly back and forth.

[24] *You miss her, huh?*

[25] I nodded.

[26] *I miss my dad*, Celeste said. *And I miss New York. I know me some missing*.

[27] I looked up and she was smiling. Then we were laughing again. That quickly, we were looking at each other and laughing so hard we had to bend over, nearly falling out of our swings.

Paragraphs 23-27

A. Turn & Talk: How are Celeste and the narrator alike?

B. Write: How does the author show that Celeste is a good friend to the narrator?

Section 3

[28] I had never known anyone brown, and Celeste had never lived in a place where brown people didn't.

[29] *It's Negro-less*, she said, smiling. *It's a Negro-free zone.*⁴

[30] *I thought we didn't say that word anymore*.

[31] Celeste looked at me. *You can't, but I can. It's in the language rulebook, I swear*.

[32] *You're lying, right? There isn't really a language rule book*.

[33] *Nope. Not lying. There're all kinds of rule books. The New Hampshire rule book says only one family that's not white can live here at a time. When I move away, another family will come, I swear. It's in the rule book!*

[34] Celeste looked at me a moment. Then smiled. *I swear*.

[35] *But you're not going to move away*. I wasn't smiling.

[36] *Not tomorrow*.

[37] That was the year my other friends disappeared. One by one they wanted to know why, when we had all been friends since forever, I needed this new friend now.

[38] *The one black person my mother knew stole stuff*, Casey said.

[39] *They love rap music*, Lisabeth said. *Does she teach you dances?*

[40] *Celeste plays piano*, I said quietly. *She's been playing since she was small. Beethoven! She can play Beethoven.*⁵

[41] The others and I were still friends then, our dolls between our laps, their blond hair getting wrapped into braids and curls and cut and dyed. I sat in their

Paragraphs 28-36

Think & Share: What races are the narrator and Celeste?

POINT OF VIEW: Paragraphs 37-44

A. Write: How do Lisabeth and Casey view Celeste?

⁴ The word "Negro" was considered a polite term for African-American people from about 1900 into the 1960s. It is rarely used today.

⁵ Ludwig van Beethoven (1770-1827) is considered to be one of the greatest musicians of all time. Playing the music he wrote is difficult and requires great skill.

pink bedrooms, the rooms I'd sat in for as long as I could sit alone and listened without knowing what to say back.

[42] It hurts here and here, I was thinking. And I don't know why it hurts. But it does.

[43] *Aren't you scared?* they asked. *She might take things from you. She might have a gun. Or a knife. Her feet are big. Her hair is strange. There was one at our school once, you remember? She was adopted or something, that's all I remember.*

[44] *My mom said I shouldn't eat with the new one. You shouldn't either.*

[45] Celeste arrived long after the doctors told my mother there was nothing they could do, and at night my father sat behind the bathroom door gulping back sobs. She arrived long after we buried my mother, my father and me at the graveside, our gloved hands locked together, Lisabeth and Casey behind me, standing between their own parents, safe from cancer and dead parents and holes opened in the ground. Celeste arrived in the late winter... and smiled at me.

[46] *Your mom would be mad if she knew,* Lisabeth and Casey said.

B. Write: What does paragraph 42 reveal about the narrator's reaction to her friends' comments?

C. Write: How does the author reveal the narrator's point of view?

Paragraph 46
Turn & Talk: How do you think the narrator will react to Lisabeth's and Casey's comment?

Section 4

[47] Celeste pulled me through town making me name the trees we passed — white birch, barberry, sugar maple, catalpa...

[48] *How do you do that?* she asked again and again. *How do you know?*

[49] *Black walnut, beech, oak, pine,* I said, because I loved the feeling of her hand in mine, loved the surprising softness. I didn't tell her I had never touched a black person before and how surprised I was the first time I touched her hair. But the second time I reached for it, Celeste's hand shot up, caught mine just inches from her head.

[50] *Stop!* she said once when I was reaching for her hair. *I'm not a dog to be petted!*

[51] The following autumn, we buried Celeste's pet rabbit Joe in her backyard, sprinkling crushed leaves over his tiny grave. We had been friends for close to a year and somewhere in that time had grown to the same height, wore our jeans rolled at the ankle, and tied our shirts in matching knots at our waists. Celeste wore her hair out, an amazing black halo floating over her head. I had learned to keep my hands out of it, but at school, she was constantly slapping the other kids' hands away. Some mornings, when she thought no one was looking, I saw her face dip into a sadness I had only seen on my father. Those days, I wanted to grab her hand and hold on tight. But we were eleven. What did we know about anything?

[52] Spring came again. *I like you, Treetop,* Celeste said to me one morning. *But I don't like it here.*

[53] *But you love the leaves. And egg creams!*

[54] *My mom said we'd give it a year. It's been more than a year,* Celeste said. She wouldn't look at me. And then, finally, she did. *New York is only four and a half hours away.*

[55] *I know.*

Paragraphs 49-51
A. Write: Think about the way the other students treat Celeste. How does this make her feel?

B. Find Evidence: Underline two details that support your answer to question A.

POINT OF VIEW: Paragraphs 52-57
A. Find Evidence: Underline a detail that reveals Celeste's view of race.

B. Write: How is Celeste's view of race different from Lisabeth's and Casey's views?

[56] But we both knew—the distance between New Hampshire and New York was forever away. A whole lifetime.

[57] Celeste laced her fingers inside of mine. *The way our fingers go*, she said, *brown, white, brown, white... It's like the same God or Mother Nature or Universe that decided to make the leaves here all crazy colored said this* — she held up our hands — *this is right, too*.

[58] Some afternoons, Lisabeth and Casey meet me at the pharmacy on Main Street and the three of us sit at the window where we can watch people moving through town. Before she moved back, Celeste and I made a promise that we'd meet in New York City and celebrate our eighteenth birthdays together. In a week, I'll be twelve. *It'll be here before you know it*, Celeste said.

[59] *Why are you squinting?* Lisabeth asks me. *You act like you're not even here*.

[60] And she's right. I am already leaving. I am halfway gone.

POINT OF VIEW: Paragraphs 58-60

Write: How has her friendship with Celeste affected the narrator's view of her town?

B. Write: How does the author reveal the narrator's point of view?

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Day 4, Activity 1: Application of Vocabulary

Answer each question in **1-2 complete sentences**. Make sure that you use the **underlined vocabulary word** in your answer.

1. Why is it important to conduct a poll before claiming you know how a group of people feel about a topic?

2. Why wouldn't you want to be nearby during a volcanic eruption?

3. How can being outspoken be both positive and negative?

Day 4, Activity 2: Text-Dependent Questions

EXIT TICKET for “Main Street”

Step 1

Directions: *Answer the multiple choice questions below.*

MULTIPLE CHOICE QUESTIONS

1. How does the author develop the narrator’s point of view in paragraphs 14-20? **[RL.6]**
 - A. by showing what the narrator does to Celeste
 - B. through the narrator’s reaction to what her father says and does
 - C. by sharing the narrator’s inner thoughts about Celeste with the reader
 - D. through what the narrator says about her father and the words she uses

2. How does the author develop Lisabeth’s and Casey’s points of view in paragraphs 38-46? **[RL.6]**
 - A. through what they do while they are with the narrator
 - B. by showing their reactions to what the narrator says
 - C. by sharing their inner thoughts with the reader
 - D. through what they say and the words they use

3. **PART A:** Over the course of the story, the narrator starts to view Lisabeth and Casey as — **[RL.6]**
 - A. people who are not very smart.
 - B. her closest friends and supporters.
 - C. wise people who give good advice.
 - D. people she does not want as friends.

4. **PART B:** Which detail best supports the answer to Part A? **[RL.1]**
 - A. “That was the year my other friends disappeared.” (Paragraph 37)
 - B. “They love rap music, Lisabeth said. Does she teach you dances?” (Paragraph 39)
 - C. “The others and I were still friends then, our dolls between our laps” (Paragraph 41)
 - D. “Some afternoons, Lisabeth and Casey meet me at the pharmacy on Main Street” (Paragraph 58)

Step 2

Directions: Respond to the Short Response prompt below.

SHORT RESPONSE

How is the narrator’s point of view toward race different from Lisabeth’s and Casey’s points of view? How does the author develop all three characters’ points of view? **[RL.6]**

HELPFUL RESOURCES**SENTENCE PROMPTS FOR INTRODUCING EVIDENCE:**

- In the text, / In the story ...
- In [paragraph X,] ...
- When [X happens] / When [character Y does / says] ...
- The author illustrates this when ...
- For example, ...

SENTENCE PROMPTS FOR EXPLAINING EVIDENCE:

- This means ...
- This illustrates ...
- This reveals ...
- This highlights ...

PARAGRAPH OUTLINE

Claim:

- Evidence
 - Explanation
- Evidence
 - Explanation
- Evidence
 - Explanation

Day 5: Wearing the Mask

Now that you have read three texts from this unit, consider the following main question as you reflect:

- **What does it mean to (figuratively) wear a mask, and why do people often wear them?**

Be sure to consider characters who wore figurative masks in each text. Use textual evidence from “Sol Painting, Inc.,” “We wear the Mask” and “Main Street” in your graphic organizer.

Feeling repetitive or running out of things to say? Consider these questions when finding your quotes or making your commentary:

- How does Papi from “Sol Painting, Inc.” resemble the speaker in “We Wear the Mask”?
- What do you think the narrator in “Main Street” would have to say to Merci from “Sol Painting, Inc.”? Why?
- What does hiding behind a mask provide someone?

| Text Title | Evidence & Paragraph # | My Explanation |
|----------------------|------------------------|----------------|
| “Sol Painting, Inc.” | | |
| “We Wear the Mask” | | |
| “Main Street” | | |