

LITERATURE & THOUGHT

THE HARLEM RENAISSANCE



TEACHER GUIDE

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Literature & Thought

The Harlem Renaissance

History/Social Studies Standards » Reading » Grades 6–8 (RH)	
Key Ideas and Details	
1. Cite specific textual evidence to support analysis of primary and secondary sources.	TG: pp. 15–16, 19, 27–28, 30, 31, 34, 44, 46, 55, 56 IWL: 1.1, 1.2, 2.1, 2.2
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	TG: pp. 41–42 IWL: 3.1, 3.2
3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	TG: p. 21
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	SB: p. 46 TG: pp. 15–16, 24, 26, 29, 40, 43, 44, 50, 54, 59 IWL: 1.1, 1.2, 1.3, 1.4
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	TG: pp. 44, 57
6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	TG: p. 55
Integration of Knowledge and Ideas	
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	TG: p. 60
8. Distinguish among fact, opinion, and reasoned judgment in a text.	TG: p. 31
9. Analyze the relationship between a primary and secondary source on the same topic.	TG: pp. 52–53 IWL: 4.1, 4.2
Range of Reading and Level of Text Complexity	
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	SB: The anthology includes texts of varying levels of complexity. TG: Suggestions for additional readings on page 67 include selections that are challenging, average, and easy.

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History/Social Studies Standards » Writing » Grades 6–8 (WHST)	
Text Type and Purposes	
<p>1. Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>TG: p. 34</p>
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>SB: p. 46 TG: pp. 24, 62, 63 IWL: 1.3, 1.4</p>
<p>3. Not applicable as a separate requirement.</p>	<p>Not applicable as a separate requirement.</p>
Production and Distribution of Writing	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>SB: pp. 46, 76 TG: pp. 24, 36, 38–39, 64 IWL: 1.3, 1.4, 2.3, 2.4, 3.3, 3.4, 4.3, 4.4</p>
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>TG: p. 64</p>
<p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>TG: p. 61</p>
Research to Build and Present Knowledge	
<p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>TG: pp. 36, 60, 61</p>

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History/Social Studies Standards » Writing » Grades 6–8 (WHST)	
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	TG: pp. 62, 63, 64
9. Draw evidence from informational texts to support analysis, reflection, and research.	SB: pp. 46, 76 TG: pp. 24, 38–39, 64 IWL: 1.3, 1.4, 2.3, 2.4
Ranges of Writing	
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	SB: pp. 46, 76, 106, 143 TG: pp. 24–25, 38–39, 48–49, 60, 61, 63 IWL: 1.3, 1.4, 2.3, 2.4, 3.3, 3.4, 4.3, 4.4

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<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>SB: p. 46 TG: pp. 24, 62, 63 IWL: 1.3, 1.4</p>
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Ranges of Writing	
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	SB: pp. 46, 76, 106, 143 TG: pp. 24–25, 38–39, 48–49, 60, 61, 63 IWL: 1.3, 1.4, 2.3, 2.4, 3.3, 3.4, 4.3, 4.4

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English Language Arts Standards » Reading Literature » Grade 8 (RL)	
Key Ideas and Details	
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.	TG: pp. 22, 23, 27–28, 32, 33, 36, 47, 58 IWL: 2.1, 2.2
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.	TG: pp. 41–42 IWL: 3.1, 3.2
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.	SB: p. 106 TG: pp. 20, 45, 48–49 IWL: 3.3, 3.4
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	SB: p. 46 TG: pp. 20, 23, 24, 26, 29, 32, 37, 40, 43, 47, 50, 54, 58, 59 IWL: 1.3, 1.4
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	TG: p. 60
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	TG: p. 22
Integration of Knowledge and Ideas	
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.	
8. (Not applicable to literature)	(Not applicable to literature)
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	SB: The anthology includes texts of varying levels of complexity. TG: Suggestions for additional readings on page 67 include selections that are challenging, average, and easy.

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English Language Arts Standards » Reading Informational Text » Grade 8 (RI)

Key Ideas and Details

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.	TG: pp. 15–16, 19, 27–28, 30, 31, 44, 46, 55, 56, 57 IWL: 1.1, 1.2, 2.1, 2.2
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	TG: pp. 35, 41–42 IWL: 3.1, 3.2
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	TG: pp. 21, 35, 57

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	SB: pp. 46, 76 TG: pp. 15–16, 24, 26, 29, 38–39, 40, 43, 44, 50, 54, 59 IWL: 1.1, 1.2, 1.3, 1.4, 2.3, 2.4
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	TG: pp. 44, 56, 57
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	TG: pp. 30, 55

Integration of Knowledge and Ideas

7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	TG: pp. 52–53 IWL: 4.1, 4.2
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	TG: pp. 31, 34
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	TG: pp. 52–53 IWL: 4.1, 4.2

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	SB: The anthology includes texts of varying levels of complexity. TG: Suggestions for additional readings on page 67 include selections that are challenging, average, and easy.
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English Language Arts Standards » Writing » Grade 8 (W)

Text Types and Purposes

<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented." 	<p>TG: p. 34</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented." 	<p>SB: p. 46 TG: pp. 24, 62, 63 IWL: 1.3, 1.4</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<p>TG: pp. 30, 61</p>

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English Language Arts Standards » Writing » Grade 8 (W)	
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SB: pp. 46, 76, 106 TG: pp. 24, 36, 38–39, 48–49, 64 IWL: 1.3, 1.4, 2.3, 2.4, 3.3, 3.4, 4.3, 4.4
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)	TG: p. 64
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.	TG: p. 61
Research to Build and Present Knowledge	
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.”	TG: pp. 36, 60, 61
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.”	TG: p. 64
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).”	SB: pp. 46, 76 TG: pp. 24, 38–39, 62, 63, 64 IWL: 1.3, 1.4, 2.3, 2.4
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	SB: pp. 46, 76, 106, 143 TG: pp. 24–25, 38–39, 48–49, 60, 61, 63 IWL: 1.3, 1.4, 2.3, 2.4, 3.3, 3.4, 4.3, 4.4

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English Language Arts Standards » Speaking and Listening » Grade 8 (SL)

Comprehension and Collaboration

<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>TG: p. 35</p>
<p>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>TG: pp. 60–61</p>
<p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>SB: p. 76 TG: pp. 34, 38–39 IWL: 2.3, 2.4</p>
<h4>Presentation of Knowledge and Ideas</h4>	
<p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>TG: p. 64</p>
<p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>TG: pp. 45, 64</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>TG: p. 64</p>

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All Standards Correlated by Selection >> Grade 8

Content	Pages	RL ELA Reading Literature	RI ELA Reading Informational Text	W ELA Writing	SL ELA Speaking and Listening	RH HSS Reading	WHST HSS Writing
Cluster One: What Was Life Like During the Harlem Renaissance?							
Teaching the Critical Thinking Skill: Describing	TG: pp. 15–16 IWL: 1.1, 1.2		RI.8.1 RI.8.4			RH.6–8.1 RH.6–8.4	
Cluster One Vocabulary	TG: p. 17	RL.8.4	RI.8.4			RH.6–8.4	
Seventh Avenue: The Great Black Way, Jervis Anderson	TG: p. 18		RI.8.2	W.8.9		RH.6–8.2	WHST.6–8.9
Laundry Workers' Choir, Vivian Morris	TG: p. 19	RL.8.	RI.8.1			RH.6–8.1	
The Typewriter, Dorothy West	TG: p. 20	RL.8.3 RL.8.4					
Rent Parties, Frank Byrd	TG: p. 21		RI.8.3			RH.6–8.3	
The Tropics in New York, Claude McKay	TG: p. 22	RL.8.1 RL. 8.6					
Harlem Wine, Countee Cullen <i>CCSS Exemplar Author</i>	TG: p. 23	RL.8.1 RL.8.4					
Responding to Cluster One Writing Activity: Creating Word Pictures	SB: p. 46 TG: p. 24 IWL: 1.3, 1.4	RL.8.4	RI.8.4	W.8.2 W.8.4 W.8.9 W.8.10		RH.6–8.4	WHST.6–8.2 WHST.6–8.4 WHST.6–8.9 WHST.6-8.10
Cluster One Vocabulary Test	TG: p. 26	RL.8.4	RI.8.4			RH.6–8.4	
Cluster Two: How Were Issues of Race Addressed?							
Teaching the Critical Thinking Skill: Analyzing	TG: pp. 27–28 IWL: 2.1, 2.2	RL.8.1	RI.8.1			RH.6–8.1	
Cluster Two Vocabulary	TG: p. 29	RL.8.4	RI.8.4			RH.6–8.4	
All God's Chillun Got Eyes, E. Franklin Frazier	TG: p. 30		RI.8.1 RI.8.6			RH.6–8.1	
Race Pride, W.E.B. Du Bois	TG: p. 31		RI.8.1 RI.8.8			RH.6–8.1 RH.6–8.8	

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Content	Pages	RL ELA Reading Literature	RI ELA Reading Informational Text	W ELA Writing	SL ELA Speaking and Listening	RH HSS Reading	WHST HSS Writing
I, Too, Langston Hughes CCSS Exemplar Author	TG: p. 32	RL.8.1 RL.8.4					
Any Human to Another, Countee Cullen CCSS Exemplar Author	TG: p. 33	RL.8.1					
Black Men, You Shall Be Great Again, Marcus Garvey	TG: p. 34		RI.8.8	W.8.1	SL.8.3	RH.6–8.1	WHST.6–8.1
How It Feels to Be Colored Me, Zora Neale Hurston CCSS Exemplar Author	TG: p. 35		RI.8.2 RI.8.3		SL.8.1		
The Pink Hat, Caroline Bond Day	TG: p. 36	RL.8.1		W.8.4 W.8.7			WHST.6–8.4 WHST.6–8.7
A Black Man Talks of Reaping, Arna Bontemps	TG: p. 37	RL.8.4					
Responding to Cluster Two Writing Activity: Encounter with the Past	SB: p. 76 TG: pp. 38–39 IWL: 2.3, 2.4		RI.8.4	W.8.4 W.8.9 W.8.10	SL.8.3		WHST.6–8.4 WHST.6–8.9 WHST.6–8.10
Cluster Two Vocabulary Test	TG: p. 40	RL.8.4	RI.8.4			RH.6–8.4	
Cluster Three: What Contributions Were Made to American Art and Culture?							
Teaching the Critical Thinking Skill: Generalizing	TG: pp. 41–42 IWL: 3.1, 3.2	RL.8.2	RI.8.2			RH.6–8.2	
Cluster Three Vocabulary	TG: p. 43	RL.8.4	RI.8.4			RH.6–8.4	
The Negro Artist and the Racial Mountain, Langston Hughes CCSS Exemplar Author	TG: p. 44		RI.8.1 RI.8.4 RI.8.5			RH.6–8.1 RH.6–8.4 RH.6–8.5	

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Miss Cynthia, Rudolph Fisher	TG: p. 45	RL.8.3			SL.8.5		
<i>from</i> Ellington's "Mood in Indigo," Janet Mabie	TG: p. 46		RI.8.1			RH.6–8.1	
<i>Jazzonia</i> , Langston Hughes <i>CCSS Exemplar Author</i>	TG: p. 47	RL.8.1 RL.8.4					
Responding to Cluster Three Writing Activity: Musical Poetry	SB: p. 106 TG: pp. 48–49 IWL: 3.3, 3.4	RL.8.3		W.8.4 W.8.10			WHST.6–8.10
Cluster Three Vocabulary Test	TG: p. 50	RL.8.4	RI.8.4			RH.6–8.4	
Cluster Four: Thinking on Your Own							
Teaching the Critical Thinking Skill: Synthesizing	TG: pp. 52–53 IWL: 4.1, 4.2		RI.8.7 RI.8.9			RH.6–8.9	
Cluster Four Vocabulary	TG: p. 54	RL.8.4	RI.8.4			RH.6–8.4	
Spike's Gotta Do It, Spike Lee	TG: p. 55		RI.8.1 RI.8.6			RH.6–8.1 RH.6–8.6	
If Black English Isn't a Language, Then Tell Me, What Is?, James Baldwin	TG: p. 56		RI.8.1 RI.8.5			RH.6–8.1	
In Search of Zora Neale Hurston, Alice Walker <i>CCSS Exemplar Author</i>	TG: p. 57		RI.8.1 RI.8.3 RI.8.5			RH.6–8.5	
There's a Harlem Renaissance in My Head, Maurice E. Duhon, Jr.	TG: p. 58	RL.8.1 RL.8.4					
Cluster Four Vocabulary Test	TG: p. 59	RL.8.4	RI.8.4			RH.6–8.4	

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Additional Teacher Guide Resources							
Research, Writing, and Discussion Topics	TG: p. 60	RL.8.5		W.8.6 W.8.7 W.8.10 W.8.20	SL.8.2	RH.6–8.7	WHST.6–8.7 WHST.6–8.10
Assessment and Project Ideas	TG: p. 61			W.8.3 W.8.7	SL.8.2		WHST.6–8.6 WHST.6–8.7 WHST.6–8.10
Answering the Essential Question	TG: p. 62			W.8.2 W.8.9			WHST.6–8.2 WHST.6–8.8
Essay Test	TG: p. 63			W.8.2 W.8.9 W.8.10			WHST.6–8.2 WHST.6–8.8
Rubric for Project Evaluation	TG: p. 64			W.8.4 W.8.5 W.8.8 W.8.9	SL.8.4 SL.8.5 SL.8.6		WHST.6–8.4 WHST.6–8.5 WHST.6–8.8 WHST.6–8.9
Related Literature	TG: p. 67	RL.8.10	RI.8.10			RH.6–8.10	