

GRADE 8 English Language Arts Reading and Responding: Lesson 26

Read aloud to the students the material that is printed in **boldface type** inside the boxes. Information in regular type inside the boxes and all information outside the boxes should **not** be read to students. Possible student responses are included in parentheses after the questions.

Any directions that ask you to do something, such as to turn to a page or hand out materials to students, will have an arrow symbol (\rightleftarrows) by them.

Optional: At some point during the lesson, you may read the passage aloud so students can hear fluent, expressive reading and the correct pronunciation of unfamiliar words. You may read the passage aloud at any point during the lesson as you feel appropriate. The decision to read the passage aloud should depend on student needs, the degree of text difficulty, and the particular lesson.

Purpose of Lesson 26:

In this lesson, the tutor and students will

- read a poem, and
- practice answering multiple choice and short answer questions.

Equipment/Materials Needed:

- Student Worksheet: Reading and Responding Lesson 26-1
- Student Worksheet: Reading and Responding Lesson 26-2
- pencils

Introduction:

Today you will apply reading, thinking, and test-taking strategies by reading a poem and answering a few questions about it.

⇒ Distribute Student Worksheet: Reading and Responding Lesson 26-1.

Before reading the poem to yourself, let's read it aloud. Would someone like to read this poem aloud?

Read the poem aloud if a student doesn't volunteer to read.

What is this poem about? Pause. (grandmothers)

⇒ Distribute Student Worksheet: Reading and Responding Lesson 26-2.

After you have answered a few questions about this poem, we will discuss the answers together and talk more about the poem.

After students have finished reading the poem and completed the worksheet, go over the answers together.

After discussing the answers, ask students to share stories about their own grandmothers.

Answers to Worksheet (Key words in the question and correct answers are highlighted.)

1. Which statement best captures the point the author makes in *Lineage*?
 - A. Grandmothers back then worked harder than grandmothers do now.
 - B. Grandmothers back then are no different from grandmothers today.
 - C. The author wonders why she is not so strong as her grandmothers were.
 - D. The author believes she is as strong as her grandmothers were.

2. Which words best describe the grandmothers in *Lineage*?
 - A. hardworking and mistreated
 - B. hardworking and content
 - C. hardworking and bitter
 - D. hardworking and silent

3. *They touched earth and grain grew.* What does this statement mean?
The grandmothers did whatever it took to make things grow. You could expect something to be growing if the grandmothers tended the ground.

4. What does the statement *My grandmothers are full of memories* imply about the grandmothers?
 - A. They told many stories of their pasts.
 - B. They had problems remembering things.
 - C. They didn't like to talk about the past.
 - D. They worked too hard to have time for stories.

5. *They have many clean words to say.* What does this statement mean?
The grandmothers have encouraging, positive, nice things to say. They didn't talk badly about people.
(Accept students' answers that make sense and that are explained.)

6. Think about your own grandmother or an older relative that you remember. How is your grandmother or older relative like or different from the grandmothers in *Lineage*? Include at least four characteristics of your grandmother or older relative in your description.

LINEAGE

Margaret Walker Alexander

My grandmothers were strong.
They followed plows and bent to toil.
They moved through fields sowing seed.
They touched earth and grain grew.
They were full of sturdiness and singing.
My grandmothers were strong.

My grandmothers are full of memories.
Smelling of soap and onions and wet clay
With veins rolling roughly over quick hands,
They have many clean words to say.
My grandmothers were strong.
Why am I not as they?

Student Worksheet: Reading and Responding Lesson 26-2

NAME _____

1. Which statement best captures the point the author makes in *Lineage*?
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