LITERACY
TEAM - NOV. 16TH PRESENTATION

"Girl"
By Jamaica Kincaid

Wash the white clothes on Monday and put them on the stone heap; wash the color clothes on Tuesday and put them on the clothesline to dry; don't walk barehead in the hot sun; cook pumpkin fritters in very hot sweet oil; soak your little cloths right after you take them off; when buying cotton to make yourself a nice blouse, be sure that it doesn't have gum on it, because that way it won't hold up well after a wash; soak salt fish overnight before you cook it; is it true that you sing benna in Sunday school?; always eat your food in such a way that it won't turn someone else's stomach; on Sundays try to walk like a lady and not like the slut you are so bent on becoming; don't sing benna in Sunday school; you mustn't speak to wharf–rat boys, not even to give directions; don't eat fruits on the street—flies will follow you; *but I don't sing benna on Sundays at all and never in Sunday school;* this is how to sew on a button; this is how to make a button–hole for the button you have just sewed on; this is how to hem a dress when you see the hem coming down and so to prevent yourself from looking like the slut I know you are so bent on becoming; this is how you iron your father's khaki shirt so that it doesn't have a crease; this is how you iron your father's khaki pants so that they don't have a crease; this is how you grow okra—far from the house, because okra tree harbors red ants; when you are growing dasheen, make sure it gets plenty of water or else it makes your throat itch when you are eating it; this is how you sweep a corner; this is how you sweep a whole house; this is how you sweep a yard; this is how you smile to someone you don't like too much; this is how you smile to someone you don't like at all; this is how you smile to someone you like completely; this is how you set a table for tea; this is how you set a table for dinner; this is how you set a table for dinner with an important guest; this is how you set a table for lunch; this is how you set a table for breakfast; this is how to behave in the presence of men who don't know you very well, and this way they won't recognize immediately the slut I have warned you against becoming; be sure to wash every day, even if it is with your own spit; don't squat down to play marbles—you are not a boy, you know; don't pick people's flowers—you might catch something; don't throw stones at blackbirds, because it might not be a blackbird at all; this is how to make a bread pudding; this is how to make doukona; this is how to make pepper pot; this is how to make a good medicine for a cold; this is how to make a good medicine to throw away a child before it even becomes a child; this is how to catch a fish; this is how to throw back a fish you don't like; and that way something bad won't fall on you; this is how to bully a man; this is how a man bullies you; this is how to love a man; and if this doesn't work there are other ways, and if they don't work don't feel too bad about giving up; this is how to spit up in the air if you feel like it, and this is how to move quick so that it doesn't fall on you; this is how to make ends meet; always squeeze bread to make sure it's fresh; *but what if the baker won't let me feel the bread?*; you mean to say that after all you are really going to be the kind of woman who the baker won't let near the bread?

Literacy Tool: Point of View

Many students read without questioning the author's viewpoint. This lesson encourages students to question what they are reading by providing them with language and skills needed to analyze a text. Students learn to look at the author's purpose and viewpoint, as well as those of his characters, and to recognize language reflecting those viewpoints.

Point of View Activity: "Girl" Text

Group members will each take a different **Point of View** sheet, of which there will be 3 variations, each reflecting a different character's point of view. Each person will read the piece *"Girl"*, by Jamaica Kincaid to him/herself. After reading, each will fill in the Point of View chart from the point of view of the specified character.

When all group members have completed the task, they will come back together, share points of view, identify similarities and differences, and conclude by discussing how this exercise affected their comprehension and experience of the text.

Possible application to texts in various subject areas

History

- Describe a historical event or period from point of view of persons from different nations, classes, ethnic groups, genders etc

Science

- Take opposing points of view on scientific theories (e.g. earth- vs. sun-centric system.)
- Use imaginary points of view. For layers of the earth – describe the earth as if it were a giant candy that one might bite into (e.g. crunchy outer layer, gooey inner layer, hard/hot center). Or describe a cell as if you had been shrunk to microscopic size in a diving suit inside the cell.

Math

- After solving a word problem, rewrite from another point of view (e.g. buyer vs. seller).
- After setting up an equation to solve a certain word problem, try inventing a word problem based on a different story that would fit the same equation.

Shop

- Describe a car (or aspects of a car, like body, brakes, engine, steering) from viewpoint of different drivers (e.g., little old lady, limo driver, criminal making a getaway).

Music

- Describe a piece of music from the point of view of the musicians, the audience, and the marketing people (or listeners of different ages or from different backgrounds).

Literacy Tool: Anticipation Guide

Sometimes students need hints to access their prior knowledge. To get thoughts and opinions flowing, students could complete an *anticipation guide* in pairs or independently. Use the following steps to create an effective anticipation guide to arouse stidents' interests:

1. Determine the important ideas to be learned.
2. Write five to seven statements about important ideas that
    a. Activate the students' prior knowledge
    b. Invite students' opinions.
    c. Challenge students' beliefs and misconceptions.
3. Reproduce the statements on a worksheet and add "agree" or "disagree" columns. Which the students will check, and defend to their peers.
4. You may add "after reading: agree or disagree" columns to this worksheet to record students' changing understandings.

Possible tool application entry point

Readings that asks students to access prior knowledge and/or include ideas that differ from conventional knowledge are ripe for anticipation guides.

- **Middle school standards can be looked up at www.nysed.gov.**
- **In your teaching, have you noticed any common misconceptions just begging for a pedagogical spotlight. Shed the spotlight of the anticipation guide.**

Girl by Jamaica Kincaid
Anticipation Guide

Instructions:

1. Complete the pre-reading anticipation guide by checking "agree" or "disagree" for each of the 6 statements below.
2. Read the poem "Girl" by Jamaica Kincaid.
3. Re-consider each of the 6 statements and complete the "post-reading review" by checking "agree" or "disagree"
4. Complete a written reflection on the theme of the poem and how those themes interact with your experience.

	Post-Reading Review		**Pre-Reading Anticipation Guide**		
	Agree	Disagree	Agree	Disagree	
1.					It is easier to be a girl than a boy in this world.
2.					Gender roles are pretty similar no matter what place you come from.
3.					Gender roles are pretty similar from generation to generation.
4.					Race plays a part in the way you are supposed to act.
5.					The way a person says something conveys most of the meaning what they say.
6.					You can tell a lot about someone by the way they verbally express themselves.

Literacy Tool: QAR's

QAR = Question/Answer Relationships

Often students assume that every question's answer is directly stated somewhere in the text, if only they look hard enough. Thus, many students spend far too much time looking for answers that are not "right there", and their frustration mounts. Teaching our students the four basic question-answer relationships is a valuable tool that will help them to understand how to efficiently approach the text, based on the different question types.

Here are the four types:

1. **Right There Questions**- also called literal questions, these questions ask for an answer found explicitly somewhere in the passage. (ex. "How many.." or "Who is...")
2. **Think and Search Questions**- these questions ask you to think about how ideas or information relate to each other. You will need to look back at the passage, find the information that the question refers to, and then think about how the information or ideas fit together. (ex. "What caused..." or "Compare/contrast...")
3. **Author and You Questions**- these questions ask you to use ideas and information that is not stated directly in the passage to answer the question. You will often use your own ideas or opinions. (ex. "The author implies...")
4. **On My Own Questions-** these questions can be answered using your background knowledge on a topic. (ex. "In your opinion, ..." or "Based on your experience...")

QAR Activity: "Girl" Text

As a group, come up with one of each type of question that you could ask your students about "Girl". Try to make each question clearly representative of its group, as you will be sharing them with the other groups, who are not working with QARs.

Possible application to texts in various subject areas

Understanding and utilizing QAR's can be useful in all content areas. Helping students to understand exactly what they are looking for- as well as where they should look for it- really helps them to feel that they can successfully find the answer.