



Close reading plan

When Marian Sang By Pam Munoz Ryan

Created by Sharon Campolo, 2014 Connecticut Dream Team teacher

What makes this text complex?			
Text and Author	When Marian Sang by Pam Munoz Ryan	When Marian Sang by Pam Munoz Ryan	http://www.amazon.com/When-Marian-Sang-Recital-Anderson/dp/0439269679/ref=sr_1_1?s=books&ie=UTF8&qid=1398542449&sr=1-1&keywords=when+marian+sang
Text Description			
This is a biographical text about famous African American musician Marian Anderson. It tells the story of her struggle to overcome prejudice and follow her dream of becoming a musician. After encountering numerous obstacles, she performs a concert for a mixed audience of 75,000 people in a “pre-Civil Rights America”, making history. She eventually reaches her dream of singing in the opera. This lesson plan is written utilizing literary reading standards to allow students to further understand the character and her personal struggle.			
Quantitative			
Lexile and Grade Level	780L, Grade 4	Text Length	2030
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
Meaning and central idea of the text (overcoming enormous obstacles to pursue childhood dreams to fruition) is explicitly stated in the conclusion of the text and is reinforced through examples and context given throughout the text.		Picture book. Song lyrics are used throughout in context to enhance meaning. Events occur in chronological order. Some quotations are used. Italicized text is used to indicate a change in reader’s tone of voice.	

Prior Knowledge Demands	Language Features
<p>Understanding of time period (early 1900s), prejudice and segregation. Requires some specific knowledge of monuments in Washington, DC and musical terminology</p>	<p>descriptive adjectives and phrases, rhetorical questions, figurative language included in song lyrics</p>
Vocabulary	
Tier Two Words (General academic vocabulary) <i>“Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example.” (CCSS ELA Appendix A)</i>	Tier Three Words (Domain-specific words) <i>“[Tier Three words]...are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text.” (CCSS ELA Appendix A)</i>
<ul style="list-style-type: none"> • velvety • distinct • tragedy • prejudice • unwavering • momentous 	<ul style="list-style-type: none"> • narrow-minded • humiliation • opulent • trepidation • tuition
<ul style="list-style-type: none"> • duet • harmony • contralto • opera • orchestra 	<ul style="list-style-type: none"> • accompanist • negroes • conductor • accompanist
Potential Reader/Task Challenges	
<p>Students may have difficulty decoding the text. This may need to be presented as a read aloud. Students may lack background knowledge of the time period (prejudice and segregation). This may need to be pre-taught. Students may have difficulty with Tier III words without video and audio support to further understanding. Attached Power Point can be used to provide concrete examples of Tier III words.</p>	

Duet

- ▶ A performance by two people, usually singers, instrumentalists or dancers



- ▶ Love is an Open Door Duet (Disney)
<https://www.youtube.com/watch?v=tXGaPNJZCDk>

Harmony

- ▶ More than one note being combined at the same time to make a sound that is pleasant.



- ▶ Singers singing in harmony
<https://www.youtube.com/watch?v=0b-v-wMR69k>

Contralto

- ▶ A female singing voice that has the lowest sound.



- ▶ Marian Anderson Singing
<https://www.youtube.com/watch?v=mAONYTMf2pk>

Opera

- ▶ An opera is like a play, but most of the words are sung.



- ▶ Opera Clip
<https://www.youtube.com/watch?v=3nDC6RocDj4>

Orchestra

- A group of people playing different instruments together. These instruments can include string instruments like the violin, viola, cello and bass. An orchestra may also include some wind and brass instruments like the flute and trumpet.



- **Orchestra Clip**

<https://www.youtube.com/watch?v=NiZIXOyJNA8>

Accompanist

- ▶ A person who plays music to go along with another musician's or singer's music.



- ▶ **Accompanist**

<https://www.youtube.com/watch?v=CF35iaDygJY>

Conductor

- ▶ A person who directs the performance of an orchestra or choir.



Negro

- ▶ A person with dark skin who is from Africa or whose ancestors are from Africa. While this was a commonly used term in Marian's time, it is generally no longer used.



Text-dependent questions		
Question	Standard alignment	Page of this document
TDQ #1 Refer to details and examples that the author provides to explain Marian’s passion for music and tell how this information informs you about what Marian wants to do as a career.	Standard RL.4.1	#13
TDQ #2 Identify two events which were barriers to Marian’s singing career. Describe one event in depth and explain how it got in the way of her pursuit to become a professional singer, drawing on specific evidence from the text.	Standard RL 4.3, RL 4.1	#22
TDQ #3 In the text the author uses song lyrics to convey Marian’s struggles and the faith that she holds onto throughout her struggles. What does the author mean when she includes the lyrics, <i>“He’s got the wind and the rain in His hands He’s got the sun and the moon right in His hands He’s got the wind and the rain in His hands He’s got the whole world in His hands”?</i>	Standard RL 4.4, RL 4.1	#31
TDQ #4 Think about the specific challenges and barriers Marian faced in the text. What inferences can you make about societal views of African American people in the early 1900s?	Standard RL 4.1	#36
TDQ #5 Which key details does the author use to support the themes of perseverance and prejudice throughout the text? Use specific examples to summarize the text.	Standard RL 4.2, 4.1	#46
Target Standards		
<ul style="list-style-type: none"> • RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. • RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. (e.g., a character’s thoughts, words, or actions) • RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology. (e.g., Herculean) 		

Question 1

Question #1	TDQ #1 Refer to details and examples that the author provides to explain Marian’s passion for music and tell how this information informs you about what Marian wants to do as a career.
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Standard(s) covered:	RL 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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Example response that meets standard	Look-fors
<p>Throughout the text <i>When Marian Sang</i> by Pam Munoz Ryan, the author shows Marian’s continuous passion for music by explaining that when Marian sang she would close her eyes as if “finding the music within” herself. She became so involved with the music when she was singing that the audience felt her emotions, too. She made them feel her “spirited worship, tender affection and joy” when she sang. This shows that singing gave her strong emotions and that she really enjoyed singing. The author also says that Marian didn’t need any encouragement to sing, and that she thought music was serious business. When she was singing in her choir, she learned her part of the song and she also learned all the other parts too. She hoped to go to music school someday, and since she knew it was expensive and her family didn’t have a lot of money, she would need to raise the money from people in her church. This information shows that she felt so strongly about music that she wanted to learn as much as she could about it. She was also willing to work hard to raise the tuition money she would need to go to college and become an even better musician. This makes me think that she is committed enough to music to make it her career.</p>	<ul style="list-style-type: none"> • Refers to evidence and examples from the text that show Marian has a strong passion for music. • States an inference as to what Marian wanted to do for her career. • Refers to evidence and examples from the text as support to show that Marian wanted to sing for a career.

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn how to refer to explicit details and examples in a text to answer a text dependent question by reading and annotating the text and making inferences to explain what the author is saying.
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Prior knowledge to review	Students need to be able to ask and answer questions to demonstrate an understanding of the text and be able to refer to the text as a basis for the answers.
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Steps to achieve objective	Think aloud for direct instruction
1) Ask yourself, "What is this question asking me to do?"	<ul style="list-style-type: none"> • I wonder what words in this question are really important. I'm going to reread the question and underline the words that tell me what to look for in the text. It says, "<i>Refer to details and examples that the author provides to explain Marian's passion for music and tell how this information informs you about what Marian wants to do as a career.</i>" • First I notice that it wants me to refer to details and examples from the text, so that means I should reread while annotating the text. • Next, I notice that it wants me to find the words and phrases that show me that Marian is passionate about music. Hmm... I know that the word passionate means to have really strong feelings about something, so this means that I need to look for the words and phrases the author used to show Marian has really strong feelings about music. • Lastly I see that it wants me to use that information to figure out what she wants to do for her career. I know that the word career means what people do for work, so I need to use what I read to figure out what Marian would like her job to be as an adult.
2) Determine what words and phrases demonstrate the character's feelings.	<ul style="list-style-type: none"> • I'm going to reread the first page with my pencil handy and underline any words or phrases that show me Marian has strong feelings about music. In the first sentence I see that it says "Marian loved to sing". I'm going to underline that and circle the word "sing". This way I can find this sentence quickly when I am going back to write my answer. On the next page I notice that Marian has her eyes closed in the picture as she is singing. The author also says that Marian often sang with her eyes closed "as if finding the music within". This really shows that she has strong emotions about singing, so I am going to underline that too. I'm also going to underline where the author said Marian thought music was "serious business" and that she went to apply to "music school". • Wow! I found a lot of places in the text where Marian was showing she had a lot of passion for music! Before I continue, I'll write all of the words and phrases I have found on the white board. I found the phrases "loved to sing", "finding the music within", "serious business" and "music school". These words show me that Marian is passionate about singing.
3) Ask yourself "What do these words and phrases tell me about the character's goals?"	<ul style="list-style-type: none"> • Now that I know how much Marian likes to sing, I can use that to help me figure out what she wants to do for a career. • I notice on my white board that Marian wanted to go to music school. I know that when people go to a school to learn about a particular topic, it is usually for college. People usually choose to study the topic that they want to get a job in. This makes me think that Marian wants to be a singer when she grows up.

<p>4) Write the answer to the questions including evidence from the text as support.</p>	<ul style="list-style-type: none"> • Now that I have finished organizing my thoughts, I can write my answer. I can start my answer with something like this, “Throughout the book, the author showed that Marian had a strong passion for music.” • Now I need to find details from the text to support my answer. Here it says that Marian “loved to sing.” That shows me that she feels strongly about singing. I’m going to write that as my first supporting detail. Next, I see that I wrote she closed her eyes when she was singing as if she was “finding the music within.” That really shows that she has a strong emotional reaction to singing. I’m going to include that to strengthen my answer and then I am going to explain in my own words that finding the music within means that she felt so strongly about it that she made a connection to it within herself. I also wrote that she thought music was “serious business.” I’m going to write that too and then write a sentence that explains that if she thought music was serious business then she felt very strongly about its importance. • I have a lot of information to show that Marian was passionate about singing. Now I need to find an example that shows that she wanted to make singing her career. I see that I wrote down that she went to apply to “music school.” I remember from the book that the people from her church promised they would pay for her tuition if she was accepted. I am going to write that in my answer too and then explain that if she wanted to go to school to learn about music badly enough that she would take money from the people at her church, she must really want to be a singer when she is an adult.
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Extension and practice

- If students are struggling to find words that show Marian’s passion, ask them to look at the illustrations and identify a clue in the image that Marian was feeling passionate. Next give them three quotes from the book, making sure that one of them includes information that shows Marian is passionate. Ask students to choose the quote that shows she is passionate and explain it in their own words.
- If students are struggling to find evidence from the text, give them a T-chart graphic organizer. On one side write “Shows Marian’s Passion” and on the other side write “What Marian Wants to Do for Her Career”. Provide students with highlighting tape. Ask them to use the highlighting tape to identify quotes that show Marian’s passion or give a clue as to what she would like to do for a career. Once they have highlighted the examples they can transfer it to the T-chart. See attachments.
- For students that need this assignment modified to a much simpler level, provide these students with a T-chart (on one side write “Shows Marian’s Passion” and on the other side write “What Marian Wants to Do for Her Career”) and examples from the text printed onto strips of paper. Ask students to place the paper strips in the correct category and then ask them to orally explain why they placed them where they did and how it supports their ideas. See attachments.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other literary texts to teach using details and examples from a text as support. (RL.4.1)

See more examples of how to teach how to accurately reference details and examples from a text (RL 4.1)

Objective: Refer to explicit details and examples in a text to answer a text dependent question by reading and annotating the text and making inferences to explain what the author is saying.



1. Ask yourself, "What keywords should I look for in the text?"
2. Reread with a pencil and underline words and phrases that will help you answer the question.
3. Ask yourself, "What does this tell me about where the story is headed?"
4. Explain your answer referring to information from the text.

[Draw inferences about what a character is thinking by examining dialogue](#)



[Use the title of a poem to guide your reading](#)

[Draw inferences about what a character is thinking by examining dialogue](#)



Directions: Highlight evidence in the text that shows what Marian is passionate about and she wants to do for her career. Then write the evidence in the correct column on the T-chart.

 Shows Marian's Passion	 What Marian Wants to Do for Her Career

Directions: Highlight evidence in the text that shows what Marian is passionate about and she wants to do for her career. Then write the evidence in the correct column on the T-chart.

 Shows Marian's Passion	 What Marian Wants to Do for Her Career
<p>Marian "loved to sing."</p> <p>Marian sang with her eyes closed "as if finding the music within"</p> <p>Marian thought music was "serious business"</p>	<p>Marian wanted to go to music school.</p> <p>Marian wanted to raise money from her church members so she could afford to go to music school.</p>

Directions: Cut out the examples below that show what Marian is passionate about and what she wants to do for a career. Put them in the correct column on the T-chart.

 Shows Marian's Passion	 What Marian Wants to Do for Her Career

Marian "loved to sing."



Marian wanted to go to music school.

Marian thought music was "serious business"

Marian wanted to raise money from her church members so she could afford to go to music school.

Marian sang with her eyes closed "as if finding the music within"

Directions: Cut out the examples below that show what Marian is passionate about and what she wants to do for a career. Put them in the correct column on the T-chart.

 Shows Marian's Passion	 What Marian Wants to Do for Her Career
<p data-bbox="548 659 886 732">Marian "loved to sing."</p> <p data-bbox="548 773 898 922">Marian sang with her eyes closed "as if finding the music within"</p> <p data-bbox="506 954 972 1062">Marian thought music was "serious business"</p>	<p data-bbox="1113 708 1421 805">Marian wanted to go to music school.</p> <p data-bbox="1045 857 1503 995">Marian wanted to raise money from her church members so she could afford to go to music school.</p>

Question 2

Question #2	TDQ #2 Identify two events which were barriers to Marian’s singing career. Describe one event in depth and explain how it got in the way of her pursuit to become a professional singer, drawing on specific evidence from the text.
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Standard(s) covered:	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions) RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
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Example response that meets standard	Look-fors
<p>Marian faced many challenges as she tried to start her singing career. She was unable to apply for college because colleges did not accept colored people. This stopped her from going to college to learn as much as she could about music. Instead, she needed to learn from taking voice lessons in her neighborhood. Another barrier that she faced was being turned away from performing at Constitution Hall. Americans were so prejudiced against black people that they would only let white people sing there. They told Marian that the hall was not available the day of her performance and they had no other dates for her to sing there because of their “white performers only” policy. This happened shortly after she felt a lot of success in Europe, where she was allowed to sing at many different places to large audiences who loved her. One of Sweden’s newspapers even wrote about “Marian Fever”. When Marian was turned away from Constitution Hall she tried to move the performance to a large auditorium at an all-white high school but was not allowed to sing there either. The prejudice that white people showed toward black people was keeping her from singing to an audience in America. This was a huge barrier for her because if she wanted to sing she would need to find a place to perform and a way for people to hear her sing.</p>	<ul style="list-style-type: none"> • Identifies two events that were barriers to Marian’s singing career. • Explains how the events were barriers. • Describes one of the barriers in depth. • Refers to specific evidence from the text as support.

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn how to describe an event in depth by drawing on specific details from the text to explain what the text says.
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Prior knowledge to review	Students must be able to ask and answer questions from the text to demonstrate an understanding of the text and be able to refer to the text as a basis for the answers. Students must also be able to describe characters in a story (their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.
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Steps to achieve objective	Think aloud for direct instruction
1) Ask yourself, "What is this question asking me to do?"	<ul style="list-style-type: none"> • Hmm... I wonder what words in the question are really important for me to focus on. I notice that it wants me to look for two barriers that Marian encountered when pursuing her career. I know the word barrier means a challenge that got in her way. I also know she wanted to be a singer, so I am looking for events that got in the way of her trying to become a singer. I'm going to underline the words "two barriers" to remind myself what I am looking for. • I see that it also wants me to describe one of the barriers in depth. I'm going to underline the words "in depth". That tells me that I am going to need to really understand how this barrier affected Marian and how it got in the way of her dream. • Next I notice that it wants me to use specific examples. I'm going to underline the word "examples" to remind me to really focus on details from the text that support my thoughts.
2) Determine what challenges the character faced in the text.	<ul style="list-style-type: none"> • Now I need to figure out what some of the barriers were that stood between Marian and her singing career. I'm going to annotate by putting the text under the document camera and underlining the barriers that I find in the text so I can see them on the Smart Boards. By annotating, I will be able to find this information easily when it is time for me to write my response. (Teacher can use post-it notes on the text or annotate on photocopies of the text if a Smart Board and document camera are not available) • First, I see that Marian could not apply for college because of the college's "whites only" policy. I'm going to underline that. Next I notice that the text said Marian had to sing to "separate" or "segregated" audiences. I'm going to underline that. I also read that Marian was able to sing all over Europe, but when she tried to perform at Constitution Hall, she was told that she couldn't because she was African American. I am going to underline that as well.
3) Use information from the text to analyze how the challenges in the text affected the character.	<ul style="list-style-type: none"> • Looking at my list of barriers, I think the one that was the biggest barrier for Marian was not being able to sing at Constitution Hall. I am going to really focus on that one. For my second barrier I think I will focus on her being unable to go to music school. I think that shows how she faced challenges from the start of her career. • I'm going to start by rereading the page that talks about Marian's success in Europe. I notice that it talks about people having "Marian Fever" and coming to see her sing. She was singing in many different places and felt successful. I'm going to underline the words "Marian Fever". These words really show me that other parts of the world were very accepting of Marian and loved her beautiful voice. This makes me think that many people would love to hear Marian sing so she should be able to find lots of places that would want her to perform once she comes back to the United States. • Now I'm going to reread the page that discusses Marian trying to sing at Constitution Hall, and I'm going to annotate important information on that page. I read that Marian's performance there was canceled, and that they could not reschedule because of their "white performers only policy". I am going to underline that. Next, Marian tried to sing at a white high school but, they also told her that she could not sing there because she was black. I'm going to underline that too. This really tells me that Marian was trying hard to perform for people, and couldn't find a place that would allow her to sing because of her skin color, even though she was successful in Europe. I am thinking the prejudice people have against her skin color is really standing in her way of becoming a singer. It will be really hard for her to become a singer if she cannot find places to perform.

<p>4) Write the answer to the questions including evidence from the text as support.</p>	<ul style="list-style-type: none"> • Now that I have finished talking about my thoughts and annotating the text, I can write my answer. I can start by writing something like this, “There were many barriers that stood in the way of Marian becoming a singer.” • Next, I can include the two barriers that I found in the text. First, I’m going to write about Marian trying to go to college and learn more about music but being turned away because they did not take African American people at their school. I know that people go to college to study what they want to do for a job, so I can infer that Marian being told she could not go to college to study music would make it harder for her to get really good at singing and make it her career. I’m going to write that to really explain my thinking about the evidence I found in the text. • The author also wrote about how Marian went to Europe and was very successful. People loved her singing so much they called it “Marian Fever”, but when she came back to America she couldn’t find a place to sing because of the whites only policies of concert halls and schools with large auditoriums. I’m going to include that example from the text because that was a large barrier to her career. I know the question asks me to describe one event in depth so I am going to make sure I include the details about how she tried to sing at Constitution Hall and the high school. I want to make sure I explain my thinking very well, so I’m going to include a sentence that explains that many people in Europe loved her beautiful voice and wanted to hear her sing, but once she came back to the United States, many people were prejudice against her skin color so she could not sing. This was a large barrier to her career because she needed an audience in order to become a successful singer. I’m going to write that too. • Now I’m going to reread my response and make sure that I have answered the question and really explained my thinking.
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Extension and practice	
<ul style="list-style-type: none"> • If students are struggling identifying the barriers, provide them with a timeline. They can fill in important events in the story as they reread or listen to the teacher reread. After their time line is filled in, ask them to circle the events that seemed to be barrier to Marian’s career. If this is still difficult for them, the teacher can give them a timeline that is already filled in and then students can circle the information. • If students are having difficulty supporting their ideas with textual evidence, provide students with a graphic organizer in which they can write the barrier, the evidence for the text and an explanation in their own words as to why that was a barrier. • If an extension activity is needed, students can return to the text and identify an additional barrier that Marian faced. They can use evidence from the text to support why that served as a barrier to her career, and compare the barriers to determine which were the least and most challenging. 	

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other literary texts to teach describing an event in depth by using details and examples from a text as support. (RL.4.1, RL. 4.3)

See more examples of how to teach referring to details and examples in a text and describing an event from a story in depth.

Objective: Describe an event in depth, drawing on specific details from the text to explain what the text says.

1. Ask yourself, "What should I look for in the text?"
2. Reread while annotating, looking for words and phrases that will help you answer the question.
3. Ask yourself, "How does this event add to the understanding of the story?"
4. Explain your answer, referring to information from the text.

[Identify the narrator in a story](#)

[Track the setting in a story](#)

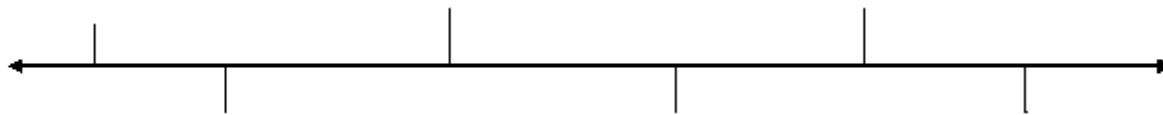
[Develop ideas about characters by tracking their actions and feelings](#)

[Describe an event using a character's words and actions](#)

[Identify cause and effect of events in a story by examining a character's actions](#)

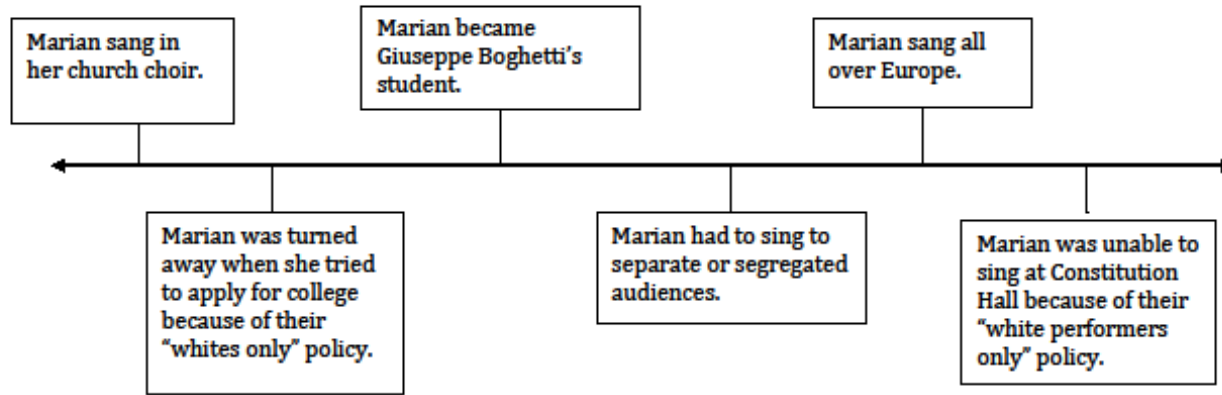
Timeline of Events

Directions: Reread the text and fill in the timeline with important events as you read them. After you have completed the timeline, circle the events that were barriers to the career that Marian wanted.



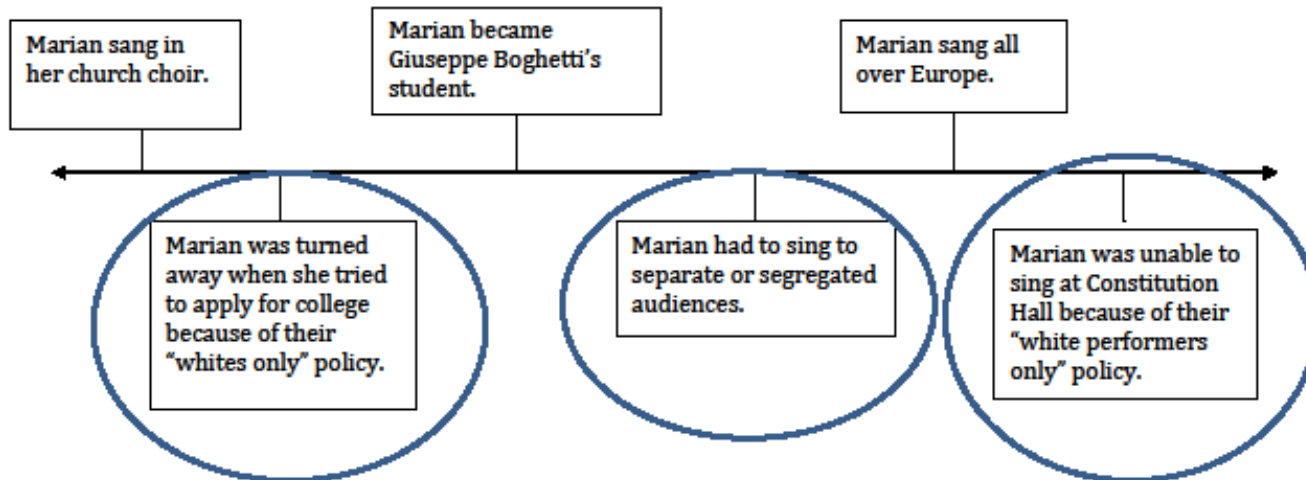
Timeline of Events

Directions: Reread the text. Look at the completed timeline below and circle the events that were barriers to the career that Marian wanted.






Timeline of Events




Directions: Reread the text. Look at the completed timeline below and circle the events that were barriers to the career that Marian wanted.



Directions: Reread the text. Identify the barriers that Marian faced when trying to pursue her future career and supporting evidence from the text. Write them in the correct columns. Then explain how that event was a barrier in your own words.

<p>Barrier</p> 	<p>Evidence from the Text</p> 	<p>Explanation in My Own Words</p> 

Directions: Reread the text. Identify the barriers that Marian faced when trying to pursue her future career and supporting evidence from the text. Write them in the correct columns. Then explain how that event was a barrier in your own words.

<p style="text-align: center;">Barrier</p> 	<p style="text-align: center;">Evidence from the Text</p> 	<p style="text-align: center;">Explanation in My Own Words</p> 
<p>Marian tried to apply for college but was denied because she was black</p> <p>Marian had to sing to separate or segregated audiences.</p> <p>Marian wasn't allowed to sing at Constitution Hall because she was black.</p>	<p>"Finally, the girl said, 'We don't take colored!' Her voice sounded like a steel door clanking shut."</p> <p>"...she often sang the same program twice, to separate audiences – one white and one black – or to segregated groups, whites in the best seats and blacks in the balcony."</p> <p>"The manager of the hall said it wasn't available <i>and</i> no other dates were offered because of their <i>white performers only</i> policy."</p>	<p>This was a barrier because Marian wanted to learn as much about music as she could. She wanted to do this by going to music school, but she could not because she was black.</p> <p>This was a barrier because Marian often needed to sing the same performance twice which can be tiring. Also she was watching her people being treated differently than the whites while she was performing. This acted as a reminder of the prejudices people had against her because of her skin color.</p> <p>This was a barrier for Marian because she could not find a place to perform for her audience. In order to be a successful singer, she would need to have a place to perform for people.</p>

Question 3

Question #3

TDQ #3 In the text the author uses song lyrics to convey Marian’s struggles and the faith that she holds onto throughout her struggles. What does the author mean when she includes the lyrics,
*“He’s got the wind and the rain
in His hands
He’s got the sun and the moon
right in His hands
He’s got the wind and the rain
in His hands
He’s got the whole world in His hands”?*

Standard(s) covered:

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology. (e.g., Herculean)
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Example response that meets standard

When the author uses the lyrics, “He’s got the wind and the rain in His hands, He’s got the sun and the moon right in His hands,” she is trying to show that, although Marian felt her dream of becoming a singer was not something that she could achieve, it was possible. The author used these lyrics after stating that Marian’s dream of singing in the opera was “simply the sun and the moon- a dream that seemed too far away to reach”. Marian felt as if being an African American opera singer was not a dream that she would ever be able to achieve. The song lyrics talk about holding wind, rain, the sun and the moon in “His” hands. The word “His” is referring to her God. The lyrics show that while she feels her dream is something she cannot grasp, she believes that her God can hold the sun, moon, wind and rain in His hands. These are not things that can be literally held in someone’s hands; however, the author uses them as symbols to show that Marian can reach her dream as long as she does not lose faith. The author chose these lyrics to show the things that seem out of your grasp can be achieved.

Look-fors

- Explain the meaning of the lyrics in relation to the text.
- Use details and examples from the text to explain the answer.
- Explains how the song lyrics show Marian’s feelings that her dream is beyond her reach.
- Explains how the song lyrics convey Marian’s faith.

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn to determine the meaning of words and phrases that are used in a text by reading and annotating the text and using details and examples to support your answers.
Prior knowledge to review	Students must be able to ask and answer questions from the text to demonstrate an understanding of the text and be able to refer to the text as a basis for the answers. Students must also be able to determine the meaning of words and phrases as they are uses in a text, distinguishing literal from nonliteral language.
Steps to achieve objective	Think aloud for direct instruction
1) Ask yourself, "What is this question asking me to do?"	<ul style="list-style-type: none"> • I'm going to reread this question and ask myself, "What words in the question are important for me to focus on?" The question says, "<i>In the text the author uses song lyrics to convey Marian's struggles and the faith that she holds onto throughout her struggles. What does the author mean when she includes the lyrics, "He's got the wind and the rain in His hands, He's got the sun and the moon right in His hands, He's got the wind and the rain in His hands, He's got the whole world in His hands"?</i>" I see that the question is asking me to really look at these song lyrics. I'm going to underline the word "lyrics". • I also notice that the question is asking me to explain how the lyrics show how Marian struggled and how she held onto her faith throughout her struggles. I'm going to underline the words "struggles" and "faith" to remind myself what I am looking for as I annotate. • I notice that the question wants me to explain why the author includes this quote. I know that means that I really need to understand what this quote is saying. I notice that it keeps using the words "He's" and "His" with a capital H. I know from reading other texts that when a capital H is used with these words the author is referring to God. That tells me that Marian is singing about her God in these lyrics. Since that has to do with faith and the question asks about Marian's faith, I am going to underline that word. I also notice that the lyrics talk about holding things like the wind, rain, sun and moon in His hands. These are not things that you can really hold in your hands. This seems important because holding these things in your hands would be a struggle and the question talks about Marian's struggles. I am going to underline those words as well. • I really feel like I understand what the question is asking me now. I am ready to move onto the next step.
2) Determine which words and phrases are important.	<ul style="list-style-type: none"> • Next I am going to reread the page of the text that uses this quote and look for any important words or phrases that would help me to explain why the author used this quote. Then I am going to annotate by underlining those words and phrases. • I see that the author talks about Marian's "dream of singing in the opera. I am going to underline that so I can find it quickly when I need to write my answer. • I also see that the author wrote that Marian felt singing in the opera was "simply the sun and the moon- a dream that seemed too far away to reach". • I already annotated some important words and phrases in the quote when I looked at the question. I am going to be sure to look at those annotations too when I am composing my answer.

<p>3) Ask yourself, “Why did the author include these words and phrases and how does it add to the meaning of the text?”</p>	<ul style="list-style-type: none"> • Now that I have really thought about what words and phrases in the question and in the text are important, I am ready to start thinking about my answer to the question. • Looking at my annotations, I notice that Marian’s dream was to be in the opera, but when the author writes it was “a dream that seemed too far away to reach” she is saying that Marian did not feel as if she would ever be able to make her dream come true. • The lyrics that the author included talk about how “He’s got the wind and rain in His hands”. I already figured out that the author is talking about God when she uses the words “His” because the letter H is capitalized. I also figured out that holding wind and rain in your hands would be a struggle. Since the lyrics state that God is holding those things in his hands, I think the author included this quote to show that if Marian continues to have faith in her God, she will be able to hold her dream in her hands like He is holding the wind and rain in His hands.
<p>4) Write the answer to the questions including evidence from the text as support.</p>	<ul style="list-style-type: none"> • Now that I understand why the author included these lyrics, I can start crafting my answer. • I can start by writing something like this, “When the author uses the lyrics “He’s got the wind and the rain in His hands, He’s got the sun and the moon right in His hands”, she is trying to show that, although Marian felt her dream of becoming a singer was not something that she could achieve, with faith, it was possible.” • Next I will include that Marian’s dream was to sing in the opera but that she thought it “was the sun and the moon- a dream that seemed too far away to reach”. I know that means that she didn’t think she would ever be able to live her dream and become an opera singer. I am going to write that too. • Next I am going to include the quote from the lyrics that says, “He’s got the wind and rain in his hands”. I know that the quote is talking about God holding something that normally cannot be held. I am going to put that in my answer and I’m also going to write that the author included this quote about God to show Marian’s strong faith. • Lastly, I am going to write that I think the author included this lyric to show that if God can hold things in his hand that cannot usually be held, Marian can hold her dream in her hands as well and that if she has faith, anything is possible.

Extension and practice

- If a student is struggling to identify the purpose behind using the lyrics, the lyrics can be pared down by giving them the first line of the lyrics “He’s got the wind and rain in his hands” and asking how this lyric enhanced what the author said when they wrote the opera “was the sun and the moon – a dream that seemed too far away to reach”.
- If a student needs an extension activity, they can choose another song lyric from the text and explain how it adds meaning to the text by referring to details and examples.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other literary texts to determine the meaning of words and phrases used in a text by using details and examples from a text as support. (RL.4.1, RL. 4.4)

See more examples of how to teach referring to details and examples in a text and determining the meaning of words and phrases within a text. (RL 4.1, RL 4.4)

Objective: Determine the meaning of words and phrases that are used in a text by reading and annotating the text and using details and examples to support your answers.

1. Ask yourself, "What should I look for in the text?"
2. Reread while annotating the text and looking for important words and phrases that will help you answer the question.
3. Ask yourself, "Why did the author include these words and phrases and how does it add to the meaning of the text?"
4. Explain your answer, referring to details and examples from the text.

[Determine the meaning of words in a text to understand how an author creates contrast](#)

[Explore a poets word choice by examining verbs](#)

Question #4	TDQ #4 Think about the specific challenges and barriers Marian faced in the text. What inferences can you make about societal views of African American people in the early 1900s?	
Standard(s) covered:	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	
Example response that meets standard		Look-fors
<p>In the book <u>When Marian Sang</u>, Marian faced many challenges and barriers because of the color of her skin. The first challenge she faced was when she tried to apply for music school. Marian felt invisible because “the girl behind the counter helped everyone except Marian.” The girl then said to Marian, “We don’t take colored!” Marian really wanted to go to music school to become better at the art of singing. This is a challenge because she had to find different ways to learn about music. The author uses the words “prejudice” and “narrow-minded” to show that the girl who turned Marian away did it because she did not like people with black skin. The author also wrote that Marian “often sang the same program twice, to separate audiences – one white and one black – or to segregated groups, whites in the best seats and blacks in the balcony.” This is a challenge because she was often forced to sing her program more than once, which would be very tiring. Also, this shows that people in the United States did not want to share an auditorium with African American people. Marian went across the ocean to sing and found that many people loved hearing her perform. She felt “she could go anywhere and sing for anyone...until she came home to the United States.” When she tried to sing for a large audience at Constitution Hall, she was turned away because they had a “white performers only policy”. This challenge made it difficult for Marian to let the people of the United States hear her beautiful voice. The fact that Marian was turned away from college and performance halls because she was black and that her audiences needed to be separated by skin color, showed that society was prejudiced against African Americans in the early 1900s. Given this information, I can infer that white people felt as if they were better than black people and believed that they deserved more opportunities than African Americans.</p>		<ul style="list-style-type: none"> • Refers to evidence and examples of specific challenges and barriers that Marian faced. • Makes inferences about society’s views of African Americans in the early 1900s. • Refers to evidence and examples from the text to support their claim about society’s views in the 1900s.

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn how to refer to explicit details and examples in a text to answer a text dependent question by reading and annotating the text and making inferences to explain what the author is saying.
Prior knowledge to review	Students need to be able to ask and answer questions to demonstrate an understanding of the text and be able to refer to the text as a basis for the answers.
Steps to achieve objective	Think aloud for direct instruction
1) Ask yourself, "What is this question asking me to do?"	<ul style="list-style-type: none"> • First I am going to reread the question and really think about what it is asking me. I notice that it is asking me about the specific challenges and barriers that Marian faced in the text. That tells me that while I am rereading and annotating I should be looking for challenges and barriers. I looked at challenges and barriers that Marian faced in an earlier lesson, but I notice that this question is asking for me to look at them in a different way this time. The question is asking for me to think about the barriers and make inferences about society's views of African American people in the early 1900s. I know that Marian is African American and I know that this text takes place in the 1900s. This tells me that I can focus on the way people in the text treated Marian to help me understand how people in the 1900s felt about African Americans.

<p>2) Reread while annotating the text and looking for important words and phrases that will help you answer the question.</p>	<ul style="list-style-type: none"> • Now that I really understand what the question is asking me, I am going to reread while annotating the text. I read that when Marian went to apply for music school, “the girl behind the counter helped everyone except Marian” and she felt invisible. The author later wrote that the girl behind the counter said, “We don’t take colored!” I think that is a challenge for Marian because she wanted to go to music school to become a better singer, but she couldn’t because music schools didn’t take black people. I’m going to underline that in the text to draw my attention to it when I write my answer. The author also says that “Marian knew about prejudice” and that she often saw “her people” being helped last in a store, but that she didn’t expect people who love music to be so “narrow-minded.” I know that prejudice means that people do not like a whole group of people because of one attribute like skin color or religion, and narrow-minded means being unable to see other people’s points of view and only being able to see things your own way. I also know that in the 1900s many people were prejudiced against black people. I am going to annotate by underlining this because I think it is really important to understand the challenge Marian faced when trying to go to music school. • The author also says that Marian “often sang the same program twice, to separate audiences – one white and one black – or to segregated groups, whites in the best seats and blacks in the balcony.” I know that when the author talks about segregated groups she means that the black people and white people are kept separate. I am going to underline this. I think it shows another challenge Marian faced. She was forced to sing to two different audiences or audiences that were segregated. Singing more than one performance would mean more work for Marian. Also, when the audiences were segregated, she had to watch the white people get the best seats while people of her skin color got the worst seats. • I read that Marian traveled to different countries to sing. People loved her voice. The author wrote, “She could go anywhere and sing for anyone...until she came home to the United States.” I am going to underline that. It also says that she tried to sing for a large audience at Constitution Hall but was told she could not “because of their white performers only policy.” This shows a large challenge for Marian. She wanted to sing for a large group of people, but was told she couldn’t because she was black. To become a famous singer, you need to be able to sing for different audiences to give them an opportunity to decide if they enjoy your music or not. I’m going to annotate by underlining that as well.
<p>3) Ask yourself, “Why did the author include these words and phrases and what inferences can I make using these words and phrases?”</p>	<ul style="list-style-type: none"> • Great! I have a lot of words and phrases that show me the challenges and barriers that Marian faced throughout the text. Next I need to really think about what these challenges can tell me about the 1900s and society’s views of African Americans. • To really help me organize my thoughts, I am going to make a flow chart of all of the challenges that I found. First Marian was turned away from music school because they didn’t take colored people. I also noticed that the author talked about prejudice and narrow-minded people when Marian was turned away. Next I read that Marian was sometimes forced to sing to separate audiences of white and black people. Sometimes this meant she had to sing the same concert two times. Lastly, I noticed that while Marian could sing in other countries, when she tried to sing for a large audience in the United States she was told she could not because they only permitted white performers to sing at Constitution Hall. • Now I am going to look at all the challenges and see if they have anything in common that could tell me how people felt about African Americans in the 1900s. I notice that most of these challenges have to do with white people not allowing black people to do the same things as white people, like singing at certain concert halls. I also noticed that the white people and black people were often kept separate. This shows me that white people in the United States were prejudiced against black people in the 1900s and that black people did not have the same opportunities as white people.

<p>4) Explain your answer, referring to details and examples from the text.</p>	<ul style="list-style-type: none"> • Now that I know the challenges and barriers that Marian faced and what that tells me about how society felt about African Americans, I am ready to start writing my response. I can start by writing something like this, “In the book <i>When Marian Sang</i>, Marian faced many challenges and barriers because of the color of her skin.” • Next, I can include the quote about when Marian was turned away from music school because they didn’t take colored. I’m going to explain that this is a barrier because she would need to find a different way to learn about music. I’m also going to include that she felt like this was an example of prejudice and that the woman was “narrow-minded” for turning her away. • I noticed that Marian had to sing to separate audiences. I am going to include that as a challenge because at times she needed to perform twice. That was probably exhausting. • Next, I am going to include that she could sing anywhere she travels except for the United States because black people were not allowed to sing in some auditoriums like Constitution Hall. I’m going to explain that is a challenge because she could not make people fall in love with her voice if she cannot sing for them. • Lastly, I am going to include a sentence explaining that since Marian was turned away from college because she was black, had to sing to separate audiences and was not allowed to sing at Constitution Hall because of her skin color, it shows that society was prejudiced against African Americans in the 1900s. Since the white people in the text seemed to have more opportunities than the black people I can infer that whites felt superior to the black people.
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Extension and practice

- For students who are struggling, provide them with a list of challenges and barriers in a T-chart and ask them to explain what that showed about people’s feelings towards Marian at that time.
- For students who need the activity modified more give them a T-chart and sentence strips that include challenges and barriers Marian faced, as well as sentences that make inferences about those barriers. Ask students to place the sentence strips in the correct place on the T-chart.
- For students that need an extension activity, ask them to find evidence of how Marian overcame the struggles she faced and infer what that says about her determination to achieve her dream of singing in the opera.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other literary texts to teach using details and examples from a text as support. (RL.4.1)

See more examples of how to teach how to accurately reference details and examples from a text (RL 4.1)

Objective: Refer to explicit details and examples in a text to answer a text dependent question by reading and annotating the text and making inferences to explain what the author is saying.

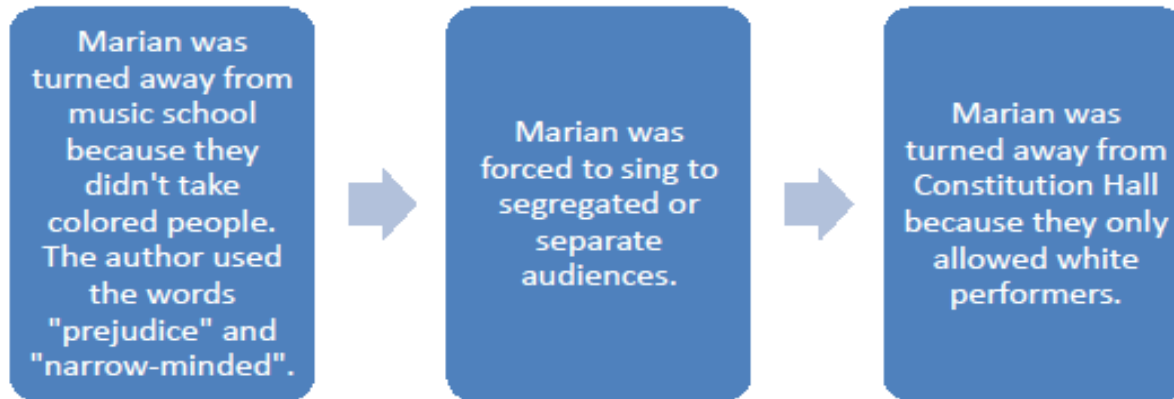
1. Ask yourself, "What is this question asking me to do?"
2. Reread while annotating the text and looking for important words and phrases that will help you answer the question.
3. Ask yourself, "Why did the author include these words and phrases and what inferences can I make using these words and phrases?"
4. Explain your answer, referring to details and examples from the text.

[Draw inferences about what a character is thinking by examining dialogue](#)



[Use the title of a poem to guide your reading](#)

[Draw inferences about what a character is thinking by examining dialogue](#)



Flow Chart of the Barriers Marian Faced





Directions: Reread the text. Look at the challenges and barriers that are listed below. Explain in your own words what those challenges and barriers show about society's feelings towards Marian and African Americans.

<p>Challenges and Barriers</p> 	<p>Explanation of Society's Feelings Towards Marian/African Americans</p> 
<p>Marian was turned away from music school because they did not take colored people.</p> <p>Marian was forced to sing to segregated or separated audiences.</p> <p>Marian was not allowed to sing at Constitution Hall because she was black.</p>	

Directions: Reread the text. Look at the challenges and barriers that are listed below. Explain in your own words what those challenges and barriers show about society's feelings towards Marian and African Americans.

<p style="text-align: center;">Challenges and Barriers</p> 	<p style="text-align: center;">Explanation of Society's Feelings Towards Marian/African Americans</p> 
<p>Marian was turned away from music school because they did not take colored people.</p> <p>Marian was forced to sing to segregated or separated audiences.</p> <p>Marian was not allowed to sing at Constitution Hall because she was black.</p>	<p>This shows that white people felt as if they deserved to go to college and black people did not. This shows that they felt they deserved more privileges than black people.</p> <p>This shows that white people did not think that blacks were good enough to sit with them in an audience.</p> <p>This shows that some white people felt as if black people were not good enough to be allowed to sing in their concert halls.</p>

Directions: Cut out the examples below that show the challenges and barriers that Marian faced and the explanations of society's feelings towards Marian and African Americans. Put them in the correct column on the T-chart.

<p>Challenges and Barriers</p> 	<p>Explanation of Society's Feelings Towards Marian/African Americans</p> 

Marian was not allowed to sing at Constitution Hall because she was black.

Marian was forced to sing to segregated or separated audiences.



Marian was turned away from music school because they did not take colored people.

This shows that some white people felt as if black people were not good enough to be allowed to sing in their concert halls.

This shows that white people felt as if they deserved to go to college and black people did not. This shows that they felt they deserved more privileges than black people.

This shows that white people did not think that blacks were good enough to sit with them in an audience.

Directions: Cut out the examples below that show the challenges and barriers that Marian faced and the explanations of society's feelings towards Marian and African Americans. Put them in the correct column on the T-chart.

<p style="text-align: center;">Challenges and Barriers</p> 	<p style="text-align: center;">Explanation of Society's Feelings Towards Marian/African Americans</p> 
<div data-bbox="483 560 966 657" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Marian was turned away from music school because they did not take colored people.</p> </div> <div data-bbox="483 738 924 828" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Marian was forced to sing to segregated or separated audiences.</p> </div> <div data-bbox="483 901 934 990" style="border: 1px solid black; padding: 5px;"> <p>Marian was not allowed to sing at Constitution Hall because she was black.</p> </div>	<div data-bbox="1102 544 1606 706" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>This shows that white people felt as if they deserved to go to college and black people did not. This shows that they felt they deserved more privileges than black people.</p> </div> <div data-bbox="1113 730 1585 836" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>This shows that white people did not think that blacks were good enough to sit with them in an audience.</p> </div> <div data-bbox="1113 893 1585 1006" style="border: 1px solid black; padding: 5px;"> <p>This shows that some white people felt as if black people were not good enough to be allowed to sing in their concert halls.</p> </div>

Question 5

Question #5	TDQ #5 Which key details does the author use to support the themes of perseverance and prejudice throughout the text? Use specific examples to summarize the text.	
Standard(s) covered:	RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
Example response that meets standard	Look-fors	
<p>Marian showed perseverance throughout the text when she faced prejudices that created challenges and barriers to achieving her goal of becoming an opera singer. First, she tried to apply for music school but was told, “We don’t take colored!” She was unable to learn more about music by going to school, so instead she took voice lessons, sang in choirs and performed at churches. When she got older she wanted to audition for Giuseppe Boghetti, a famous music teacher. At first he said that “he didn’t have time or room for new students”. Marian closed her eyes and sang for him anyway. Once he heard her sing, he decided to take her on as a student. Marian went to Europe to study languages so that she would be able to understand what she was singing when she sang foreign languages. The audiences there loved her, and she was able to sing for audiences of African Americans and white people. She started to feel successful, but that ended when she returned to the United States. She tried to book Constitution Hall to sing to a large group of people. She was turned away because they had a “white performers only” policy. She then tried to book a high school auditorium, but they were a whites only school too, and they turned her away. Finally, with the president’s approval, she was able to sing at Lincoln Memorial where 75,000 people came to hear her sing. She sang for many audiences for the sixteen years after that until she was finally asked to sing at the opera. Marian was often turned away when she tried to pursue her singing career because of her skin color, but she kept trying. She found a way to study music in her neighborhood when she was told she could not attend music school because she was African American. She sang for Giuseppe Boghetti even though he told her he didn’t have room for any more students. He loved her voice so much that he decided to become her teacher anyway. She also kept trying to find places to sing in the United States even though she was turned away many times because they only allowed white performers on their stages. This really showed her perseverance. After working really hard and finding a way to work around all of the challenges she faced, she finally achieved her dream of singing in the opera. This supports the theme of perseverance despite barriers. Marian never gave up on her dream and fought to achieve it even when she was encountered with prejudice.</p>	<ul style="list-style-type: none"> • Refers to key details that show Marian’s perseverance. • Provides examples of how she overcame prejudices she encountered. • Summarizes Marian’s journey to become an opera singer. 	

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If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn how to summarize the text and describe the theme by referring to details and examples that explain what the text says explicitly and what can be inferred.
Prior knowledge to review	Students need to be able to ask and answer questions to demonstrate an understanding of the text and be able to refer to the text as a basis for the answers. Students need to be able to recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.
Steps to achieve objective	Think aloud for direct instruction
1) Ask yourself, "What is this question asking me to do?"	<ul style="list-style-type: none"> • Hmm... I wonder what this question is really asking me to do. I'm going to reread it and focus on what I need to do to answer it. • First I notice that it wants me to look at the key details that the author uses to show Marian's perseverance. I know that perseverance means to keep trying to achieve something over and over again, even when you are faced with challenges and barriers. That tells me that I should be looking for times when Marian was faced with a challenge, but found a way to keep trying to achieve her goal of becoming an opera singer. I'm going to underline the word perseverance to remind myself what I am looking for in the text. • The question also mentions the prejudice that Marian faced. That means that I should focus on times when Marian was treated differently because of the prejudices people had against people who were African American. I'm going to underline that too. • Last, I notice that the question asks me to use specific details to summarize the text. I know that summarizing means to tell what the story was about. I am going to underline that word so that I remember to look at details from the entire text.
2) What key words and phrases show the challenges the character faced and	<ul style="list-style-type: none"> • Now that I really understand what the question is asking me I can reread the text and begin annotating. The first big challenge that Marian had to overcome was when she wanted to apply for music school and was told "We don't take colored!" I know she wanted to go to college to become a better musician, and this challenge of schools not accepting black students made getting into school difficult for her. I read that her mother encouraged her to find another way to "accomplish what would have been done at that school", so "she took voice lessons in her own neighborhood, continued with the choirs, and sometimes performed at Negro churches and colleges." This shows that when Marian was faced with the challenge of not being able to attend music school

<p>his/her perseverance?</p>	<p>because only white people could attend, she found another way to learn about music.</p> <ul style="list-style-type: none"> • I also read that when Marian wanted to continue her learning she had an audition with a famous music teacher Giuseppe Boghetti. At first he announced that “he didn’t have time or room for new students.” This shows that Marian was not taken seriously by Mr. Boghetti at first, most likely because she was African American. Next, I read that “too afraid even to look at him, Marian took a deep breath” and sang. This shows that she wasn’t going to give up and was going to make sure that Boghetti heard her. After she sang for him, he made room for her to be his student. • Next I read that Marian went to Europe to learn more about the foreign languages used in the songs that she sang. “Marian studied and was eventually invited to perform in concert halls in Norway, Sweden, Finland and Denmark.” People in Europe loved to hear Marian sing and “she felt as if she had finally achieved some success.” Wow! Marian traveled all the way to Europe to learn more about her singing! This really shows her perseverance to learn more about her musical craft. • The next challenge I notice in the text is when Marian wanted to perform a large concert in the United States and chose to sing at Constitution Hall. They told her the hall was unavailable because of their “white performers only” policy. When she was unable to sing there she tried to book an auditorium at Howard University, which was a white school. She was turned away from there as well. Finally, with the president’s approval, she was invited to sing on the steps of Lincoln Memorial and 75,000 people came to hear her sing. This really shows Marian’s perseverance and that she never gave up. She kept trying to find a place that would allow her to sing to a large audience, and even though she kept being turned away because of the color of her skin, she finally was able to find a place to sing. • Marian continued to sing for sixteen more years until she finally got her dream and was invited to sing at the opera.
<p>4) Write the answer to the questions including evidence from the text as support.</p>	<ul style="list-style-type: none"> • Now that I know the challenges and barriers that Marian faced because of other people’s prejudices and how she really had to work around them, I can start forming my written response. I can start by writing something like this, “Marian showed perseverance throughout the text when she faced prejudices that created challenges and barriers to achieving her goal of becoming an opera singer.” • Next, I can include the quote about when Marian was turned away from music school because they didn’t take colored. Then I can include a sentence that explains how she found other ways to study music, like taking voice lessons, singing in choirs and performing at churches. • I noticed that when Marian had an audition with a famous music teacher Giuseppe Boghetti, he first told her that “he didn’t have time or room for new students.” I’m going to write that and then I’m going to explain that she persevered by choosing to sing anyway. Boghetti loved her singing so much that he decided to make her his student. • Next I am going to include that she traveled to Europe to learn more about foreign languages. I’m going to include that people there loved her singing and that she finally felt successful. • Then I am going to include that she came back to the United States and did not feel successful anymore. I’m going to include that she tried to sing at Constitution Hall, but she was turned away because she was black. She then tried to sing at an all-white high school but was turned away again. Last, I’m going to include that she finally was given permission to sing at the Lincoln Memorial and a large audience of 75,000 people came. I’m going to explain the information from the text by adding a sentence that describes how Marian kept trying to find a place to sing until she was successfully able to have her concert. • Finally, I’m going to include the detail that she was asked to sing in the opera sixteen years later. I want to really explain how this shows her perseverance, so I’m going to write a sentence that explains how Marian kept facing challenges because of the color of her skin, but that she kept finding different ways to accomplish what she wanted so that she could sing in the opera. I’m going to add a sentence that this supports the theme of perseverance despite barriers. Marian never gave up on her dream and fought to achieve it even when she was encountered with prejudice.

Extension and practice

- If students are having difficulty with this activity, the teacher can give them sentence strips with challenges Marian faced and quotes that show the prejudice of the people she encountered. Students can verbally explain how Marian showed perseverance.
- If students are struggling, the teacher can provide sentence strips with challenges Marian faced and quotes that showed how she persevered and overcame the challenges. They can sort them into groups. One group can hold the challenges and the second can hold the quotes that show perseverance.
- For an extension, students can choose additional struggles that Marian faced and explain how she showed perseverance throughout those struggles.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other literary texts to teach determining the theme and summarizing a text by using details and examples as support. (RL 4.2, RL.4.1)

See more examples of how to teach how to accurately determine a theme, summarize and reference details and examples from a text (RL 4.2, RL 4.1)

Objective: In this lesson you will learn how to summarize the text and determine the theme by referring to details and examples that explain what the text says explicitly and what can be inferred.

1. Ask yourself, 'What is this question asking me to do?'
2. Determine what key words and phrases show the challenges the character faced and his/her perseverance.
3. Explain your answer, referring to details and examples from the text.

[Draw inferences about what a character is thinking by examining dialogue](#)

[Use the title of a poem to guide your reading](#)

[Draw inferences about what a character is thinking by examining dialogue](#)

[Determine the theme of a drama](#)

[Determine the theme of a poem](#)

Barriers and Challenges Marian Faced and the Prejudice She Encountered



Directions: Look at the examples and evidence below that show the barriers and challenges that Marian faced and the prejudice she encountered. Working with your teacher or another student, explain aloud how that showed Marian's perseverance.

Marian tried to apply to music school and was denied.

"We don't take colored!"

She tried to sing for a famous music teacher Giuseppe Boghetti, but he said there was not room for her.

"...he didn't have time or room for new students."

Marian was not allowed to sing her concert at Constitution Hall because she was black.

"...the manager of the hall said it wasn't available and no other dates were offered because of their white performers only policy."

Barriers and Challenges Marian Faced and Her Perseverance



Directions: Cut out the examples and evidence below. Sort them into two groups, one that shows the barriers and challenges that Marian faced, and another that shows the perseverance she showed.

"...she took voice lessons in her own neighborhood, continued with the choirs and sometimes performed at Negro churches and colleges."

Marian continued to search for a place to sing until she was given the chance to sing at the Lincoln Memorial.

She tried to sing for a famous music teacher Giuseppe Boghetti, but he said there was not room for her.

"...too afraid to look at him, Marian took a deep breath" and sang."

Marian tried to apply to music school and was denied.

Marian was not allowed to sing her concert at Constitution Hall because she was black.