One Crazy Summer
Rita Williams-Garcia
Activities to teach Reading, Thinking, and Writing
ONE CRAZY SUMMER

by
Rita Williams-Garcia

Student Packet

Written by
Jackie Crnkovich

Contains masters for:

2 Prereading Activities
7 Vocabulary Activities
1 Study Guide
4 Character Analysis Activities
1 Literary Analysis Activity
1 Critical Thinking Activity
1 Comprehension Activity
1 Writing Activity
4 Quizzes
1 Novel Test

PLUS

Detailed Answer Key
and Scoring Rubric

Note

The 2012 Amistad paperback edition of the novel, © 2010 by Rita Williams-Garcia, was used to prepare this guide. The page references may differ in other editions. Novel ISBN: 978-0-06-076090-8

Please note: Please assess the appropriateness of this novel for the age level and maturity of your students prior to reading and discussing it with them.

Teacher Note

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

ISBN 978-1-60878-725-8

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:
- use a text’s structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:
- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story’s setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:
- identify the author’s purpose (Author’s Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:
- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author’s style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author’s tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)
Name ________________________________

Clue Search

Directions: Collect information about the novel for each of the items. Write down the information, and then make some predictions about the novel.

<table>
<thead>
<tr>
<th>Information Source</th>
<th>Information Provided</th>
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<tr>
<td>Dedication</td>
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<td>Title</td>
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<td>Cover Illustration</td>
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Your predictions about the novel:
Name ________________________________

The Title Tells All

Directions: Use the chart below to make predictions about a chapter from the novel, and then summarize the chapter after you have read it.

Title of chapter:

Based on the title, what do you think this chapter will be about?

In the space provided below, create an illustration for the chapter based on the title.

After reading this chapter, write a brief summary below.
Name ____________________________

**Directions:** Answer the following questions on a separate sheet of paper. Use your answers in class discussions, for writing assignments, and to review for tests.

**Cassius Clay Clouds–Green Stucco House**

1. Who is Miss Patty Cake?
2. Why is Pa sending the girls to Oakland, California?
3. How does Big Ma feel about the girls going to Oakland?
4. When did the girls’ mother leave the family?
5. Why do you think Big Ma asks the African-American lady in “the square sunglasses and snappy suit” instead of the “college girls with Afros” (p. 6) to look after the girls during the flight?
6. How old are the girls?
7. Why does Delphine want to look out the plane’s window so badly?
8. What does Delphine mean when she calls their mother a “statement of fact” (p. 14)?
9. What does Delphine do when the white woman in the airport tries to give the girls money? Why?
10. Describe Cecile’s reunion with the girls.
11. What does the cab driver call Cecile?
12. What lie does Cecile tell the bus driver when she and the girls board?
13. Why is Delphine amazed by Cecile’s house?
14. What does Cecile mutter to herself after Vonetta asks for a TV?

**Mean Lady Ming–Glass of Water**

1. What does Cecile tell the girls to eat for dinner the night of their arrival, and how must they pay for it?
2. Who almost collides with the girls as they walk to Ming’s?
3. How does Big Ma react to the girls’ collect phone call home?
4. What organization does Delphine suspect the three men who visit Cecile after dinner belong to?
5. Where is the girls’ Uncle Darnell?
6. On what condition does Cecile agree to help the Panthers with their request?
7. Why does Delphine time how long Vonetta and Fern spend in the tub?
8. Why did Delphine set aside two dollars and eighty cents before she arrived in Oakland?
**Sequence**

**Directions:** Fill out two sequencing charts, one that traces the development of the relationship between the girls and Cecile, and one that follows the girls’ involvement with the People’s Center.

1. First
2. Next
3. Then
4. And
5. Then
6. Finally
Name ________________________________

**Character Analysis**

A. **Identification:** Match each description to the correct character.

- 1. cared for the girls when their mother left
- 2. her mother calls her “Little Girl”
- 3. is fighting the war in Vietnam
- 4. owns a restaurant
- 5. lives in Oakland, California
- 6. loves attention
- 7. calls her mother crazy
- 8. believes the girls should visit their mother

   a. Delphine
   b. Vonetta
   c. Fern
   d. Big Ma
   e. Pa
   f. Cecile
   g. Uncle Darnell
   h. Ming

**Main Idea and Details**

B. **True/False:** Mark each with a T for true or an F for false.

- 9. Delphine is proud when the white lady at the airport offers the girls money.
- 10. Cecile happily greets the girls at the airport.
- 11. The girls don’t expect Cecile’s house to be so nice.
- 12. Delphine calls Pa and Big Ma from Cecile’s phone.
- 13. The family eats fried chicken for their first dinner together.
- 14. Cecile argues with the three Black Panthers who visit her.
- 15. Delphine reads *Island of the Blue Dolphins* to Fern before bed.
- 16. Delphine believes Cecile left because Pa refused to let her name Fern.
Name __________________________

(Main Idea and Details)
A. Short Answer: Answer the following questions on the lines provided.

1. Where do the girls eat breakfast?

2. Why does Kelvin tease Fern?

3. Whom does Sister Mukumbu pick to help her demonstrate the meaning of revolution?

4. Who is Nzila?

5. How does Delphine learn her name isn’t unique?

6. What does Vonetta do to Fern’s doll?

7. What do Fern and Delphine do instead of playing at the park?

8. What does Delphine decide to do when Fern gets an upset stomach?

(Making Connections)
B. Open-Ended Comprehension: Which of the three sisters’ personalities is most like your own? Explain why.
A. Multiple Choice: Choose the BEST answer.

(Main Idea and Details)
____ 1. The Gaither girls travel from Brooklyn to
   a. Los Angeles
   b. Oakland
   c. Sacramento
   d. San Francisco

(Point of View)
____ 2. Delphine believes Cecile left the family because she
   a. didn’t get to name Fern
   b. wanted to pursue her career
   c. didn’t want to live with Big Ma anymore
   d. wanted to return to her family in California

(Main Idea and Details)
____ 3. What did Fern see from the bus on the way to San Francisco?
   a. Kelvin petting a stray dog.
   b. Kelvin being arrested by the police.
   c. Kelvin tearing down flyers about the rally.
   d. Kelvin being patted on the back by the police.

(Main Idea and Details)
____ 4. The girls try to persuade their mother to buy a
   a. radio
   b. record player
   c. stool
   d. television

(Main Idea and Details)
____ 5. The girls do each of the following things while in San Francisco EXCEPT
   a. ride the cable car
   b. visit the prison on Alcatraz
   c. eat dumplings in Chinatown
   d. walk around Fisherman’s Wharf

(Main Idea and Details)
____ 6. What does Vonetta do to Miss Patty Cake?
   a. hides her
   b. cuts her hair
   c. colors her black
   d. drops her from the bus
_______________________ 22. “[She] is all ham and show. Any occasion, even a riot in the making, would have been good enough to perform at.”

_______________________ 23. “That was how I knew [she] was a real teacher, aside from her welcoming smile and her blackboard penmanship.”

(Compare/Contrast)

C. Short Answer: Briefly respond to each of the following on a separate sheet of paper.

(a) Compare Pa’s awareness about race to Big Ma’s.
(b) Compare and contrast Sister Mukumbu and Sister Pat’s style of teaching to Krazy Kelvin’s.

D. Essay: On a separate sheet of paper, respond to one of the following in a well-developed essay. Use specific evidence from the novel to support your response.

(Character Analysis/Compare/Contrast)
(a) Discuss how Fern, Cecile, or Delphine changes from the beginning of the story to the end.

(Drawing Conclusions/Author’s Purpose)
(b) Provide three examples from the novel in which the author explores the importance of names. What idea(s) about names do you think she wants to convey?

(Drawing Conclusions)
(c) What do the girls learn from their involvement with the Black Panthers?
Answer Key

Activity #1: Dedication: “For the late Churne Lloyd, and especially for Maryhana, Kamau, Ife, and Oni”;
Title: One Crazy Summer; Cover Illustration: three African-American girls together in a city; Critics’
Reviews: “A powerful and affecting story of sisterhood and motherhood.”—Monica Edinger, New York
Times; Recommendations: Answers will vary; Awards: 2010 National Book Award Finalist, 2011
Coretta Scott King Award Winner, 2011 Newbery Honor Book, 2011 Scott O’Dell Award for Historical
Fiction; Predictions will vary.
Activity #2: Answers will vary.
Activity #3: Students will create Vocabulary Mobiles.
Activity #4: Answers will vary. Examples: Word—baffled; Character—the Gaither sisters; Explanation—
The Gaither sisters are baffled by Cecile’s way of life in Oakland; Word—mammal; Character—
Delphine; Explanation—Delphine believes she was named after a dolphin, “a big fishy mammal” (p. 84).
Activity #5: Word maps will vary. Word definitions: indulgence—allowance, pleasure; begrudgingly—
reluctantly; amiss—wrong, incorrect; defiant—rebellious, resistant; prospect—chance, hope;
accountable—responsible, liable; knack—talent, ability; tempted—enticed, attracted; hovered—stood
over; blanched—whitened; yokes—oppression, burdens.
Activity #6: Crossword puzzles will vary.
Activity #7: Answers will vary.
Activity #8: A. Answers will vary. Examples: 1. dancer, carpenter 2. Rallies are usually informational
and exciting. 3. Teachers have authority, so children are taught to be respectful toward them. 4. yes
5. a chair, a stool, a carnival ride 6. receiving an “A” on a test B. Sentences will vary.
Activity #9: Students will play the Vocabulary Card Game.

Study Guide
Cassius Clay Clouds–Green Stucco House: 1. Fern’s doll 2. to visit their mother 3. She is upset
because she thinks Cecile should visit the girls instead. 4. when Fern was a newborn baby, Vonetta
was a toddler, and Delphine was nearly five years old 5. Answers will vary. Big Ma is old-fashioned.
She doesn’t trust the younger generation and feels more comfortable with the well-dressed woman.
6. Delphine is 11, Vonetta is 9, and Fern is 7. 7. to see the Golden Gate Bridge 8. that Cecile is their
mother only because she gave birth to them 9. Delphine tells the woman they aren’t allowed to take
money from strangers; Answers will vary. Delphine might have been offended or too proud to accept
money from others. 10. Cecile doesn’t greet them but instead walks ahead of them at a fast pace.
11. a name that sounds like “Zilla” 12. the girls are ten years old and under 13. She didn’t expect
Cecile’s house to be so large and nice. Delphine thought Cecile would be living in poverty because
when Delphine was younger Big Ma told her Cecile lived on the street. 14. She says, “I didn’t send
for you. Didn’t want you in the first place. Should have gone to Mexico to get rid of you…” (pp. 26–27).

Mean Lady Ming–Glass of Water: 1. She has them order takeout with the money their father gave
them for Disneyland. 2. a boy riding down the street on a T-shaped, wheeled board 3. She gets
upset because of the cost of the call and because Cecile let them walk the streets by themselves at
night. 4. the Black Panthers 5. fighting in the war in Vietnam 6. She says, “But you gotta take my
kids” (p. 46). 7. She doesn’t want them to start fighting. 8. for the late fees to keep her library books
for two extra weeks 9. most likely sheets of Cecile’s writing 10. Pa wouldn’t let Cecile name Fern.
Activity #16: News stories will vary.

Activity #17: Examples: Chart 1—the girls and Cecile: 1. The girls meet Cecile at the airport. 2. Cecile forbids Fern from entering the kitchen for a drink of water. 3. Cecile allows Delphine to cook in the kitchen. 4. Cecile gives the girls a used radio. 5. Cecile is arrested. 6. Cecile compliments the girls on the recitation of her poem; Chart 2—the girls and the People’s Center: 1. The girls encounter Kelvin, who ridicules Fern for carrying her doll, when they first go to the Center for breakfast. 2. The girls learn about Hirohito’s father being arrested for his involvement with the Black Panthers. 3. Delphine declares they won’t attend the rally for Bobby Hutton because it’s too dangerous. 4. Fern “sees something” on the way to San Francisco. 5. Delphine boycotts Safeway because the owner is a “no sayer.” 6. The girls perform at the rally, where Fern exposes Kelvin as a police informant.


Quiz #2: A. 1. the People’s Center, which is sponsored by the Black Panthers 2. Kelvin teases her because she is carrying around her doll Miss Patty Cake, which is white. 3. Hirohito 4. Nalla is Cecile’s poet name. 5. She goes to a library and looks up her name in the dictionary. 6. colors it with a black marker 7. count and stack the Black Panther weekly newspapers 8. cook dinner B. Answers will vary. Refer to the scoring rubric on page 36 of this guide.


Quiz #4: A. 1. c (p. 169) 2. h (p. 181) 3. f (p. 189) 4. b (p. 211) 5. e (p. 212) 6. d (p. 203) 7. g (p. 178) 8. a (p. 206) B. Answers will vary. Refer to the scoring rubric on page 36 of this guide.

Linking Novel Units® Student Packets to National and State Reading Assessments

During the past several years, an increasing number of students have faced some form of state-mandated competency testing in reading. Many states now administer state-developed assessments to measure the skills and knowledge emphasized in their particular reading curriculum. This Novel Units® guide includes open-ended comprehension questions that correlate with state-mandated reading assessments. The rubric below provides important information for evaluating responses to open-ended comprehension questions. Teachers may also use scoring rubrics provided for their own state’s competency test.

### Scoring Rubric for Open-Ended Items

| 3-Exemplary | Thorough, complete ideas/information  
|             | Clear organization throughout  
|             | Logical reasoning/conclusions  
|             | Thorough understanding of reading task  
|             | Accurate, complete response  |
| 2-Sufficient | Many relevant ideas/pieces of information  
|             | Clear organization throughout most of response  
|             | Minor problems in logical reasoning/conclusions  
|             | General understanding of reading task  
|             | Generally accurate and complete response  |
| 1-Partially Sufficient | Minimally relevant ideas/information  
|             | Obvious gaps in organization  
|             | Obvious problems in logical reasoning/conclusions  
|             | Minimal understanding of reading task  
|             | Inaccuracies/incomplete response  |
| 0-Insufficient | Irrelevant ideas/information  
|             | No coherent organization  
|             | Major problems in logical reasoning/conclusions  
|             | Little or no understanding of reading task  
|             | Generally inaccurate/incomplete response  |