

An Educator Guide Celebrating the Works of Tracey Baptiste

Corresponding Educational Standards

[*Mermaid and Pirate*](#)

[*Looking for a Jumbie*](#)

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Mermaid and Pirate

ACTIVITY	STANDARDS
<p>As a group, identify all of the action verbs used throughout the story (roll, dance, whip, snap, etc.). Then, invite students to write a short story on a different topic, using the same verbs.</p>	<p>L.CCR.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
<p>Identify the different sea creatures found throughout the story. Put students into groups and assign each group a sea creature to research and present on.</p>	<p>R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>
<p>Discuss: if you were the pirate, would you have helped the mermaid? If you were the mermaid, would you have helped the pirate? Why is it important to help our neighbors and community members, even if we don't know them?</p>	<p>R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>CASEL: Social Awareness</p>

Looking for a Jumbie

ACTIVITY	STANDARDS
<p>Before reading: read aloud the descriptions of some of the jumbies, and ask students to draw their interpretation of what they think the jumbie looks like. Compare drawings with the book's illustrations afterwards.</p>	<p><u>R.CCR.1</u> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><u>NAS Creating / Anchor Standard 1</u> Generate and conceptualize artistic ideas and work.</p>
<p>Invite students to dream up their own jumbie, with its own unique design and name. Include details like where does the jumbie live? Is your jumbie a helpful jumbie, a sneaky jumbie, or a scary jumbie?</p>	<p><u>W.CCR.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><u>NAS Creating / Anchor Standard 1</u> Generate and conceptualize artistic ideas and work.</p>
<p>Host a dance party and introduce students to different styles of Caribbean music, including calypso, reggae, dembow, salsa, mambo, and more!</p>	<p><u>NAS Creating / Anchor Standard 1</u> Generate and conceptualize artistic ideas and work.</p> <p><u>NAS Performing / Anchor Standard 6</u> Convey meaning through the presentation of artistic work.</p>

Marley and the Family Band

ACTIVITY	STANDARDS
<p>Before reading: discuss with students what the term “resilience” means. Ask students to draw a picture or write a short story about a time when something didn’t go their way. How did they react to the situation? What was the outcome?</p>	<p><u>W.CCR.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><u>NAS Creating / Anchor Standard 1</u> Generate and conceptualize artistic ideas and work.</p> <p><u>CASEL</u>: Self-Awareness</p>
<p>Music is made in this story with real instruments, but also by rain, thunder, and even boots walking through a park. Using everyday items found in the classroom, make instruments and start a class band!</p>	<p><u>NAS Creating / Anchor Standard 1</u> Generate and conceptualize artistic ideas and work.</p> <p><u>NAS Performing / Anchor Standard 5</u> Develop and refine artistic work for presentation.</p>
<p>After reading, teach the students about the real Marley family, and play music by Bob Marley or Ziggy Marley and the Melody Makers. Or watch Bob Marley’s family and friends perform “One Love” at the 1994 Rock and Roll Hall of Fame induction ceremony.</p>	<p><u>R.CCR.7</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><u>NAS Responding / Anchor Standard 8</u> Interpret intent and meaning in artistic work.</p>

Because Claudette

ACTIVITY	STANDARDS
<p>Invite students to write a short story about a civil rights figure, using the “because...” storyline format. Note significant events and people that shaped their life.</p>	<p>W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>Watch the linked video. In it, Tracey Baptiste says “I think young kids understand that you don’t have to be the biggest name in the room. You don’t have to do the biggest things. You can do your little part and have it be meaningful.” Afterwards, discuss what little things students can do today that helps their community and the world.</p>	<p>SL.CCR.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>CASEL: Social Awareness</p>
<p>Invite students to research other notable figures highlighted in the book: Aurelia Browder, Mary Louise, Smith, Susie McDonald, and Sarah Mae Flemming. Discuss the differences and similarities between their stories and Claudette’s.</p>	<p>W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

The Jumbies

ACTIVITY	STANDARDS
Select a jumbie described in the book, and draw your interpretation of what it looks like. Afterwards, compare it to the illustration found in the linked Jumbies Field Guide.	<p>R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NAS Creating / Anchor Standard 1 Generate and conceptualize artistic ideas and work.</p>
Discuss: do the jumbies deserve to live on the island more, do the humans? Why?	<p>R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>CASEL: Social Awareness</p>
Reflect on Corinne’s mother, and the love she showed Corinne. Think of other stories in which a mother’s love is integral to the plot. Compare and contrast the similarities, and the differences.	<p>R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>

Boy 2.0

ACTIVITY	STANDARDS
<p>Discuss: BOY 2.0 borrows its framework from the fairy tale of Snow White. What elements of the original fairy tale, including plot, characters, locations, etc., are evident in Coal's story?</p>	<p>R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>
<p>Discuss the significance of the symbols on Coal's baby blanket.</p>	<p>R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>
<p>Coal's ability is the subject of "family lore," a story that is handed down from generation to generation and retold over many years. Invite students to reflect on any stories like that their family may hold, and to interview a family member to hear stories. Students can then share the funny/incredible/strange things that their family members have been involved in as a cartoon, graphic novel panel, video clip, or other media.</p>	<p>SL.CCR.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NAS Creating / Anchor Standard 1 Generate and conceptualize artistic ideas and work.</p>

Moko Magic: Carnival Chaos

ACTIVITY	STANDARDS
<p>Misty and Brooke struggle to understand each other throughout the story, but still love and support each other. Invite students to create a character map that shows what Misty and Brooke have in common, and what is unique about them.</p>	<p>R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CASEL: Social Awareness</p>
<p>Aidan takes notes throughout the story as he learns new things about his powers, his cousins, and more. Ask students to keep a journal for a week, noting their daily activities and interactions. After the week, invite students to review their journal entries. Discuss the power of recording history in writing, versus relying on oral history only. What are the pros and cons of each?</p>	<p>W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.CCR.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
<p>When discussing mythology with Aidan and Misty, Melanie Emersyn says “It’s all the usual stuff—you know, Greek, Roman...” Discuss why some mythologies are more widely known than others. Then, assign each student a different type of mythology. Invite them to each prepare a digital presentation highlighting their mythology and what they learned about it.</p>	<p>D2.His.6.3-5 Describe how people’s perspectives shaped the historical sources they created.</p> <p>W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>

Minecraft: The Crash

ACTIVITY	STANDARDS
Research the meaning of the characters' names: Elon, Bianca, Esme, and Anton. Why do you think these names were selected?	<p>R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>
Bianca makes many mistakes throughout the novel, some in the Minecraft world and others in real life. Describe three mistakes she made and explain the life lessons she learned from each. Use examples from the book, and provide a short title, similar to a "headline" or "bumper sticker," that captures the essence of each lesson.	<p>R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>
Create a timeline that documents Bianca's travel in and out of the game, as well as between biomes, and to the end of the game. Include with each timeline entry a specific page that supports your work.	<p>R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>

Angel's Grace

ACTIVITY	STANDARDS
How does Grace's "angel mark" affect her sense of identity at different points throughout the story?	<p>R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.</p>
What does Grace mean when she says some secrets "are sweet little things that are simply too delicious to let slip"?	<p>R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>
Discuss the theme of family portrayed in the story. What message is the author trying to convey?	<p>R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>

History Comics: Rosa Parks & Claudette Colvin, Civil Rights Heroes

ACTIVITY	STANDARDS
<p>While Claudette Colvin and Rosa Parks actually did know each other, select two historical figures that may not have. What projects would they have collaborated on? What could they have learned from each other? Create a short graphic novel depicting the pair meeting and working together.</p>	<p>D2.His.3.3-5 Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>NAS Creating / Anchor Standard 2 Organize and develop artistic ideas and work.</p>
<p>Watch the video linked, then discuss with students the importance of Claudette Colvin's record being cleared over sixty years after she refused to give up her bus seat.</p>	<p>SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CASEL: Social Awareness</p>

African Icons

ACTIVITY	STANDARDS
<p>Before reading, invite students to guess if the following countries are larger or smaller than Africa: China, India, Japan, Italy, the United Kingdom, the United States, Switzerland, Belgium, the Netherlands, Germany, France, Spain, and Portugal.</p> <p>Afterwards, read the book's introduction and refer students to the map on page xi. Have students reflect on the accuracy of their predictions. Ask them to discuss how they acquired their knowledge of Africa's size, and what the effects are of misconceptions about its size?</p>	<p>CASEL: Self Awareness</p> <p>D2.His.10.6-8 Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.</p> <p>D2.Geo.2.6-8 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</p>
<p>Create a timeline that connects the lifetime of each individual profiled in the book to one another and/or major historical events.</p>	<p>W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>D2.His.1.6-8 Analyze connections among events and developments in broader historical contexts.</p>

Magic Has No Borders

ACTIVITY	STANDARDS
<p>Prepare two containers with slips of paper in each: one with the names of various mythological gods and goddesses and one with specific places and times in history. Have students select a paper from each and use the two prompts to write a short story, create a skit, or prepare a piece of artwork depicting the combination of the two.</p>	<p>D2.His.14.9-12 Analyze multiple and complex causes and effects of events in the past.</p> <p>NAS Performing / Anchor Standard 6 Convey meaning through the presentation of artistic work.</p> <p>W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p>Discuss: what makes for a good surprise ending? When writing, what should be included or avoided to achieve this?</p>	<p>L.CCR.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

Joyful Joyful

ACTIVITY	STANDARDS
<p>Various sayings come to mind after reading this story, including “good things come to those who wait,” and of course the saying by Robert Burns that inspired the story’s title, “The best laid plans of mice and men often go awry.” What other well-known sayings could relate to the story? Select one and create a motivational poster, using inspiration from the story.</p>	<p>R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NAS Creating / Anchor Standard 2 Organize and develop artistic ideas and work.</p>
<p>Taking into account details from the story, and additional research as needed, create either a postcard for Trinidad, or a poster for the pan competition.</p>	<p>R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NAS Creating / Anchor Standard 2 Organize and develop artistic ideas and work.</p>

The Talk

ACTIVITY	STANDARDS
<p>Discuss: In “Ten” (p. 71), Tracey Baptiste begins, “Because the lights are flashing behind us, I need to tell you some things. . . .” She then lists ten important pieces of advice that are necessary for her Black children to be safe when stopped by the police. What is on your list of ten things for you and your friends to do to be safe in today’s world?</p>	<p>CASEL: Social Awareness and Responsible Decision-Making</p>
<p>Reflect: how do you as individuals work to learn about race and social justice? What else can you do?</p>	<p>CASEL: Social Awareness and Self Awareness</p>
<p>The title of this book is The Talk: Conversations About Race, Love & Truth. Discuss how race, love, and truth each play a role in “Ten.”</p>	<p>R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>

Black Enough

ACTIVITY	STANDARDS
<p>Watch the book trailer; create a piece of art inspired by one of the responses to “Black is…” in the video.</p>	<p>R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NAS Creating / Anchor Standard 2 Organize and develop artistic ideas and work.</p> <p>NAS Connecting / Anchor Standard 11 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>
<p>The majority of “Gravity” takes place within one second, but with flashbacks to the past. Select a moment from your life that lasted only a few seconds but felt like a lifetime. Write a poem inspired by that moment.</p>	<p>W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>Put yourself in the narrator’s shoes, and compose a letter to Myesha.</p>	<p>W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CASEL: Social Awareness and Self Awareness</p>

On the Block

ACTIVITY	STANDARDS
<p>Discuss the meaning behind Lila thinking “Knowing a little bit of the neighbors’ languages was better than just saying hello.” How is that better? Why is it important?</p>	<p>R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>CASEL: Social Awareness</p>
<p>Create a Venn diagram that compares Lila’s old home and new one, and their similarities and differences. Or, compare Lila’s new home at the Entrada with where you live!</p>	<p>R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>
<p>After you’ve read the rest of the book, create either an acrostic or concrete poem for The Entrada.</p>	<p>R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>

The Creativity Project

ACTIVITY	STANDARDS
<p>Show students Lauren Castillo’s prompt, then invite them to write a short story based on the image. Afterwards, read “The Portal to Anywhere” and ask students to reflect on any similarities or differences between their response and Tracey’s.</p>	<p>NAS Responding / Anchor Standard 8 Interpret intent and meaning in artistic work.</p> <p>W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>
<p>Ask each student to create their own writing prompt and write it on a piece of paper. Mix the pieces all together and invite each student to randomly draw one, then to write a short story inspired by the prompt they selected.</p>	<p>W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>Randomly select two of the image prompts in the book and invite students to write a short story that incorporates both.</p>	<p>W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NAS Responding / Anchor Standard 8 Interpret intent and meaning in artistic work.</p>