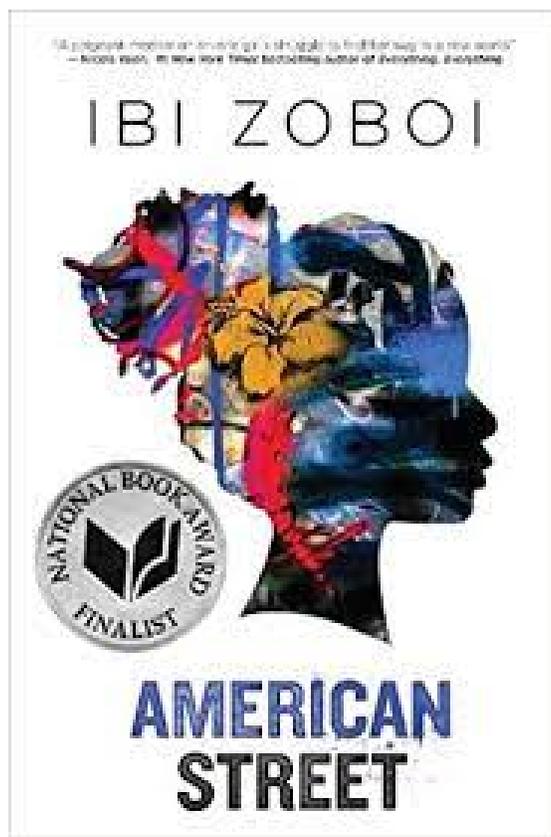


Americas Book Award Winner 2018

Educator Guide for

***American Street* by Ibi Zoboi**

Created by Dr. Erin Hunt for CLAS Vanderbilt



This educator guide is written for the 9th grade ELA classroom but can be adapted for other grade levels. These lessons were designed to be taught in a 60 minute block every other day with students participating in reading both in class and independently.

Table of Contents

| | |
|--------------------------|-----|
| Summary..... | 3 |
| Author's Bio..... | 3-4 |
| Standards..... | 4 |
| Chapter Breakdown..... | 5-8 |
| Conclusion of Novel..... | 9 |
| Contact Information..... | 10 |

Summary

On the corner of American Street and Joy Road, Fabiola Toussaint thought she would finally find *une belle vie*—a good life.

But after they leave Port-au-Prince, Haiti, Fabiola’s mother is detained by U.S. immigration, leaving Fabiola to navigate her loud American cousins, Chantal, Donna, and Princess; the grittiness of Detroit’s west side; a new school; and a surprising romance, all on her own.

Just as she finds her footing in this strange new world, a dangerous proposition presents itself, and Fabiola soon realizes that freedom comes at a cost. Trapped at the crossroads of an impossible choice, will she pay the price for the American dream?

Source: <https://www.goodreads.com/book/show/30256109-american-street>

Author’s Bio

FUN BIO: Ibi Zoboi was born in Haiti and immigrated to New York with her mother when she was four years-old. Everything about her new home was both strange and magical. This is why she loves reading and writing science-fiction, fantasy, and mythology. Ibi wears lots of bright colors and is a huge fan of mangos, avocados, dry humor, long-winded storytellers, and modest skirts. She also smiles, laughs, and cries often—sometimes all at once. She lives in Maplewood, New Jersey with her three children, her husband the art teacher, and three pet turtles named Lucky, Jade, and Leo.

Source: <https://www.cavalcadeofauthors.org/ibi-zoboi/>

OFFICIAL BIO: Ibi Zoboi is the New York Times Bestselling author of *MY LIFE AS AN ICE CREAM SANDWICH* (Penguin, 2019), her middle grade debut, and the Young Adult novels *PRIDE* (HaperCollins, 2018) and *AMERICAN STREET* (HarperCollins, 2017), a National Book Award Finalist and recipient of five starred reviews. She is also the editor of *BLACK ENOUGH: STORIES OF BEING YOUNG & BLACK IN AMERICA*

Ibi holds an MFA in Writing for Children & Young Adults from Vermont College of Fine Arts. Her writing has been published in *The New York Times Book Review*, *the Horn Book Magazine*, and *The Rumpus*, among others. As an educator, she is the recipient of several grants from the Brooklyn Arts Council for her community-based programs for teen girls in both Brooklyn and Haiti. She’s worked for arts organizations such as *Teachers & Writers Collaborative* and *Community Word Project* as a writer-in-residence and teaching artist in New York City public schools.

She lives in Maplewood, New Jersey with her husband and their three children. You can find her online at www.ibizoboi.net.

Source: <https://www.ibizoboi.net/about>

Standards

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-LITERACY.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCSS.ELA-LITERACY.RL.9-10.9

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Chapter Breakdown

| Chapter | Essential Question | I can statements | Resources and Handouts | Sequence |
|---------|--|--|--|--|
| 1-2 | How are families impacted by immigration laws in America? | <p>I can identify the author's tone and purpose.</p> <p>I can connect the informational text to fiction writing.</p> | <p>ICE Detention Article and Questions</p> <p>Source</p> | <p>Read summary and author's bio</p> <p>Chapter 1--In class as a group</p> <p>ICE Detention Article</p> <p>Chapter 2--Independent in class</p> <p>Exit Ticket</p> <p>Homework-- Read chapter 3</p> |
| 3-4 | How are individuals impacted by a change in their environment? | <p>I can write a summary of a text that includes significant details.</p> <p>I can identify how a character is feeling and analyze what is causing these feelings using text evidence.</p> <p>I can identify how the way in which an author crafts a text impacts the meaning of the text.</p> | <p>Chapter 3-4 Graphic Organizer</p> | <p>Students write a summary of chapter 3.</p> <p>Read chapter 4--whole class.</p> <p>Complete chapter 3-4 graphic organizer in small groups.</p> <p>Exit Ticket</p> <p>Homework-- Read chapter 5 and 6</p> |
| 5-8 | How are individuals | I can write a | Chapter 7 and 8 | Students write a |

| | | | | |
|-------|--|---|---|---|
| | impacted by their romantic relationships? | summary of a text that includes significant details. I can identify the central idea of a text. | Graphic Organizer and Article on Love Source | summary of chapters 5 and 6. Read chapter 7 and 8 in class. Complete graphic organizer and read article about love. Exit Ticket Homework-- Read chapter 9 |
| 9-11 | How do the places we grow up in affect who we become? | I can identify main ideas and concepts in a nonfiction text. I can connect information from a nonfiction text to information in a novel. I can use text evidence to support my writing. | The Shocking Rate of Crime in Detroit//9-11 Graphic Organizer Source | Students write a summary of chapter 9. Read 10-11 in class. Complete reading about life in Detroit and graphic organizer. Exit Ticket Homework-- Read chapters 12-13 |
| 12-15 | How do the choices that we make impact the people around us? | I can identify mood in a text and analyze how it is created by the author. | Analysis of Mood Chapters 13-15 | Students write a summary of chapters 12-13. Read chapters 14-15 in class. Complete analysis of mood graphic |

| | | | | |
|-------|---|--|---|---|
| | | | | organizer. Exit Ticket Homework-- Read chapters 16-17 |
| 16-20 | What causes people to stay in relationships that are not healthy? | I can identify tension leading to the climax in a novel. I can analyze how tension is created in a novel. | Tension Graphic Organizer and Exit Ticket Note--Students may appreciate completing the tension chart on a large piece of paper or on a poster. | Students write a summary of chapters 16-17. Read chapters 18-20 while completing the tension graphic organizer. Exit Ticket Homework-- Read chapters 21-22. |
| 21-24 | How does deception impact communities and relationships? | I can make inferences based on a text and use evidence to support my conclusions. | Chapter 21-24 Graphic Organizer | Students write a summary of chapters 21-22. Complete graphic organizer while reading chapters 23-24 in class. Exit Ticket Homework-- Read chapter 25 |
| 25-27 | What causes a person to change? | I can analyze how a character changes throughout a text. I can identify | Chapter 26-27 Graphic Organizer | Students write a summary of chapter 25. Read chapters 26-27 in small groups. |

| | | | | |
|-------|--|---|---|---|
| | | and summarize what causes these changes. | | Complete graphic organizer. Exit Ticket |
| 28-29 | How does tragedy impact a community? | I can identify juxtaposition in a text. I can analyze why an author would use juxtaposition. | Chapter 28-29 Graphic Organizer | Juxtaposition notes on graphic organizer. Read chapters 28-29 while completing graphic organizer. Exit Ticket Homework-- Read chapter 30 |
| 30-32 | In what ways do works of fiction mirror real life? | I can define, identify, and analyze allusion used in a work of fiction. | Chapter 20-32 Graphic Organizer and Trayvon Martin connection//Allusion Source *Use discretion when reading article and end of book as it deals with sensitive topics and may be triggering to students. | Students summarize chapter 30. Allusion note Read chapters 31-32. Read Trayvon Martin article and complete graphic organizer. Exit Ticket |

To conclude the novel, the educator may choose to have students write an essay or complete a project.

Essay prompt suggestions:

-Kasim means “divided amongst many”. Why did the author, Ibi Zoboi, choose to use the name Kasim? Consider the symbolism and how it contributes to the overall theme of the book.

-Papa Legba is a unique character that shows up throughout the book. Analyze how the different characters understand Papa Legba and how he impacts the novel as a whole.

(Increase difficulty of assignment by having students complete research on traditional Hatian beliefs and practices of Vodou and relate research to why Fabiola thinks Papa Legba is the *Iwa*).

-Considering everything that happened after moving to America, do you think that Fabiola’s mother would make the same choice to move to Detroit if she were able to go back in time?

Projects:

[Theme poster and gallery walk](#)

[Character Analysis](#)

Bonus:

[Literary BINGO](#)