



Five Works of Jacqueline Woodson: A Social-Emotional Learning Journey

Responsible Decision-Making Teaching Guide

Miracle's Boys
pp. 42-45

Learning Objectives

These learning objectives align with the CASEL framework and cultivate social-emotional learning skills.

Students will be able to understand how to:

- Anticipating and evaluating the consequences of one's actions
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts
- Demonstrating curiosity and open-mindedness

Essential questions

- How do you know if you're making a good decision?
- How do your decisions impact others?

Reflection questions

Before Questions

- What is a dream you have?
- What steps do you take when you have a difficult decision?
- Have you ever had to give up something important to you?

During Questions

- Why do you think Ty'ree included Lafayette in the decision to stay in New York when Lafayette was only ten at the time?
- Why do you think Aunt Cecile let the boys decide instead of taking Lafayette since he was so young?
- What do you think the boys' mother would have wanted?

After Questions

- Should Ty'ree have given up his dream of going to MIT?
- What would you have done if you were in Ty'ree's position?



Writing prompts

- Imagine Ty'ree went to MIT. How might the boys' lives be different? Write how Ty'ree's life might have turned out if he had followed his dream.
- Imagine you are Lafayette and Ty'ree's mother. Write a letter to the boys telling them how you feel about their decision.
- Write about a difficult decision you had to make. What did you decide? How did you decide? Who helped you with the decision?

Educator Tips: Going Deeper

- Have students research life in South Carolina and New York City and the costs associated with living in each place. Have students make a pros and cons list for both places based on their research. Then have students share which they think is a better place for Ty'ree and Lafayette to live and why, based on their research.
- Have students identify an issue (political, social, environmental) that impacts their school or home community. Have students make a list of how that issue impacts them, their family, and their community at large. Have students discuss what are some of the institutions that are contributing to the problem. Then have students create asset maps of their community to identify places that can help and how they might help.