

Character Based Literacy Program Lesson Plan

Kindred, Day 1



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is science fiction?

Science fiction is fiction, which is literature that describes imaginary events and people. It is based on imagined future, scientific, or technological advances and major social or environmental changes. It frequently portrays space or time travel and life on other planets.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

hybrid (ix)	mutilated (x)	fable (xi)	irony (xi)	reclusive (xiii)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p.ix-xii; Introduction part I and part II

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

Part I

- Slave narratives stopped being written when the last person who lived as a slave died.
- Now a slave narrative could only be written if someone traveled to the past, became a slave, and returned to tell the story.
- Octavia Butler thought she had accomplished this with *Kindred*, published in 1979.
- While Edana is moving into a new house in Los Angeles on her 26th birthday, she feels nauseous and dizzy and abruptly finds herself on a riverbank. She helps save a boy, and then finds herself back in the present.
- Edana, "Dana" for short, is transported alone or sometimes with her husband, Kevin.
- One of the times, Dana is moved to plantation of a slave owner in Maryland who is a distant ancestor of hers.
- When Dana is gone, it is a brief absence from Los Angeles but months are spent on the plantation.
- Dana transports whenever the child's she rescued by the river, Rufus Weyin, life is in danger. Dana must keep him alive until a slave woman has his child.
- When Rufus dies, Dana returns permanently to the present in 1976.
- The last time Dana returns, she is mutilated, missing an arm.
- Butler leaves the reader uneasy and disturbed because the ending does not make sense.
- Most of Butler's stories take place in the future and directly or indirectly deal with issues of cultural differences.
- *Kindred* is her only novel set in the past and deals with relationships between the empowered and powerless.
- *Kindred* is not science fiction. Butler likes to call it "grim fantasy," and it avoids easy classification by blurring boundaries of different genres.

Part II:

- The experience of women in her family, her mother and grandmother, influenced her reading and earliest efforts at writing.
- Their lives seemed so terrible that Butler would invent alternative realities through her writing.
- Because of her strict Baptist upbringing, Butler was reclusive and books took the place of friends.
- Although Butler did not grow up during slavery, she still saw her mother work in a white society where she was ignored and internalized this status.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle “The Past” and the other circle “The Present.” As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

2c12 Cubing 5 Questions About Anything

After reading the beginning of the book, write down 5 questions you have that you hope to find answers to. Once you have read the novel, refer back to this cube.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Part I

1. When did slave narratives stop being written? Do you agree with this?
2. According to the introduction, how could a slave narrative be written now? Can you think of any other ways?
3. What did Octavia Butler think she accomplished with *Kindred*?
4. What happens to Edana on her 26th birthday?
5. With whom is Dana transported?
6. Where is Dana moved to when she transports?
7. How long do the transportations take?
8. Why does Dana transport?
9. When does Dana permanently return to the present?
10. What is wrong with Dana the last time she returns?
11. How does Butler leave the reader uneasy and disturbed?
12. What connection is there between the past and the present in regards to Dana's job?
13. Where does most of Butler's work take place?
14. Why is *Kindred* different from Butler's other novels?
15. What issues does *Kindred* deal with?
16. Why is *Kindred* difficult to classify into a genre?

Part II:

17. What were Butler's early influences in writing and reading?
18. Why would Butler create alternative realities in her writing?
19. How did her strict, Baptist upbringing impact Butler?
20. What did Butler observe through her mother's experiences?

9. Analyze

Analyze the key paragraph.

The American slave narrative is a literary form whose historical boundaries are firmly marked. Slave narratives ceased to be written when the last American citizen who had lived under institutionalized slavery died. The only way in which a new slave-memoir could be written is if someone were able to travel into the past, become a slave, and return to tell a story. Because the laws of physics...preclude traveling backwards in time, such a book would have to be a hybrid of autobiographical narrative and scientific fantasy. That is exactly the sort of book Octavia Butler imagined when she wrote *Kindred*, first published in 1979. Like all good works of fiction, it looks like the truth (ix).

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

The theme responsibility requires action states, "Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now."

Write a short narrative product discussing a time when you felt called to change something, and what you did about it. Why was this important to you?

11. Close

Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Analytic Cubing

Materials:

- Desired cubing formats 1c1-1c12 copied on 8.5 x 11 or 11 x 17 paper
- Cubing format 1c2 for cutting and folding directions
- Pencils, pens, crayons, markers
- Scissors, glue sticks or paste

Fill out the six squares by writing about the topic in each square.

1. Six of the squares will have a question or topic listed inside the square. Six of the squares are information squares and the others are flaps that will help the cube hold together when you assemble the cube. Fill out only the information squares: the ones that have something already printed in them.
2. In regard to your overall subject, answer the question in each box or write about the topic in each square. For example, if you are writing about an event, like a news story, you would use the 4c12 Cubing Who, What, When, Where, Why form. In the *Who* square write about who the story is about; in the *What* square write about what happened; in the *When* box write about when it happened; in the *Where* box, write about where it happened; in the *Why* box, write about why you think it happened.
3. In each square write the basic, important information you know about this question or topic. Depending on the size of the box, this might be anywhere from 1 to 5 sentences.

Step Three: Cut out the cube and assemble it following the directions on 2c12.

1. Cut out the cube along all dotted lines on the form; this will sometimes mean cutting between squares. One of these might be an information square and one might be a flap.
2. Fold the cube form on all lines to make it easier to assemble. Fold the form back – all the folds should be behind, instead of above, the printed side.
3. Use a glue stick or paste to apply the adhesive to every shaded square. In you can't make out the shading, use the glue stick on every flap. None of the information squares should have glue or paste on them.
4. Fold the cube carefully following the directions on 2c12.

Variations for Cubing

1. If all the extra flaps are confusing, use the Basic Cube forms instead, and fill in the appropriate questions or topics. After you cut the cube out, use tape to hold together each side. This will work, but it will not be as durable as the cubes with flaps. This means it cannot be handled as much.
2. You can put together many cubes you have done over a period of time, or combine yours with cubes that other people have done. You could create a wall of cubes, connect the cubes together in a mobile, or make an archway above a door.
3. You could put something in the middle of the cube to give it more weight and stability. You could stuff it with tissue paper or construction paper, for example.

Variations for Writing

4. In order to create a research or term paper, the cube can be used as an outline. Each side of the cube can be turned into one or more paragraphs by expanding and further explaining what is written on the cube, gathering more information and finding quotes and primary sources to back up your information.
5. Any side of the cube can be used to write a paragraph.

2c12 Cubing 5 Questions About Anything

Name _____

1

2

3

4

5

Character Based Literacy Program Lesson Plan

Kindred, Day 2



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is sociology?

Sociology is the study of the development, structure, and functioning of human society's organization and institutions. It is the study of social problems. Sociology is a social science, and uses research, empirical data, and many qualitative and quantitative techniques to gather evidence and draw conclusions about everything from individual agency to systems of social structure.

What is feminism?

Feminism is a collection of movement and ideologies aimed at establishing political, social, and economic equality between men and women. The issue of women's rights first became prominent during the French and American revolutions in the late 18th century. In Britain, it was not until the emergence of the suffragette movement in the late 19th century that there was significant political change. A 'second wave' of feminism arose in the 1960s, with an emphasis on unity and sisterhood. The current 'third wave' of feminism began in the 1990's. It is a reaction to the perceived failures of second wave feminism, and addresses the differences between women and their experiences as well as their similarities.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

ignorant (xiv)	allusion (xv)	paradoxical (xvi)	polemic (xvii)	metaphors (xviii)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p.xiv-xxiii; Introduction part II and part III

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

Part II (continued)

- One of Dana and Butler's focuses in this novel is seeing slaves as real, individual people, not just stereotypical figures.
- As an adolescent, people found Butler's interest in reading and writing strange. She immersed herself in science fiction, and the lack of black women in the genre did not push her away.
- In the 1940's and 1950's few women and no black writers wrote science fiction.
- Few black readers found interest in science fiction because it was geared towards young white boys, was racist, or the plot consisted of "color-blind" societies.
- In the 1950's, only a few texts had black characters and acknowledged blackness.
- American women writers added more plurality to the human image in this genre.
- In an article, "Why Black Don't Read Science Fiction," by Saunders, he says that even today the reason for this is that black readership has hardly grown, science fiction television and cinema remain white-focused, and this genre seems irrelevant to their main concerns. He believes black science fiction will be short-lived.

Part III

- Butler was able to move away from the typical genre definition to address political and social issues of the Afro-American experience.
- Butler exposes various issues in a historical context in both real and imaginary past and future situations.
- Butler's metaphors address one person's power over the other.
- Black characters are usually in science fiction books to be politically correct or to show a problem. In Butler's stories, they are meant to be there. There are always a number of races in her stories as she celebrates racial differences.
- Butler builds complex social and psychological differences in her stories. The powerless community in her stories always come together through their common anger and suffering to find a common strength.
- The white characters in her novel are the ones who seem odd and problematic.

- Parallels between Rufus Weylin and Kevin Franklin are drawn in *Kindred*. It shows how a progressive white man, Kevin, who has to play the role of a racist slave owner could easily fall into the mindset. Dana begins to wonder about how much dominance he has over her and their relationship.
- Dana's final return to Los Angeles is July 4, 1976. She returns with a truer understanding of black history than the censored media has showed her.
- Books did not tell her why some slaves accepted their status or the bravery they showed in the most humiliating situations.
- In *Kindred*, during first-person moments, memoirs of ex-slaves are revealed.
- Dana fights an internal battle when she realizes that her morals as a twentieth century black feminist cannot be exercised in the slave world. In the slave world, she finds herself facing a situation that will not satisfy her own internal feminist battle at the expense of a slave woman.
- *Kindred* is a reminder that history was not that long ago and repeats itself. The readers may find more of a connection with the characters than they'd like to admit, and that their historical context has been enriched.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle "The Past" and the other circle "The Present." As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Construct an open mind portrait for Octavia Butler, the author of *Kindred*. Looking back at her achievements and struggles, what do you think she was thinking at the time? What was she thinking when she ran into obstacles?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Part II (continued)

1. What does Butler achieve with her portrayal of slaves?
2. What was different about Butler's interest in reading and writing?
3. Who wrote or did not write science fiction in the 1940's?
4. Why did black readers find little interest in science fiction?
5. How was science fiction in the 1950's?
6. What did women writers add to science fiction?
7. What are Saunders reasons for why blacks do not read science fiction?
8. What kind of issues does Butler address that makes *Kindred* not fit into the typical genre of science fiction? How does she expose these issues?
9. What do Butler's metaphors address?

10. How are black characters usually portrayed in science fiction books? How is this different from how Butler portrays them?
11. How do the powerless communities in Butler's novels come together?
12. What role do the white character's play in her stories?
13. What parallel is drawn between Rufus Weylin and Kevin Franklin? What does this parallel make Dana realize?
14. What does Dana return to the present with?
15. What did books not teach Dana that she now knows?
16. What are revealed during first-person moments?
17. What internal moral battle does Dana fight?
18. What knowledge does Butler hope the reader leaves with after reading *Kindred*?

9. Analyze

Analyze the key paragraph.

In the end, what may be most powerful and valuable for readers of *Kindred* is the simple reminder that all that history is not so very long ago. Butler focuses our attention on the continuity between past and present. The reader of *Kindred* may discover a closer kinship with the characters and events of the antebellum South than we often care to admit. Readers of this fantastic invention may also find their understanding of history enriched and deepened. In *Kindred* Octavia Butler has designed her own underground railroad between past and present whose terminus is the reawakened imagination of the reader (xxiii).

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

Dana, the protagonist in the *Kindred*, is presented in the introduction. The theme responsibility requires actions is defined as, "Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now."

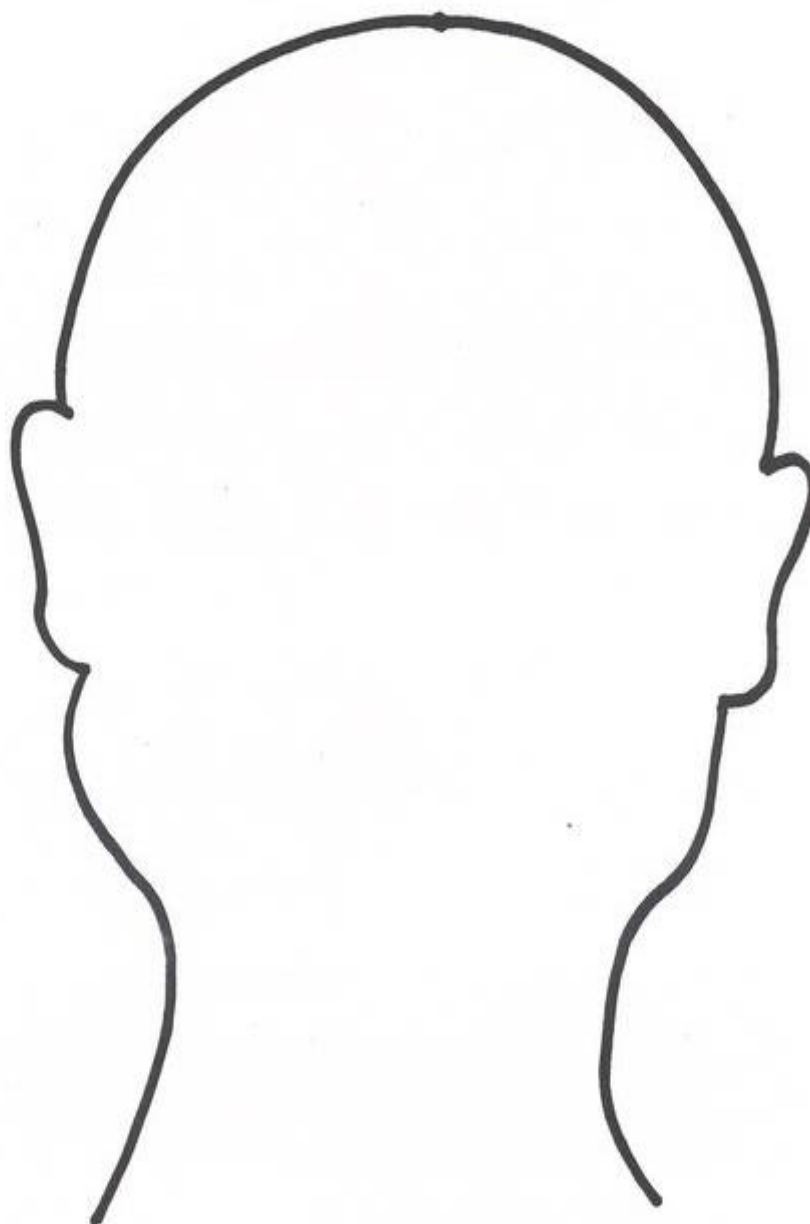
Dana is faced with moral battles in this novel, some of which are mentioned in the introduction. **In one to two paragraphs, write a narrative product about how reading about others' moral battles influences your own moral compass.** Use specific examples to support your ideas.

11. Close

Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Open Mind Portrait:



Open Mind Portrait: Create an Open Mind Portrait of a Character

Materials:

- large piece of stiff paper for each character, like 11x17 oak tag
- paper for bubbles with scissors and glue sticks
- pencils, pens, crayons, markers
- construction or tissue paper, scissors and glue sticks if desired

Step One: Create a large headshot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters headshot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: Place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to himself, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: Add bubbles as you learn new things about the character

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

Variations of this Open Mind Portrait

1. You can use this process for any character in the story
2. You can use bubbles for what the character says, says to himself or herself, or does. You could make each of these different colors if you wish.
3. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
4. You could use different colors for the beginning, middle and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts that occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
5. You could use different colors for the phases you see in a story or the development of a particular character.
6. Instead of using bubbles you could write the bubble contents on the back of the portrait. You could use any of the variations above with color or print, or create columns or boxes for different categories or phases.
7. You could literally open the head like a hinge and list the contents [as though they were escaping from the space] using any of these variations.
8. You could make an Open Mind Portrait of yourself using any of the above variations.

Variations for Writing

9. You could use the OMP to help write a character sketch, or to help decide what a character might do in a story.

Character Based Literacy Program Lesson Plan

Kindred, Day 3



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

PREPARE

1. Background



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is mouth-to-mouth resuscitation?

Mouth-to-mouth resuscitation is a method of artificial respiration in which a person breathes into an unconscious patient's lungs through the mouth. It is different than CPR, which is used when the patient's heart has stopped and blood flow is contused manually through rhythmic chest compressions.

Where is Los Angeles?

It is a heavily populated city on the Pacific coast in southern California. It is a major center of industry, filmmaking, and television.

Where is Altadena?

It is residential suburb in southwestern California, just north of Pasadena

2. Word Wall

Intermittently (9)	vague (10)	coherently (10)	perversity (12)	malevolent (13)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p.9-17

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

Prologue:

- Dana lost her arm on her last trip.
- Kevin was released from jail, where he had been because the police and hospital staff thought he had hurt Dana.
- Dana had to convince the police that Kenny did not hurt her by telling them it was an accident.
- Kevin joined her at the hospital and she was relieved.
- Dana's arm was now a stump, and she blamed herself for it.
- Kevin had told them that he heard Dana scream in the room, and it seemed as if her arm were stuck in the wall. He told them he did not know how it could have happened.

The River:

- June 9, 1976 was Dana's 26th birthday, and the day she met Rufus.
- She and Kevin had just moved into their own house.
- While Dana was unpacking, she became dizzy and Kenny vanished.
- Dana found herself kneeling on the ground in front of the river.
- There was a child drowning in the river. Dana saved the child by giving him mouth-to-mouth resuscitation.
- She found herself facing the barrel of a man's loaded gun.
- Dana became dizzy again and found herself back in her living room.
- Kevin saw her disappear then reappear and demanded to know how she did it, but she did not know.
- Dana's body ached from where the child's mother had hit her. She was also wet.
- Dana told Kevin what happened while she was gone.
- Dana feels like she was gone for minutes, but Kevin says it was seconds. She knows what she felt and believes it happened. Kevin is doubtful.
- Dana began to worry about it happening again. Kevin worried but Dana could not tell if it was for her sanity or because she had disappeared.
- Kevin tells her the best thing she could do is pull away from it because there is not anything else she could do.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle “The Past” and the other circle “The Present.” As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Setting Sketch

Sketch the setting of Dana in her living room side-by-side with Dana at the river.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

1. What did Dana lose on her last trip?
2. Why was Kevin in jail?
3. How did Dana convince the police that Kevin did not do anything to her?
4. What did Dana’s arm look like?
5. What did Kevin tell the police?
6. What do you think this scene is foreshadowing?
7. How does the author convey this?
8. What happened on June 9, 1976?
9. Where did Dana vanish?
10. What did Dana do when she was by the river?
11. What happened to Dana right before she reappeared?
12. How did Kevin feel about what had just happened with Dana?
13. Why was Dana’s body aching? What other clue shows that what she saw was real?
14. What did Dana tell Kevin?
15. Why was Dana worried? Why was Kevin worried?
16. What advice does Kenny give Dana?
17. Why does Butler have Dana travel back in time?
18. How would you feel if this happened to you?

9. Analyze Analyze the key paragraph.

I wondered bitterly whether he was worried about my vanishing again or worried about my sanity. I still didn’t think he believed my story. “Maybe you’re right,” I said. “I hope you are. Maybe I’m just like a victim of robbery or rape or something—a victim who survives, but who doesn’t feel safe any more.” I shrugged. “I don’t have a name for the thing that happened to me, but I don’t feel safe any more.” (17)

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

The theme responsibility requires actions is defined as, "Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now."

Write a short narrative product describing a time when you helped someone only to have your kindness backfire on you. What happened? How did you feel afterwards? If you could do it over, would you still help them?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Setting Sketch: Sketch the Visual Details

Materials:

- paper suitable for drawing, like 9x12 manila paper
- pencils, pens, crayons, markers

Step One: List the details

1. Read pages
2. Make a list of all the details

Step Two: Draw a sketch

Variations of this Sketch

1. The same process can be used to create a setting sketch for any story.
2. The same process can be used to create a visual of the future wishes of characters in any story.

Variations for Writing

3. This sketch can be used to help write a setting paragraph.

Character Based Literacy Program Lesson Plan

Kindred, Day 4



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is a plantation?

A plantation is an estate on which crops such as cotton, coffee, sugar, and tobacco are cultivated for commercial purposes. Plantations still exist today all over the world. The people who work on them are usually paid a very low wage, or are forced to participate in share-cropping to pay off a debt at a very high interest rate. The plantations featured in *Kindred* utilized resident slave labor to grow and harvest crops.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

limbo (18)	averted (20)	timid (21)	spite (22)	welts (25)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p.18-27

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

- Kenny wants Dana to stop packing and go out to eat with him. Dana is scared to leave the house in case it happens again.
- Suddenly, Dana feels dizzy again and she vanishes again.
- Dana finds herself in a bedroom with a boy who she thinks may be Rufus.
- Rufus lights his draperies on fire, and Dana throws them out the window.
- Dana does not go back immediately after saving herself and the boy from danger like last time. She begins to panic.
- When she calms down, she tells the boy someone should use the stick on him.
- The boy threatens to tell his dad and Dana realizes she needs this boy to help her.
- The boy does not know who she is and tells her his name is Rufus and has never seen her before.
- Dana reminds him of the river and suddenly the boy remembers her from the river.
- Rufus remembers seeing her in a room with books.
- Rufus remembers her disappearing and asked if she went to the room with the books. Dana confirmed that she had gone back home.
- Rufus wants to know how it happened and who controls it. She tells Rufus she doesn't know.
- Rufus thinks she may be a ghost, but he touches Dana and realizes she is real.
- Dana thinks the boy is the reason for her travels and may be the cause of them.
- Rufus calls her a "nigger" and this shocks Dana, but she does not understand why yet.
- Rufus explains that he set the draperies on fire to get back at his dad for hitting him. His dad hit him because he thought Rufus stole money. Rufus wanted all the money to burn.
- Rufus got scared because last time he burned down the stable his mother told him his father almost killed him.
- Rufus tells Dana his father whips niggers when they need it.
- Dana asks where they are and Rufus says by Baltimore.
- Dana asks the date and Rufus says it is 1815.
- Dana asks if they are on a plantation and if a girl name Alice lives there. Rufus says it his is father's plantation, Tom Weylin, and Alice is his friend.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle "The Past" and the other circle "The Present." As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

KWL Chart

Begin a KWL chart about slavery. Write down what you know, what you want to know, and what you learn. Refer back to this chart as the book progresses.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

1. How does Dana feel about leaving her house? Why?
2. What happens to Dana when she feels dizzy?
3. Where does Dana appear?
4. What does Rufus do right when Dana appears?
5. Does the boy remember Dana at first?
6. Why does Rufus begin to remember Dana?
7. What was Rufus able to see the first time Dana disappeared?
8. What convinces Rufus that Dana is not a ghost?
9. What does Dana believe to be the reason for her travels?
10. How does Dana feel when Rufus calls her a nigger? Why do you think she feels this way?
11. Why does Rufus set the draperies on fire?
12. What happened the first time Rufus set a fire? Why did he do it?
13. How does this knowledge influence your opinion of Rufus?
14. Why does the author choose to portray Rufus this way?
15. Why do you think Butler chose to portray Dana as a strong female character?
16. What values does Dana carry with her?
17. What year are Dana and Rufus in?
18. What other books have you read about time travel? How does this novel compare?
19. Whose plantation are they on?
20. Why do you think Dana asks about a girl names Alice?

9. Analyze Analyze the key paragraph.

Fact then: Somehow, my travels crossed time as well as distance. Another fact: The boy was the focus of my travels—perhaps the cause of them. He has seen me in my living room before I was drawn to him; he couldn't have made that up. But I had seen nothing at all, felt nothing but sickness and disorientation (24).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Again and again, Dana is called to save this boy from near-death situations. The theme responsibility requires actions is defined as, "Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now." The second time Dana saves the boy by putting out the fire.

In one to two paragraphs, write a narrative product about a time when you or someone you know continued to make the same mistakes, regardless of any else's help or advice. What happened? How did you feel about these situations? How did the others involved feel?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

KWL Chart: What You Know, Want to Know, and Learn

Materials:

- KWL Chart

Step One: Read the chapter or segment you wish to analyze

Step Two: Fill out the K [know] column: what do you know?

1. What key things do you know from the story or explanation you have read so far? This might be who, what, where, when, why, or how information.
2. Write this information concisely in the K [What do you know?] column.

Step Three: Fill out the W [want] column: what do you want to know?

1. Given what you know, what would you like to know about this story or topic, about what has happened or will happen in the future?
2. Write this information concisely in the W [What do you want to know?] column.

Step Four: Fill out the L [learned] column: what have you learned?

1. As you read more of the story, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?
2. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column.

Step Five: Review the chart when it is complete

Variations of the KWL Chart

1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.

3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This can use the same strategy for a nonfiction topic, a problem or a case study.
4. You can do this individually, in pairs, in a small group, or as part of a large group.

Variations for Writing

5. Write a paragraph from any of the 3 columns, K, W or L, of the chart.

KWL Chart

K What do you know?	W What do you want to know?	L What have you learned?

Character Based Literacy Program Lesson Plan

Kindred, Day 5



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Where does the word “nigger” come from?

Nigger is derived from the Latin word for the color black, *niger*. It did not originate as a slur but took on a derogatory connotation over time. The word *nigger* was used as an adjective denoting a black person as early as the 17th century and has long had strong offensive connotations. Today it remains one of the most racially offensive words in the English language.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

ornately (29)	beckoned (32)	remnants (32)	suppress (34)	raucous (36)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p.28-37

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

- Rufus tells Dana that Alice is free and not a slave.
- Dana begins to realize that Rufus may be her ancestor because her grandmother was born to a Rufus Weylin and Alice Greenwood.
- Dana never knew Rufus was white. His daughter, Hagar Weylin, had died way before any of Dana's living family members.
- Now Dana has a reason for saving him: to make sure her family lives on, ensuring her own birth. She wondered if this is why she was there.
- Rufus would have to live to father Hagar or Dana would not exist.
- Rufus tells Dana she looks like Alice's mother and questions if they are related.
- Dana wonders if there are slaves on the plantation. There are 38.
- Rufus wonders if Dana is a slave. Once, she says no he tells her to call him mister or else she will get in trouble by his father. She agrees to call him Mister Rufus.
- Rufus tells Dana he heard her before she arrived. A man was saying her name and Dana says it was her husband.
- Dana needs somewhere to go. Rufus suggests she work for daddy or go to town. Last, he says she should go to Alice's house and ask her mother for work.
- Rufus walks Dana downstairs and he gives her directions. She tells Rufus to burn the rest of the draperies in the fireplace and to not burn anything else.
- Dana is worried about running into white adults on the way to Alice's house. She tried taking a shortcut but it did not work.
- Horses began approaching Dana, and she hid.
- Dana watched the men on the horses approach a house and throw a man, woman, and child out on the ground.
- The white men asked the black man if he had a pass to see his family. He said he did but lost it on the way.
- The woman was standing naked while obscenities were said to her.
- They began to whip the man as the child and woman watched.
- When they stopped whipping him, they tied him to a rope and dragged him away and punched the woman in the face.
- The child jumped up to run away. Dana called out, "Alice!" and the girl turned her way.
- Dana realizes these are her ancestors.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle "The Past" and the other circle "The Present." As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

KWL Chart

Add to the KWL chart about slavery. Write down what you know, what you want to know, and what you learn. Refer back to this chart as the book progresses.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

1. What fact does Rufus tell Dana about Alice?
2. What does Dana begin to realize about Rufus in relation to her ancestry?
3. What interesting fact about Rufus did Dana not know about?
4. Why does Dana have a reason for saving Rufus now? What do you think would happen if she stopped saving him?
5. Who does Dana look like?
6. Is Dana a slave?
7. What does Dana have to call Rufus? Why?
8. Who did Rufus hear saying Dana's name before she appeared?
9. Where does Dana decide to go for refuge?
10. Why does Rufus need to burn the rest of the draperies?
11. What is Dana worried about on her way to Alice's house?
12. How would you feel if you were in Dana's situation?
13. Why do you think the author made Dana black in this novel?
14. What did the white horsemen do when they arrived to the house?
15. Why were the white horsemen at the house?
16. Is it right for the white horsemen to do what they do? Why or why not?
17. How did the white horsemen treat the black man? The black woman?
18. How does the author invoke readers' sympathy here?
19. Is this novel as realistic as other historical novels you have read?
20. Who was an innocent bystander in this situation?
21. How do you think Alice is feeling?
22. Why do you think Dana interfered when the child tried running away?
23. What do you think will happen next?

9. Analyze Analyze the key paragraph.

"She stopped, peered at me through the darkness. She was Alice, then. These people were my relatives, my ancestors. And this place could be my refuge" (37).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

"Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now." Dana watches secretly as a black man is getting whipped in front of her.

Write a short narrative product about a time in your life when doing nothing was more responsible than doing something. Why is it difficult to determine this? What ultimately happened?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Character Based Literacy Program Lesson Plan

Kindred, Day 6



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W10. 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.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is slavery?

Slavery is the practice of people owning other people. The owned people are called slaves. They have to work for the owners, doing whatever the owners ask of them. In the past, many societies practiced slavery. It is now illegal in some countries, but it still exists in others. Slavery was not officially abolished in the United States until 1865.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

gourd (38)	refuge (38)	vulnerable (40)	contrite (40)	indignant (41)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Section 4-5; p.37-45

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

- Dana tells Alice she's a friend as she tries to help the woman.
- The woman was not dead but still in a lot of pain.
- The woman regained consciousness and questioned who Dana was.
- Dana told the woman she was a freewoman. The woman doubted her and thought she was a runaway.
- Since Dana did not have free papers the woman worried that Dana would get her trouble.
- Dana told the woman Rufus had sent her. The woman said Rufus would not say anything, but wanted to make sure the father had not seen Dana.
- The woman told Dana that Tom Weylin owned her husband. Mr. Weylin wouldn't give her husband a pass to see her because she was free, and he wanted him to marry someone on the plantation.
- Dana told the lady she was from New York and she had been carried off. Her husband is there and she plans to go back to him.
- Alice allows Dana to stay for a night so then she can move on.
- Dana went outside to get a blanket and one of the white men had returned. He thought she was a runaway and she panicked.
- Dana scratched the man deeply and tried running back into the house. The woman did not let her back in because she would have gotten in trouble.
- Dana ran into the woods, but the man caught her and beat her.
- He told her she had to pay, and was preparing to rape her.
- Dana found a tree limb after she hit her head on it, and she hit the man across the head with it.
- The man was unconscious and she tried running away.
- Dana began losing consciousness and she worried that if she did not get away then he would catch her.
- Dana reappeared back at home. She scratched Kevin's face because she thought he was the patroller.
- Dana was gone for 2-3 minutes this time.
- Kevin wants to take her to the hospital, but Dana is worried she will disappear again.
- Dana began to tell Kevin about the patroller, but then drifted off to sleep.
- Before she fell asleep, Kevin asked Dana if he had raped her. She said no because she hit him with a stick.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle “The Past” and the other circle “The Present.” As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

4q6 Character Profile Chart

Construct a character profile chart on Dana. Base on what you have read, what traits could you use to describe Dana? Think about how she acts in her different settings.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

1. Who does Dana tell Alice she is?
2. What did the woman do when she regained consciousness?
3. How does Dana describe herself and her history to the woman? Why do you think she tells her what she does?
4. Why is the woman worried about letting Dana stay in her home?
5. What would you have done if you were the woman?
6. What does Dana discover about Rufus?
7. Who owns the man that was beaten?
8. Why is the man not allowed to see his wife?
9. What happens when Dana goes outside to get a blanket?
10. Why does Dana panic when she is speaking to the white man?
11. How does the woman react to the situation? Why does she react this way?
12. Why does the white man tell Dana she has to pay? What is he going to do to her to make her pay?
13. How does Dana save herself? Would you have done the same thing if you were Dana?
14. What will happen to Dana if she does not get away?
15. Where did Dana reappear?
16. What did she accidentally do to Kevin? Why do you think she reacted this way?
17. How long was Dana gone for this time?
18. What does Dana begin to tell Kevin?
19. What is the last question Kevin asked Dana?
20. Why do you think the author puts Dana in so much danger?
21. How do you feel about Dana's character so far?
22. What do you think will happen next?

9. Analyze

Analyze the key paragraph.

“And there in her words was a reason for the risk I had taken. I hadn’t thought of it until now, but if Rufus was one to tell what he shouldn’t, Alice’s mother should know so she could either hide more or send me away. I waited to see what she would say” (39).

EXTEND

10. Write

Have each student write a short product based on today’s prompt to connect to the unit theme.

Responsibility requires action is defined as, “Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.”

Alice’s mother is hurt and scared, and refuses to let Dana sleep in her home. **In one to two paragraphs, write about a time when you let fear determine your actions.** Be specific. How did you feel? What was your thought process like? How did you feel after the fact?

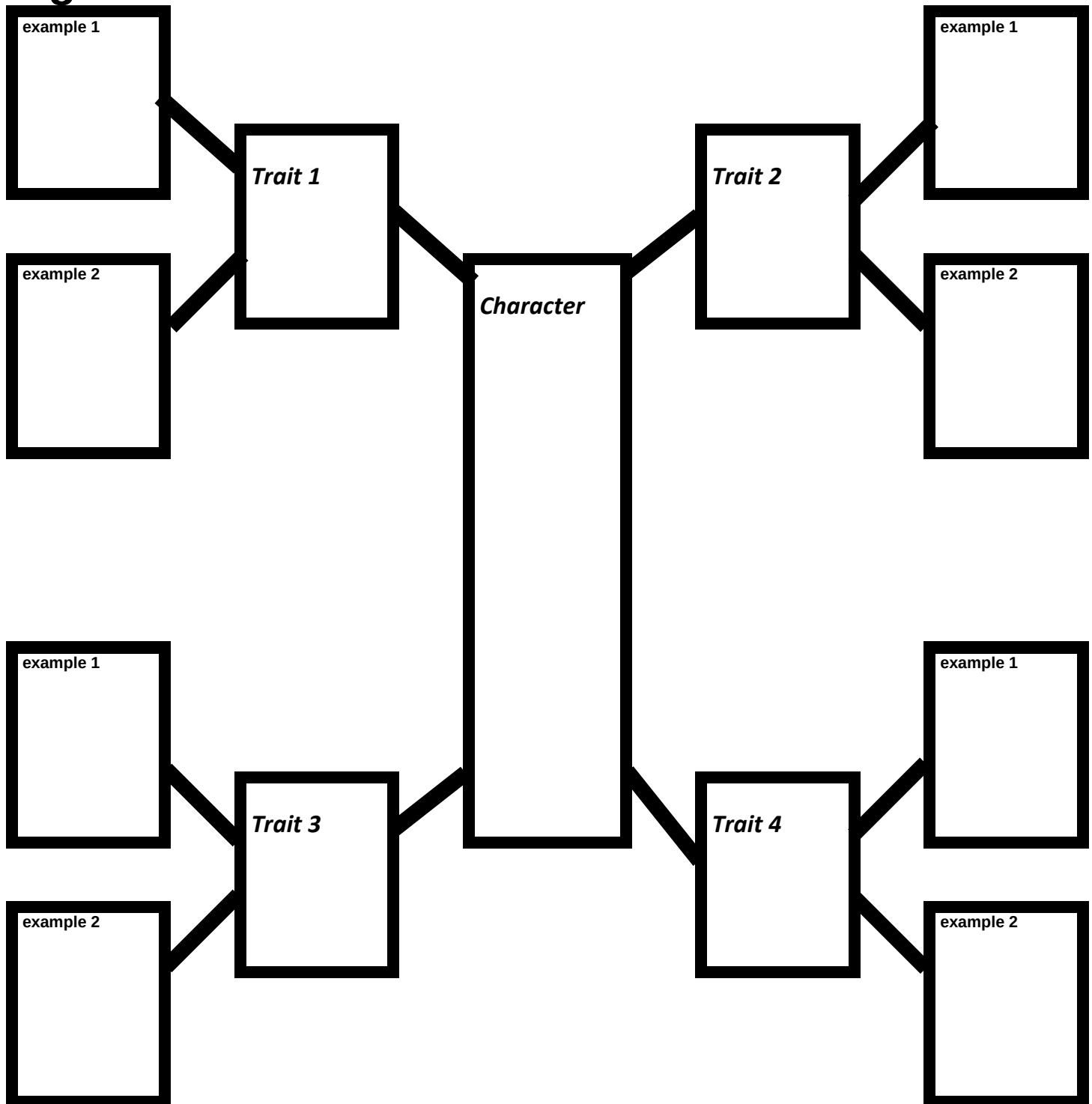
11. Close

Close by extending today’s lesson to life and the world.

Extend the reading to the students’ lives or to the world

1. Write the name of the character in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down in one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

4g6 Character Profile Chart



Fill out the Character Profile Chart on each character you wish to analyze

Character Based Literacy Program Lesson Plan

Kindred, Day 7



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W10. 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.

PREPARE

1. Background



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Who were free blacks at this time?

Free blacks were a population that included both ex-slaves and free born. Free blacks lived with constant fear of being re-enslaved. The horror of being separated from their family was always present because of the determination of slave traders. Free blacks also lived in fear of being suspected of having helped runaway slaves.

What is the Fugitive Slave Act of 1850?

With this law, slave patrollers operated openly, not just in the South, but in the North where fugitive slaves, and free blacks, considered to be suspect or who fit a certain description, were retrieved. The Fugitive Slave Law strengthened a previous law by adding provisions that placed cases under Federal supervision, gave \$10 for each arrest that sent a slave back to his or her owner, and imposed fines on those who aided fugitives.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

parasite (46)	debatable (48)	forged (48)	liable (51)	endurance (51)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Section 6 and on; p.46-51

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

- Dana woke up clean and in bed.
- Dana began to tell Kevin about the patrollers and what their job was.
- Dana tells Kevin she was in Maryland and how this all connects to her ancestors.
- Kevin does not believe it and she suggests he read the Bible.
- Dana truly believes what happened to her and tells him to take it seriously.
- Kevin says he will help her in any way and brings out a switchblade.
- He shows Dana how to use it so she can protect herself.
- They began searching for a copy of free papers in black history books so they could forge some for Dana, but they could not find any.
- It was against the law to teach slaves how to read and write because they could write themselves passes and escape.
- Dana got herself a scratch pad, new pen, and tore out a map of Maryland from an atlas.
- Dana looked up when the Pennsylvania Railroad was made, but it was made after the time in Maryland.
- Kevin thinks that fear is what brings Dana home.
- Dana is skeptical, but then begins to believe Kevin in that Rufus's fear of death takes her to the past and her own fear of death brings her back to the present.
- Kevin thinks Dana is at an advantage because she comes from the present. Dana thinks she is at a disadvantage because her ancestors had more endurance and strength.
- Kevin wonders if Dana could come home to him and be okay still after what she has gone through.
- Dana says she needs him to come home to, and Kevin says he needs her to come to him too.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle “The Past” and the other circle “The Present.” As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

4q6 Character Profile Chart

Construct a character profile chart on Kevin. Based on what you have read, what traits could you use to describe Kevin? Do not fill out the chart completely and add to it as you read on.

KWL Chart

Add to KWL chart on slavery. What more have you learned about slavery?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

1. Who does Dana tell Alice she is? Why does she tell her this?
2. Where does Dana wake up?
3. How does Kevin react to Dana’s story?
4. Why do you think Butler portrays Kevin this way?
5. Based on what you’ve read so far, what values does Kevin seem to hold?
6. Why does Dana get annoyed with Kevin’s reaction?
7. What does Kevin give Dana to help her in her situation?
8. Why do Dana and Kevin begin to look through black history books?
9. What was against the law during slavery? Why is this the case?
10. What materials does Dana get to help herself?
11. Why does Dana look up the Pennsylvania Railroad?
12. What does Kevin realize about Dana’s fear? How will this help her?
13. Would you be scared of excited if you were in this situation? Why?
14. What do they think takes Dana to the past and brings her back to the present?
15. Why does Kevin think Dana is at more of an advantage than other blacks in the past?
16. Why does Dana think she is at a disadvantage?
17. Do you think that Dana is at an advantage or disadvantage? Why?
18. What does Kevin question about his appearance?
19. What does Dana need from Kevin? What does Kevin need from Dana?
20. Why do you think that it is important that Dana and Kevin keep their relationship strong during this time?

9. Analyze

Analyze the key paragraph.

"I moved closer to him, relieved, content with even such grudging acceptance. He had become my anchor, suddenly, my tie to my own world. He couldn't have known how much I need him firmly on my side" (47).

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

Responsibility requires action is described as, "Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now."

When Rufus was alive, slavery was not considered wrong by most people; today, we know that slavery was not morally responsible. People often make different mistakes during some parts of their lives than they do during other parts. **In one to two paragraphs, write a narrative product about a mistake you made when you were younger than you wouldn't make today.** What happened? How did you learn from it?

11. Close

Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Character Based Literacy Program Lesson Plan

Kindred, Day 8



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W10. 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.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is a biracial couple?

A biracial couple is a couple from two different racial groups. Biracial marriage was not fully legal in the United States until 1967, when the Supreme Court decreed that anti-miscegenation laws were unconstitutional.

Where is Compton?

It is an industrial city in southwestern California, just south of Los Angeles.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

aerospace (56)	clerical (56)	exasperation (56)	kindred (57)	candor (57)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Section 1; p.52-57

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

- When Dana and Kevin met, she was working out of a casual labor agency.
- If they sent her home, she would make no money that day. If they sent her to work, she would work for minimum wage.
- After work, Dana would go home and nap. At 1 or 2 in the morning she was fully awake working on her novel.
- At one of her jobs at an auto-parts warehouse, Dana met Kevin.
- Their supervisor told Kevin she was a writer and he asked Dana about it.
- Kevin told her he had just published a book.
- They had lunch together and Dana found out he not only published his book but also made a big paperback.
- Kevin noticed Dana was not eating so he bought her lunch. Dana resisted at first, but Kevin understood she did not have enough money to buy lunch.
- Dana had not sold anything big yet but was going to keep trying until she convinced herself to get a good job.
- Both of their parents had died when they were younger.
- Dana dropped out of college and got a job. She was writing articles for an aerospace company, but the whole department was laid off.
- Kevin came back every day during every break to talk to her.
- He had published three novels, but never met anyone who had read them.
- Dana became interested in his likes and dislikes. The thought of being a couple was pleasant for her.
- Kevin asked her to go to a play with him. At the end of the night, they went home together.
- When they laid together, she realized she knew less about loneliness than she had thought.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle "The Past" and the other circle "The Present." As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Venn Diagram

Label one circle “Dana” and the other circle “Kevin.” As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between the two characters.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

1. What kind of work did the labor agency give her?
2. How much did she get paid?
3. What was Dana’s ultimate goal?
4. Why did Kevin initially take interest in Dana?
5. What interested Dana about Kevin?
6. Do you think the way the author depicted the beginning on their relationship was realistic or not?
7. Do you think this novel could be classified as a romance novel as well? Why or why not?
8. What did they find out about each other when they had lunch together?
9. Why do you think Kevin buys Dana lunch?
10. What did they have in common about their parents?
11. Would you date someone if you knew your parents would not approve of them?
12. What does the characters’ willingness to do this tell you about their values?
13. Why do you think the author includes this conflict in the novel?
14. Why did Dana drop out of college?
15. How do you think Kevin feels about Dana?
16. How did Dana start feeling about Kevin?
17. What did Dana realize at the end of their date?
18. How do you think their relationship will end up?

9. Analyze Analyze the key paragraph.

It was a good evening. I brought him home with me when it was over, and the night was even better. Sometime during the early hours of the next morning when we lay together, tired and content in my bed, I realized that I knew less about loneliness than I had thought—and much less than I would know when he went away (57).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

How responsible is someone for making their dreams come true? Responsibility requires action is described as, "Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now." Dana and Kevin are determined to reach their dream of being writers.

Write a narrative product about a dream that you have, and how you are working toward making this dream come alive. What obstacles are you facing? How are you trying to overcome them?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Character Based Literacy Program Lesson Plan

Kindred, Day 9



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W10. 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.

PREPARE

1. Background



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is the Missouri Compromise?

In an effort to preserve the balance of power in Congress between slave and free states, the [Missouri Compromise](#) was passed in 1820 admitting Missouri as a slave state and Maine as a free state. Furthermore, with the exception of Missouri, this law prohibited slavery in the Louisiana Territory north of the 36° 30' latitude line. In 1854, the Kansas-Nebraska Act repealed the Missouri Compromise. Three years later, the Supreme Court, in the Dred Scott decision, declared the Missouri Compromise unconstitutional. This ruled that Congress did not have the authority to prohibit slavery in the territories.

2. Word Wall

feebly (59)	demote (60)	vulgar (61)	sheer (63)	commemorate (64)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Section 2; p.58-65

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

- Dana prepared a bag with a comb, brush, and soap in case she disappeared again for a longer amount of time.
- Dana felt the room spin and Kevin held onto her.
- Kevin and Dana both found themselves sitting in the woods. Now Kevin knew it was real.
- Dana found Rufus on the ground, clutching his leg in pain.
- Rufus recognized her and said he saw her on a bed before she appeared.
- Rufus had broken his leg when he fell out of a tree.
- Nigel, a black boy, was told to go get his father. He was hesitant because he was scared he would get in trouble for leaving Rufus or for letting him get hurt.
- Rufus asked who Kevin was and if he was Dana's owner. Kevin said Dana was his wife.
- Rufus said niggers could not marry white people.
- Dana told him not to use that word because he would not like to be called white trash. She also told him that where they are from they are allowed to get married.
- Dana tries explaining to Rufus after he asks that she is from California of 1965.
- Rufus thinks she is crazy because it is 1819 in his time.
- Dana tells him that when he is in trouble, she is called to the past.
- Kevin tells Rufus California will become a state in 1850 and he thinks they are making it up.
- Dana tells Rufus the next president and about the Missouri Compromise to try to convince him.
- Kevin shows Rufus coins with the year on them and Rufus begins to believe them.
- Rufus had told Nigel about Dana appearing and disappearing.
- Dana tells Rufus not tell anyone else so they can fit in as much as possible.
- Dana wants Kevin to stay close to her so he can hold onto her when she disappears.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle “The Past” and the other circle “The Present.” As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

5q6 Character Interaction Chart

Based on this reading, build a Character Interaction Chart between Rufus, Dana, and Kevin.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

1. Why did Dana prepare a bag? What did she put in the bag?
2. Why do you think Kevin disappears with her this time?
3. How would you feel about this if you were Kevin?
4. Why do you think the author chooses to have Kevin go to the past with Dana?
5. Where did Kevin and Dana find themselves?
6. Does Rufus recognize Dana?
7. How did Rufus injure himself?
8. How does depict Rufus’ personality and values?
9. Who did they send to call Rufus’s father? Why was this person hesitant?
10. Who does Rufus think Kevin is?
11. How does Rufus respond to Dana being from California of 1976?
12. What would you think if you were Rufus?
13. Kevin shares what fact about California with Rufus?
14. What does Kevin show Rufus?
15. Why doesn’t Dana want anyone else to know about her?
16. Why do you think it is important for Dana to keep her true identity a secret?
17. Do you think she will be able to keep her identity a secret?
18. Why does Dana want to keep Kevin close to her at all times?

9. Analyze Analyze the key paragraph.

“Good. Best not to tell anyone about us now either. Nothing about California or nineteen seventy-six.” I took Kevin’s hand and held it. “We’re going to have to fit in the best we can with the people here for as long as we have to stay. That means we’re going to have to play the roles you gave us.” (65).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In this reading, Nigel is hesitant to call Mr. Weylin because he thinks he will get in trouble for leaving Rufus or for letting him get hurt. Even though Nigel is not responsible for Rufus' actions, he may get blamed for Rufus' mistakes.

In one to two paragraphs, narrate a time when you were blamed for something you did not do. Did you accept the blame or deny it? How did you feel about what happened?

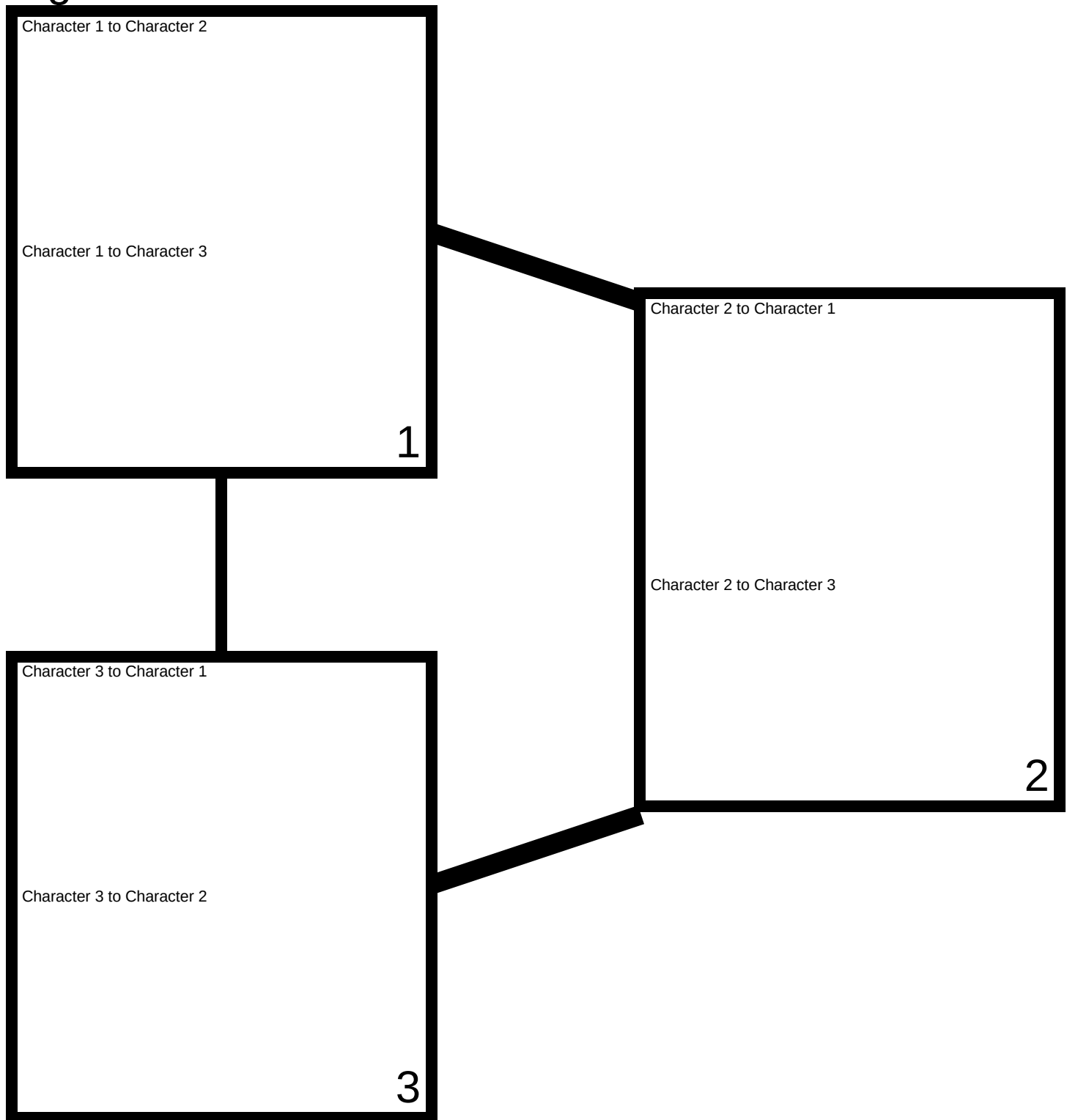
11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Fill out the Character Interaction Chart for 3 characters

1. Choose 3 characters you have profiled and wish to analyze. Fill the name of each character in one of the 3 boxes.
2. Each character box has another character box on each side. On the side of the first character box near the second character box, write down what the first character thinks about the second character, and how the first character interacts or gets along with, the second character.
3. Then do the same thing for how the second character thinks about and interacts with the first, in the second characters box.
4. Continue doing this until you have filled out each box: the second for the third, the third for the second, the third for the first and the first for the third.

5g6 Character Interaction Chart



Character Based Literacy Program Lesson Plan

Kindred, Day 10



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W10. 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.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is a free state?

In America, prior to the American Civil War, a slave state was a U.S. state where slavery was legal. A free state did not allow slavery. Slavery was one of the causes of the American Civil War and was abolished by the 13th Amendment of the United States Constitution in 1865.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

depraved (65)	insolent (66)	perennial (68)	solemnly (70)	rampant (73)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

Read Section 3; p.65-74

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

- Rufus's father arrived and asked what had happened and who Dana and Kevin were.
- Rufus did not want Dana to leave. At first Mr. Weylin did not invite Dana and Kevin to come to the house, but then invited them to dinner.
- Dana told Mr. Weylin she was from New York, and he seemed bothered afterwards.
- As they rode to the house, Dana saw slaves working in fields. Dana was not impressed with the Weylin house when they arrived.
- Dana gets sent to eat separately, but Rufus does not let her go.
- Dana offers to stay with Rufus, and a slave tells her to be careful because the family turns mean quickly.
- Dana realized she was the worse guardian for him for this time, but she was determined to do her best and plant a few ideas in his mind about equality.
- Rufus's mother arrived and was frantic about his leg. She was mad that Dana was in the room, but Mr. Weylin said it would not do any harm.
- Mrs. Weylin remembers seeing Dana before.
- Dana realizes that there was something about her these people did not like, and she wanted Kevin to find out what it was.
- Dana asked a young girl slave where the cookhouse was. She did not answer Dana, but Dana soon realized she couldn't talk.
- The girl slave looked at Dana's clothes, and Dana blamed Kevin for her attire.
- The cookhouse looked like the friendliest place to Dana.
- Dana met Sarah and the first thing she did was call Rufus' mother a name.
- The slaves eat corn meal mush and whatever is left from the white people's food.
- Luke and Nigel begin asking Dana questions about where she was from, how she spoke, and what she wore.
- They wonder why Dana talks like white people. She says her mother was a teacher and the slaves are shocked.
- They tell Dana to watch out, saying that Mr. Weylin doesn't like her because she comes from a free state and is educated. He does not want her sounding smarter than he is or putting ideas about freedom in the slave's heads.
- Nigel asks how Rufus can see her before she arrives. Dana avoids the question.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle “The Past” and the other circle “The Present.” As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

3q6 Plot Profile Chart

Begin a plot profile chart for this reading. Finish the chart after the next reading.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

1. How did Mr. Weylin respond to Rufus’s accident?
2. How did Mr. Weylin respond to Dana and Kevin?
3. Why do you think Rufus did not want to leave Dana?
4. Do you think Mr. Weylin showed hospitality? Why or why not?
5. Where did Dana tell Mr. Weylin she was from?
6. Why do you think Mr. Weylin is bothered by Dana?
7. Do you think Mr. Weylin will do anything about this?
8. How do you feel about Mr. Weylin so far, based on what you know from your reading?
9. What did Dana see on the way to the house?
10. Where does Dana have to eat?
11. What does a slave tell Dana when she offers to stay with Rufus?
12. Why is Dana the worst guardian for him at this time in history?
13. How did Margaret Weylin react to Rufus? How did she react to Dana?
14. Why do you think Butler chose to depict Rufus’ mother this way?
15. How did Rufus’s mother react when she saw Dana in his room?
16. Does Mrs. Weylin recognize Dana?
17. Dana realizes that there was something about her that these people did not like. What do you think it is?
18. Why couldn’t the girl direct Dana to the cookhouse?
19. What bothered the girl about Dana?
20. How was the mood in the cookhouse?
21. How does Sarah react when Margaret Weylin is mentioned?
22. What do Luke and Nigel want to know about Dana?
23. How does Dana explain the way she talks?
24. Why doesn’t Mr. Weylin like Dana, according to the other slaves?
25. What does Nigel ask Dana?
26. What do you think of the characters in the text? Why?
27. Are the actions and behaviors of the characters realistic for this time period? Why or why not?

9. Analyze

Analyze the key paragraph.

"You'll get into trouble," he said. "Marse Tom already don't like you. You talk too educated and you come from a free state."

"Why should either of those things matter to him? I don't belong to him."

The boy smiled. "He don't want no niggers 'round here talking better than him, putting freedom ideas in our heads" (74)

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

Think about everyone's initial reaction to Dana when she arrives to Mr. Weylin's plantation. All the characters react to her differently based on what they know or think they know about her.

Write a short narrative product about a time when you based your reactions to someone based on what you thought you knew about them. What happened? Were you right to act the way you did? How did you feel afterwards?

11. Close

Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Fill out the Plot Profile Chart

1. Decide on the 10 most important events in the story, chapter or segment you are analyzing. List them in order in the rows at the bottom of the chart. If you go back to the Beginning-Middle-End Chart, this will be easier to do.
2. Decide on a scale of 1 [low] to 10 [high] how intense you think this event is, and mark your score in the appropriate box.
3. Connect the marks in the boxes to form a graph.
4. This graph will help you to profile the plot. How it looks will depend on the story you are reading and whether you are plotting an entire story, or a chapter or segment.

3g6 Plot Profile Chart

10											
9											
8											
7											
6											
5											
4											
3											
2											
1											
Intensity	Description										
Event		1	2	3	4	5	6	7	8	9	10

Character Based Literacy Program Lesson Plan

Kindred, Day 11



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W10. 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.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

How much did a slave cost in the 1800's?

Share the following Website:

<http://www.measuringworth.com/slavery.php>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

abruptly (75)	haste (76)	discretion (82)	humiliations (83)	pallets (83)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Section 4 and part of 5; p.74-84

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

- Dana is worried about eating food prepared during this time period, remembering stories she had heard about the diseases that ran rampant.
- Sarah's husband died cutting a tree and Master Tom sold three of her four children, but let her keep her mute daughter Carrie.
- Kevin came out to talk to Dana and they had to act like master and slave.
- They went for a walk and talked about why Kenny went with Dana to the past, and how he would have to remain near to Dana so he could get back.
- Kevin said he could survive if he had to, but Dana thought that if he stayed the time he spent there would mark him somehow.
- Rufus passed out from the pain the doctor put him through fixing his leg.
- Dana is worried that they won't be able to stay with the Weylins, but Kevin made up a story that they were broke and he was looking for work.
- Master Tom offered Kevin a job tutoring Rufus.
- Kevin tells Dana that she does not have to work for Master Tom, but she says she will have to in order to make friends with the other slaves.
- Kevin is supposed to be a writer from New York who drank with the wrong people and got robbed.
- Dana is all Kevin has left and is helping him with his book.
- Master Tom told Kevin it was not wise to keep a slave like Dana because she might run away. Kevin said he was planning on selling Dana in Louisiana and that she would not run because he promised to give her freedom eventually.
- Dana wants to help Kevin with Rufus in case she returns again.
- Dana is expected to sleep in the attic away from Kevin.
- Kevin wants to leave because Margaret threw coffee on Dana. Dana does not want to leave because she wants to be safe in case she returns without Kevin the next time.
- Kevin decides to move Dana to his room after seeing where she sleeps.
- Dana feels like she is being treated like every other slave.
- Dana does not want to leave until Rufus' leg heals.
- Dana thinks Margaret will care if she switches rooms because she seems like a moral woman. Kevin says she is not because she is chasing him.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle “The Past” and the other circle “The Present.” As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

3q6 Plot Profile Chart

Begin a plot profile chart for this reading. Finish the chart after the next reading.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

1. Why is Dana worried about eating?
2. What would you do if you were in Dana’s situation?
3. What happened to Sarah’s husband? Her kids?
4. Why didn’t Master Tom sell Carrie?
5. What can you tell about his values and personality based on this decision?
6. Why do you think Butler chose to portray Rufus’ father this way?
7. How does she accomplish this with her writing style?
8. How do Dana and Kevin have to act?
9. Why does Kevin have to stay near Dana?
10. Why doesn’t Dana want Kevin to stay without her?
11. What story did Kevin tell Master Tom?
12. What job is offered to Kevin?
13. How does Kevin explain why he still has Dana as a slave?
14. Why does Dana want to help Kevin with Rufus?
15. Where does Dana sleep?
16. What incident leads Kevin to want to leave?
17. Why doesn’t Dana want to leave?
18. Would you want to leave if you were Dana? Kevin?
19. What does Kevin want to do to Dana’s sleeping arrangements? How does Dana feel about this?
20. What does Dana discover about Margaret being “moral?”

9. Analyze Analyze the key paragraph.

“You’ll try. Maybe that will be enough. I hope so. But if it isn’t, if I do have to come here alone, I’ll have a better chance of surviving if I stay here now and work on the insurance we talked about. Rufus. He’ll probably be old enough to have some authority when I come again. Old enough to help me. I want him to have as many good memories of me as I can give him now” (82).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Our theme of "Responsibility Requires Action" states that responsibility is "doing what is best for everybody." Dana wants to try to win Rufus over in case she returns again. She believes if he has good memories of her that he may help her the next time she returns.

In one to two narrative paragraphs, write about a time when you changed your actions to influence someone else's behavior. What happened? Did it work?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Character Based Literacy Program Lesson Plan

Kindred, Day 12



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W10. 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.

PREPARE

1. Background



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is *Robinson Crusoe*?

Robinson Crusoe is a novel written by Daniel Defoe in 1719. Daniel Defoe tells the story of an English sailor stranded on a desert island near Trinidad for nearly three decades. An ordinary man struggling to survive in extraordinary circumstances, Robinson Crusoe wrestles with fate and the nature of God. He faces cannibals, mutineers and captives before being rescued.

2. Word Wall

immortality (85)	castaway (87)	legitimate (92)	menial (94)	sadistic (94)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read part of section 5-6; p.85-96

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

- Dana decides to move into Kevin's room after she hears that Margaret is chasing after her husband.
- Kevin has seen three black children who look similar to Master Tom. Dana has seen Margaret slap those children.
- Dana and Kevin decide that if they have to leave, then they will head to Pennsylvania, a free state.
- Margaret is away for the day and Rufus asks to see Dana.
- Rufus asks her if Sarah hits her because she used to hit another girl who was helping her. He says she was mad then because Master Tom sold her child.
- Rufus asks Dana if she can read, and tells her to read a book to him. He likes the way she reads to him.
- Rufus tells Dana the books belonged to Miss Hannah, Master Tom's first wife, who loved to read.
- Rufus believes reading is too much trouble, and his teacher told him he was too stupid to learn anyway.
- Dana asks about Alice and her mother. Alice's husband was sold to a trader because Master Tom thought he'd run away. Alice and her mother still live nearby.
- Rufus told his mother that Dana was the one who saved him from drowning, but it did not make her like Dana any more.
- Rufus does not want Dana to go home, but he does not want her to stay and get hurt.
- Mr. Weylin caught Dana reading to Rufus. She had to explain that Rufus had called for her and wanted her to read to him.
- After Mr. Weylin asked, Dana told him she was 26 and did not have children.
- Mr. Weylin offers Dana Kevin's job teaching Rufus, then asks her how she would feel about him buying her.
- Dana said she'd rather stay with Kevin, and Mr. Weylin tells her she'll regret it.
- Mr. Weylin made all the slaves watch another slave get whipped. It scared Dana.
- At first, no one realized that Dana had moved into Kevin's room since she woke up before the Weylin's and went to bed after them.
- Margaret realizes Dana is sleeping in Kevin's room. When Dana confirms it for her, she slaps her and tells her she will change that.

- Sarah shares with Dana that she does not like Margaret because it was her idea to sell Sarah's children for new furniture.
- Master Tom questioned Sarah about Dana. He wanted to know if she worked well, because he was thinking of buying her.
- Dana tells Sarah that Kevin would not sell her, but Sarah says Dana is caught in the middle because Margaret does not want Dana but does want Kevin. Sarah suggests she go back to sleeping in the attic.
- Sarah tells Dana she can make Kevin do whatever she wants and to do what she can now to be set free.
- Dana asks Sarah if she tried doing this with Mr. Weylin when she was younger and Sarah walks away.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle "The Past" and the other circle "The Present." As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

5g6 Character Interaction Chart

Build a character interaction chart for Dana, Kevin, and Marse Tom.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

1. Where does Dana begin sleeping? Why?
2. What does the fact that three black children look like Master Tom imply?
3. If Dana and Kevin were to leave, where would they go?
4. What would you do if you were Dana or Kevin?
5. What does Rufus ask Dana about Sarah?
6. What does Rufus ask Dana about herself?
7. Who is Miss Hannah?
8. How does Rufus feel about reading? About school? Why?
9. Why do you think Butler depicts Rufus this way?
10. What happened to Alice and her family?
11. What did Rufus share with his mother? Why did he share this?
12. Why do you think Rufus does not want Dana to go home?
13. How would you react to this if you were Dana?
14. What do you think will happen next?
15. What did Mr. Weylin catch Dana doing?
16. What does Mr. Weylin offer Dana? How does she respond?
17. Why do you think Mr. Weylin makes all the slaves watch another slave get whipped?
18. Who is the first to realize Dana switched rooms? How does this person react once Dana confirms it?
19. Why doesn't Sarah like Margaret?
20. What does this tell you about Sarah, her values, and her personality?
21. Who does Sarah have to speak up for? Why?
22. How does Dana respond to Sarah about Master Tom?
23. What does Sarah think about Dana and Kevin? What does she suggest Dana do?
24. What does Dana ask Sarah in regards to Master Tom? Why do you think Sarah responds the way she does?

9. Analyze Analyze the key paragraph.

"I knew which children he meant. They had different mothers, but there was a definite family resemblance between them. I'd seen Margaret Weylin slap one of them hard across the face. The child had done nothing more than toddle in to her path. If she was willing to punish a child for her husband's sins, would she be any less willing to punish me if she knew that I was where she wanted to be with Kevin? I tried not to think about it." (85).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

The theme "Responsibility Requires Action" states that responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now."

Write a short narrative product about a time when you took your anger out on someone who did not deserve it. What happened? How did you feel afterwards?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Character Based Literacy Program Lesson Plan

Kindred, Day 13



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Why were slaves not allowed to read and write?

Visit:

<http://www.pbs.org/wnet/slavery/experience/education/history2.html>

Read the article “The Slave Experience: Education, Arts, and Culture”

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

pretentious (97)	subversive (101)	hostile (104)	conscience (104)	searing (107)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read section 7-8; p.96-107

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

- Dana overheard Luke tell Nigel to never say no to white folks and to do as they say then go ahead and do what you want to do. Dana decided to follow this advice.
- Dana did not move out of Kevin's room and nothing happened to her.
- Dana felt ashamed and uncomfortable about sleeping in Kevin's room because she looked like a slave sleeping with her master.
- Dana and Kevin became a part of the household, were accepted, and began accepting more about the time they were in. This bothered Dana because of how easy it was for them to mix into the time.
- Mr. Weylin catches Dana reading in his library and tells her she is only allowed to read to Rufus.
- Nigel asks Dana to teach him how to read. She takes the risk of being whipped and steals a book to teach him.
- Dana began to realize that she and Kevin fit in so well because they were actors or observers watching everything around them.
- Dana and Kevin saw small black children playing a game where they were pretending to sell each other to white folks.
- Dana becomes frustrated at the game, but Kevin says she is reading too much into it.
- Kevin says it is not that bad and minimizes the wrong, but Dana points out her point of view and does not agree with Kevin.
- Dana feels like she ought to be doing more. She tells Kevin about teaching Nigel. Kevin tells her to continue so maybe he can teach others one day.
- Master Tom tells Rufus that Dana can read better than him and that he should be ashamed. Rufus tells his father the same thing. Master Tom threatens to have Dana stop reading to him if he does not apologize.
- One day while Dana is reading, Margaret enters the room and begins to bother Rufus and ask him why he likes listening to her read. Rufus gets mad and kicks her out of the room.
- Dana offers to teach Carrie during Nigel's lesson but Sarah does not want her to get in trouble. Dana asks anyways and Carrie nods. Dana tells Carrie to find some place where Sarah and the white folks will not find out she's teaching her.
- During Nigel's lesson, Master Tom walks in and Dana is holding the speller. He thinks Dana stole the book from him.

- Mr. Weylin began whipping Dana and all she wanted to do was die to stop the pain.
- Kevin was running out to her, but Dana could only see a blurred vision of him.
- Dana realized what was happening to her, and she needed Kevin to reach her on time.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle “The Past” and the other circle “The Present.” As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Build an open mind portrait about Marse Tom, Mr. Weylin. What do you think Marse Tom thinks about Dana? Kevin? Rufus? His own actions?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

1. What advice does Dana decide to follow?
2. Does Dana move out of Kevin’s room?
3. How does she begin to feel about sleeping in Kevin’s room?
4. Why does Dana become bothered with how much they begin to adapt to their new environment?
5. What does this say about Dana’s values?
6. What does Mr. Weylin catch Dana doing?
7. What does Nigel ask Dana?
8. Why does Dana think she and Kevin fit in so well?
9. What game do Dana and Kevin see some children playing?
10. Why does this game bother Dana? How does Kevin react?
11. What do their reactions tell you about these characters?
12. What do you think Butler’s purpose was for including this game and the characters’ interaction about it in the novel?
13. What do you think about this game?
14. What does Dana have to help Kevin realize?
15. What do you think will ultimately happen to Kevin?
16. How does Rufus respond when Master Tom tells him he should be ashamed because Dana can read better than him?
17. How does Mr. Weylin get Rufus to apologize?
18. What does this say about Mr. Weylin?
19. What happens the day Margaret bothers Rufus while Dana is reading?

20. What does Dana offer to Carrie? Who is she going against by asking Carrie this?
21. Why do you think Butler chose to make Dana so resilient in her beliefs?
22. When Mr. Weylin walks into the cookhouse, what does he see? What does he do about it?
23. While getting whipped, what does Dana realize?

9. Analyze Analyze the key paragraph.

“Time passed. Kevin and I became more of the household, familiar, accepted, accepting. That disturbed me too when I thought about it. How easily we seemed to acclimatize. Not that I wanted us to have trouble, but it seemed as though we should have had a harder time adjusting to this particular segment in history—adjusting to our places in the household of a slaveholder” (97).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In this reading Dana says, “But now and then, like with the kids’ game, I can’t maintain the distance. I’m drawn all the way into eighteen nineteen, and I don’t know what to do. I ought to be doing something though. I know that.”

Write a short narrative product about a time when you knew you should change something, but you didn’t know what to do. What happened? How did you resolve the situation?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students’ lives or to the world

Character Based Literacy Program Lesson Plan

Kindred, Day 14



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W10. 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.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is *The Atlantic*?

It is an American magazine that was founded in 1857 in Boston, Massachusetts. *The Atlantic* started as a literary and commentary magazine and now covers news and analysis of politics, business, culture, technology, and national and international life.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

pompous (110)	incongruously (115)	lacerations (115)	bondage (116)	degradation (117)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read section 1-2; p.108-117

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

- Dana and Kevin never really moved in together. They went back and forth between the two apartments even though Kevin wanted her to move in.
- Kevin asked her to marry him.
- Dana refused to type manuscripts for him, left the apartment, came back and still refused.
- When he accepted her after all this, then she decided they were ready to get married.
- Kevin thought his sister would love Dana, but she did not even want to meet her.
- Kevin blamed his sister's husband for making her that way. She was desperate to marry someone since she had never had a boyfriend. Now she was married to a dentist and rich because of him.
- Dana's aunt accepted the marriage because Dana's kids would have lighter skin. Her uncle was angry and felt rejected. He wanted her to marry someone like him.
- They went to Vegas and got married.
- When they returned there was a check for Dana; one of her stories had finally made it in the *Atlantic*.
- Dana woke up in her home aching from pain.
- Dana had to take a bath to take her blouse off because it was sticking to her wounds.
- She had returned to the present without Kevin, and she thought he might be waiting for her when she returned to the past.
- Dana slept and when she woke up she took another bath to wash her hair which had mud and blood in it.
- Dana packed another bag with aspirin, knife, pen, pencil, scratchpad, and a compact paperback history of slavery.
- Dana felt caught between home and Rufus's home.
- Dana was gone for two months but had left and come back home on the same day.
- Dana tried writing about what had happened but could not.
- Dana called her cousin in Pasadena to buy groceries for her since she was scared to leave her house.
- Her cousin thought Kevin was the one who had hurt her.

- Dana began reading books about slavery. She then read a book about World War II and she realizes Americans did for many years what Germans tried to do in a few.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle “The Past” and the other circle “The Present.” As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Venn Diagram

Add to the venn diagram about Dana and Kevin. Add differences and similarities between the two in regards to their relationship. In the similarities section, where the circles overlap, try to identify parallels between the two characters.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

1. Why didn't Dana and Kevin live together?
2. What did Kevin ask Dana to do that made her leave his apartment?
3. Why did Dana decide to marry Kevin?
4. How did Kevin's sister react to Dana?
5. How did Dana's uncle react? Why do you think he reacted this way?
6. Where did they get married? Why did they decide to get married there?
7. What does the characters' decision to get married despite the wishes of their families say about them and their values?
8. Would you find it hard to go against your parent's wishes, even if you knew that their beliefs were racist?
9. Why do you think Butler added this conflict into the text?
10. How do you as the reader feel about Kevin, knowing what you know about him now?
11. What was waiting for them at the apartment when they got back from Vegas?
12. How was Dana feeling when she woke up?
13. Was Kevin with her when she returned to the present?
14. What did Dana pack into her bag?
15. Why does Dana feel caught in between two homes?
16. How long was Dana gone for? How much time did she spend in the past?
17. Why did Dana call her cousin?
18. What did Dana's cousin think happened to her?
19. What kind of books does Dana begin to read?
20. Have you read any books about WWII? What did you learn about?
21. How does Dana compare World War II and slavery?

9. Analyze Analyze the key paragraph.

“Then, somehow, I got caught up in one of Kevin’s World War II books—a book of excerpts from the recollections of concentration camp survivors. Stories of beatings, starvation, filth, disease, torture, every possible degradation. As though the Germans had been trying to do in only a few years with the Americans had worked at for nearly two hundred” (117).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

In this text, Dana is comparing the Nazis during World War II to slavery in the South. It was only through the responsible action of many brave people that both of these unjust periods of time were finally ended.

In one to two paragraphs, write a narrative about a time when you were treated unjustly. What happened? How did you resolve the situation?

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students’ lives or to the world

Character Based Literacy Program Lesson Plan

Kindred, Day 15



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

How did their owners treat female slaves?

Female slaves had no protection against their slave owners. In Missouri, the “Slave Code” of 1804 made no distinction between slaves and other personal property. Missouri law stated that slaves who lifted their hands against whites, except in self-defense, were to be punished according to the decision of the justice of the peace, with no more than 39 lashes. Missouri statute of 1845, article 2, section 29 declared it a crime “to take any woman unlawfully against her will and by force, menace or duress, compel her to be defiled.” However, since slave women were considered personal property, their owners were able to do what they wanted to them, including rape them.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

vindictive (121)	bluff (121)	improvised (122)	vehemently (124)	retaliation (125)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read section 3-4; p.117-126

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

- Dana was home for 8 days before she started feeling dizzy again.
- Dana arrived in the woods where a black woman with a torn dress was watching a white man and black man fight.
- Rufus was getting killed by the black man. It was obvious what had happened to the girl because of her ripped dress.
- The black man knocked Rufus out. Dana tried stopping the man from killing Rufus.
- She needed to save Rufus for her ancestors and to find Kevin.
- Dana finds out the girl is Alice. Alice tells her she is married to the black man, Isaac. She knows about Dana because Rufus use to talk about her all the time.
- Dana tells them to run away. She will stay with Rufus and help him, but will not tell him anything about them.
- Dana offers to write them a pass, but Isaac does not trust her and walks away.
- Alice tells Dana that Kevin went North after waiting for her for a long time. Rufus knows where he's at, but she tells Dana to be careful with Rufus.
- Rufus regains consciousness and says Isaac will pay for what he has done.
- Dana tries to convince Rufus that he was drunk and got robbed, but it did not work.
- Rufus admits to raping Alice, and is mad that she rather have a black man than him. He would take care of her.
- Dana says she had the right to pick who she wanted as a husband.
- Rufus says Isaac is a runaway and if Alice gets caught with him she will get beaten and sold. Rufus plans on buying her.
- Dana began to realize that Rufus loved Alice. Rufus says he would have married her if he lived in Dana's time.
- Dana tells Rufus to say he was beaten by white men. Dana believes him if he says he will not tell.
- Dana explains to him that they are both a threat to each other. They both have too much opportunity for retaliation.
- Dana was about to leave him to take care of himself, and he finally agreed to say he was beaten by white men.
- Dana wondered if his father would believe her since last time she left he was whipping her. Rufus said he'd believe her and might even be scared of her.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle “The Past” and the other circle “The Present.” As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

2g6 Beginning-Middle-End Chart

Construct a beginning-middle-end chart focusing on the relationship between Alice and Rufus. Additions will be made to this chart as you continue to read.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

1. How long was Dana home before she started feeling dizzy again?
2. What was happening when Dana appeared in the woods?
3. What had happened to the girl? How do you know this?
4. Why did Dana try to save Rufus?
5. What would you have done in Dana’s situation, taking all of the factors into account?
6. What does Dana’s reaction tell you about her values?
7. Who is the girl? Who is the man she is with?
8. How does Alice know about Dana?
9. What does Dana tell Isaac and Alice to do?
10. Why do you think Isaac will not take the pass from Dana?
11. What happened to Kevin?
12. How does Dana try to trick Rufus?
13. What did Rufus do to Alice? Why is he so mad?
14. Why do you think Butler included this conflict in the novel?
15. How does Dana try to make Rufus feel bad for Alice?
16. What do you think will happen to Alice and Isaac if they are caught?
17. Have you read any other books about runaway slaves? What happened in them?
18. If you were Alice or Isaac, would you take this chance?
19. Do you feel any sympathy for Rufus? How does Butler accomplish this with her writing?
20. How does Rufus really feel about Dana? How do we know this?
21. What does Dana want Rufus to say? Why?
22. Why are Dana and Rufus a threat to each other?
23. What does Rufus finally agree to do?
24. What does Dana wonder about Master Tom?

9. Analyze Analyze the key paragraph.

“She turned and followed Isaac, leaving me alone with the unconscious Rufus—alone to wonder where she and Isaac would go. North to Pennsylvania? I hoped so. And where had Kevin gone? Why had he gone anywhere? What if Rufus wouldn’t help me find him? Or what if I didn’t stay in this time long enough to find him? Why couldn’t he have waited...?” (120).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

In one to two paragraphs, write a narrative about a time when you felt alone or abandoned by someone who was supposed to care about you. How did you act in this situation? Did this person act responsibly?

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students’ lives or to the world

Fill out the Beginning-Middle-End Chart

1. Decide what the most important events in the story are. You may want to jot down a list.
2. Decide whether each event is part of the beginning, middle or end of the story. Then write a phrase describing each event in the correct column. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems and the conflicts that occur. In the end of the story, those conflicts reach a peak and then resolve with a resolution of the character's problems.
3. If the events in a column are not in the order they took place, number the items in the column.
4. If you are analyzing a chapter or segment of a larger story, all of the events might be in 1 or 2 columns, understood as part of the larger story. Or it might work to analyze the beginning, middle and end of just this part.

2g6 Beginning-Middle-End Chart

Beginning	Middle	End

Character Based Literacy Program Lesson Plan

Kindred, Day 16



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W10. 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.

PREPARE

1. Background



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What was a slave's marriage like?

Slave marriages had neither legal standing nor protection from the abuses and restrictions imposed on them by slave-owners. Slave husbands and wives, without legal recourse, could be separated or sold at their master's will. Couples who resided on different plantations were allowed to visit only with the consent of their owners. Slaves often married without the benefit of clergy. The marriage ceremony sometimes consisted of the slaves simply getting the master's permission and moving into a cabin together. Formal marriage ceremonies were generally reserved for house servants. In such cases, slave-owners would have a white minister or a black plantation preacher perform the ceremony, and a large feast and dance would follow honoring the slave couple.

The ceremony could include the ritual of "jumping the broom," which required slave couples to jump over a broomstick. The custom of jumping the broom could vary from plantation to plantation. On some farms, the slave bride and groom would place separate brooms on the floor in front of each other. The couple would then step across the brooms at the same time joining hands to signal that they were truly married. On other farms, each slave partner was required to jump backward over a broom held a foot from the ground. If either partner failed to clear the broom successfully, the other partner would be declared the one who would rule the household. If both partners cleared the broom without touching it, then there would be no ruler.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

wearily (127)	inevitable (128)	agonizing (131)	digest (135)	leisure (136)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read section 5 and part of 6, p.126-136

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

- It took Dana longer than she expected to arrive at the house and the sun was setting. She felt like she had come home when she arrived.
- A stranger, Jake, approached her and took her to the house after questioning who she belong to.
- Dana saw that Carrie was now pregnant. They hugged and Mr. Weylin came out.
- Mr. Weylin and Dana went for Rufus while Nigel led the wagon. Nigel had grown into a handsome man like Luke.
- When they got back to the house Mr. Weylin confirmed that it was Dana then asked her who and what she was. Dana said she was someone who saved Rufus' life.
- Dana asked about Kevin and Mr. Weylin said he went north, but that he would come back looking for her like he did last year.
- Mr. Weylin allows Dana to stay on the plantation until Kevin comes for her but she has to work.
- Master Tom wants Dana to take care of Rufus because both Rufus and Kevin told him about her and he thinks she's some kind of doctor.
- Nigel is happy Dana showed up. He wants to be with Carrie more since she is so close to giving birth, and she is his wife now.

- Nigel asked if it was true that white men beat up Rufus. Dana confirmed it was Isaac and that he got away.
- Rufus thinks Dana still looks young. Dana had to explain that in her time she was only gone for short periods of time.
- Dana tells Rufus she wants to find Kevin. Rufus directs her to the letters Kevin had sent, and all they have are his current address.
- Rufus is shocked by everything that is happening to them, and he cannot believe it.
- Rufus offers to write Kevin a letter for Dana. She says she will write it, but Rufus will have to send it.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle “The Past” and the other circle “The Present.” As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

KWL Chart

Add to KWL chart on slavery. What more have you learned about slavery? Think about laws regarding reading and writing and marriages.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

1. How did Dana feel when she arrived at the Weylin plantation?
2. How did Jake respond to Dana? Why do you think he feels this way?
3. What does Carrie look like now? Nigel?
4. How did Mr. Weylin respond to Dana and Rufus’s situation?
5. What does this reaction tell you about Mr. Weylin, his thoughts, and values?
6. How does Butler depict Mr. Weylin this way through her writing?
7. What did Mr. Weylin ask Dana after they picked up Rufus?
8. What did Mr. Weylin say about Kevin?
9. How do you think Kevin felt about waiting for Dana for so long?
10. If you were Kevin, would you have left the plantation earlier or waited longer?
11. What do you think will happen between Dana and Kevin?
12. Why do you think Butler chose to have Kevin stay behind for so long?
13. How is this novel different from other books about time travel you have read?
14. Under what conditions can Dana stay on the plantation?
15. What did Nigel ask Dana about Rufus?
16. How does Dana explain to Rufus why she looks so young?
17. What do Kevin’s letters say?
18. Who is going to write to Kevin? Who is going to send the letter to Kevin? Why does it have to be this way?

9. Analyze

Analyze the key paragraph.

I kept going, glad to get away from him. He had known more about me than he wanted to talk about. That was clear from the questions he hadn't asked. He had seen me vanish twice now. And Kevin and Rufus probably told him at least something about me. I wondered how much. And I wondered what Kevin had said or done that made him a 'damn fool' (131).

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

Our theme is "responsibility requires action." Dana is worried that some people know too much about her; she is trying to hide certain facts to keep herself and Kevin safe.

In one to two paragraphs, write a narrative product about a time when hiding something about you was more responsible than sharing it. What happened? Was it hard to make this choice?

11. Close

Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Character Based Literacy Program Lesson Plan

Kindred, Day 17



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W10. 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.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is an abolitionist?

An abolitionist is a person who favors the termination of a practice or institution, like capital punishment or slavery.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

condescending (137)	grimaced (138)	repressive (141)	dismayed (142)	senile (147)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read part of section 6-7, p.137-148

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

- Dana goes to the cookhouse after being questioned by the condescending doctor.
- Sarah is glad Dana is back because no one can control Mister Rufus anymore.
- Miss Margaret had twins who died and she almost died. Her sister came and took her back to Baltimore.
- Jake Edwards is the overseer and Miss Margaret's cousin. He's mean to the slaves.
- After she asked, Nigel told Dana that Luke had been sold. Rufus said Mr. Weylin sold him because he did whatever he wanted and acted like he was white.
- Rufus tells Dana to be careful because he might not be able to stop his dad from selling Dana. This upsets Dana because he does not own her, but she realizes she has no papers to prove that.
- Rufus tells Dana that Nigel ran away once. He was whipped many times and Sarah took care of him. It was not until he married Carrie that he settled down.
- Rufus begins to read the book Dana brought on black history. He thinks it's abolitionist trash, but Dana tells him it is history. She realizes Rufus should not read too much of it because some of those events hadn't happened yet.
- Rufus suggests she burn the book. Dana throws it in the coals after tearing out a map of Maryland.
- Dana wrote a letter, and Rufus said he would send it next time he is in town.
- Rufus threatens to not send the letter if Dana does not burn the map. She realizes he is blackmailing her and threatening her freedom and husband.
- Dana decides to burn the map just to make things easier. She tells Rufus she could manage without it, and he says she will not need to because she is home.
- Isaac and Alice had four days of freedom. They were caught on the fifth day, and Dana found out on the seventh day.
- Sarah was in charge of running the household since Margaret was gone. She would get mad at the slaves not for doing their work. She explained to Dana that she did not want to be responsible for their laziness and that Dana should keep her comments to herself.
- Dana tells Sarah that some slaves do make it to freedom and there are books written about it. Sarah thinks these books are nonsense, and Dana realizes Sarah has accepted the life of the slave because she is afraid.
- Rufus returns with Alice who heavily wounded and practically dead. He tells Dana to take care of her. Dana is hesitant because they lack the medical necessities of her time.
- Rufus had to pay twice as much as Alice was worth and did not have money for a doctor. Doctor's at the time did not take very good care of slaves.

- Rufus wanted to see Dana's scars on her back. Since they looked better than the other slave's scars, he followed her directions.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle "The Past" and the other circle "The Present." As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

2g6 Beginning-Middle-End Chart

Add to the beginning-middle-end chart focusing on the relationship between Alice and Rufus. What does this reading show about their relationship and how Rufus feels about her?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

1. Why is Dana angry when she enters the cookhouse?
2. Why is Sarah happy that Dana is back?
3. What happened to Miss Margaret and where is she?
4. Who is Jake Edwards?
5. What happened to Luke? Why?
6. How does Rufus feel about the book Dana brought? What does he tell her to do to it?
7. What does Dana rip out of the book?
8. Under what condition does Rufus agree to send Dana's letter?
9. How do you feel about Rufus and his values at this point? Is he a responsible person?
10. How long were Isaac and Alice free?
11. What role did Sarah play in the household now?
12. How does Sarah feel about lazy slaves? How does Dana react to this?
13. How does Sarah react to slaves writing books?
14. Have you read any books written by slaves? What are they like?
15. How do they compare to this 'slave narrative'?
16. What has Sarah accepted in her life? Why?
17. If you were Sarah, would you do the same thing?
18. How does Butler's writing style encourage the reader to feel sympathy for Sarah?
19. How does Alice look when Rufus returns to the plantation with her?
20. Why is Dana struggling to take care of her?
21. What convinces Rufus to get Dana what she needs?
22. What do you think will happen to Alice?

9. Analyze

Analyze the key paragraph.

"I turned to face him, dismayed. More blackmail. I had thought that was over between us. I hoped it was over; I needed so much to trust him. I didn't dare stay with him if I couldn't trust him" (142).

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

Responsibility is "doing what I should do." If you always do what you should do, and do "the one thing you should be doing right now" then people will trust you. Trust is a very important part of any relationship.

Write a short narrative product about a time when someone broke your trust. What happened? Were you able to rebuild the relationship?

11. Close

Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Character Based Literacy Program Lesson Plan

Kindred, Day 18



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W10. 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.

PREPARE

1. Background



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What happened to slaves when they committed crimes?

Visit:

<http://www.pbs.org/wnet/slavery/experience/legal/history.html>

Read the article “The Slave Experience: Legal Rights & Government, Historical Overview”

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

nausea (148)	squander (149)	superstitious (153)	assurance (155)	hearth (160)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

Read sections 8-10, p.148-160

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

- The worst wounds Alice had were dog bites. Isaac had been sold to a trader in Mississippi.
- Rufus said he mailed Dana's letter.
- Rufus wants Alice to sleep in his room, and Dana tells him not to touch her in a sexual manner.
- Rufus had gotten possession of Alice without having to deal with any repercussions. He had been rewarded for his wrongdoings.
- Dana found out from Sarah that Isaac's ears had been cut off because he hit the judge's son and said some things he should not have said.
- Sarah wonders what Dana will do now that Alice is back. Dana says it is not like that because Rufus loves Alice and Dana loves her husband. Sarah could not believe Dana was married to Kevin.
- Sarah told Dana to make sure Rufus sent the letter because he may just have told her he did to make her happy. She suggested asking Nigel.
- Sarah shares with Dana that she used to get beaten by the father of her first child, Miss Hannah's father. He promised that he would free her and never did.
- Nigel did not know if Rufus had sent the letter. Dana asked Rufus how long it would take for the letter to arrive and he did not know. She did not think he was lying.
- Alice became Dana's job. She took care of her like a baby because her wounds had to be cleaned, she had to be fed, and she could not remember anything.
- Alice slowly begins to remember things and ask questions. This angers Rufus because while she had been healing she did not hate Rufus like she used to.
- Alice was sore and weak but slowly getting better. She began to move around more.
- Carrie went into labor and Sarah helped. This left Dana and Alice to cook dinner.
- Alice begins to remember her family. Then she begins to question Dana about being a slave. She asks if she is a slave, Dana says yes, and Alice begins to question how she was a slave if she was supposed to be free.
- Alice remembered the crime she committed, getting beaten, and Isaac.
- Alice became angry at Dana for not telling her sooner or helping her get away from Rufus. She began calling Dana names and Dana thought it was better for her to vent with her than anyone else.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle “The Past” and the other circle “The Present.” As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Build an OPM for Alice. How do you think she is feeling now that she is remembering everything? How does she feel towards Dana? Rufus?

2g6 Beginning-Middle-End Chart

Add to the begin inning-middle-end chart focusing on the relationship between Alice and Rufus. What does this reading show about their relationship and how Rufus feels about her?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

1. What condition is Alice in? In what way was Alice a job for Dana?
2. What happened to Isaac?
3. Why is Dana hesitant about Alice sleeping in Rufus's room?
4. Did Rufus get what he wanted with Alice?
5. What do you think about Rufus based on this information? Is he acting responsibly toward Alice?
6. How does the author depict Rufus in this way through her writing style?
7. What does Sarah think about Rufus and Dana's relationship?
8. Why didn't Sarah believe that Dana was married to Kevin?
9. How did Kevin act on the plantation, according to Sarah?
10. How does Sarah feel about the letter Dana wrote for Kevin?
11. What personal experience does Sarah share with Dana?
12. How does this change your view of Sarah?
13. How does Butler accomplish this?
14. Does Dana believe Rufus sent the letter? Why?
15. Do you believe Rufus sent the letter? Why or why not?
16. Why is Rufus angry that Alice is beginning to remember?
17. What happened with Carrie?
18. What does Alice begin to remember when she and Dana are cooking dinner?
19. What do you think will happen with Alice next?
20. Why does Alice become angry with Dana? How does she take out her anger on Dana? How does Dana respond?

9. Analyze

Analyze the key paragraph.

She drew back a little in surprise. I had shouted at her. She probably thought I was angry—and I was. But not at her. I wanted to pull her back from the edge of a cliff. It was too late though. She would have to take her fall.

“I’ll tell you whatever you want to know,” I said wearily. “But believe me, you don’t want to know as much as you think you do” (157).

EXTEND

10. Write

Have each student write a short product based on today’s prompt to connect to the unit theme.

In this reading, Dana sees that Rufus got what he wanted: Alice. He went about it without having to deal with her husband or any repercussions. Now, Alice has been destroyed. The theme responsibility requires action states, “Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.”

Write a narrative product about a time when you tried to protect someone by withholding the truth from them, like Dana tried to do with Alice. Why is it hard to decide how to act responsibly in a situation like this? What was the result of your actions?

11. Close

Close by extending today’s lesson to life and the world.

Extend the reading to the students’ lives or to the world

Character Based Literacy Program Lesson Plan

Kindred, Day 19



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W10. 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.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What kind of work did slaves do?

Slaves did a variety of jobs. Most slaves worked on farms or plantations harvesting crops like sugar cane, tobacco, cotton, or corn. Others did cooking, cleaning, child care, and other household services for the families that owned them. They worked to make money for their owners.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

industrious (162)	neutral (163)	cunning (164)	erratic (164)	onerous (165)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read section 11, p.160-168

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

- Nigel feels like Mr. Weylin is one slave richer because of his baby. Mr. Weylin gives the family gifts.
- Dana wants to write another letter, but Rufus tells her to be patient. Mr. Weylin overhears the conversation, and does not think Rufus should have allowed her to write a letter at all.
- Rufus wants Dana to talk to Alice for him. He wants her to try to convince Alice to be with him; if not he will rape her.
- Dana refuses at first to be a part of Rufus's plan. Rufus tries to make her feel bad by telling her maybe Kevin moved on to someone of his own kind.
- Rufus says if Dana does not help him then she will have to watch Alice get beaten by Mr. Edwards.
- Rufus yells at Dana. When he calms down he tells Dana to help him so he doesn't have to beat Alice. Dana walks out to find Alice.
- When Dana found Alice, Alice told her to write another letter to Kevin. She suddenly attacks her and tells her she should be ashamed of herself for wanting a white man.
- Alice kept busy and found work watching children and sewing. The slave in charge of these duties was Alice's biggest threat because Alice was better than her.
- Dana delivers the message to Alice that Rufus wants her that night and if she refuses he will whip her. Alice gets upset at Dana.
- Dana says Alice has three choices: do what he says, be whipped and be taken by force, or run away again.
- Alice wants Dana to tell Rufus she's going to kill him. Alice tells Dana she helps white people keep colored people down.
- Alice does not understand why Dana lets her talk to her the way she does. Alice says she should be more grateful to Dana.
- Alice asks Dana for advice. Dana says she would not go to Rufus. Alice thinks of running away and Dana goes to stall Rufus.
- Alice stops Dana and tells her she will go to Rufus because she cannot run again.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle “The Past” and the other circle “The Present.” As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

5q6 Character Interaction Chart

Build a character interaction chart between Rufus, Alice, and Dana.

2g6 Beginning-Middle-End Chart

Add to the begin inning-middle-end chart focusing on the relationship between Alice and Rufus. What does this reading show about their relationship and how Rufus feels about her?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

1. How does Nigel feel about his baby and Mr. Weylin?
2. What does Mr. Weylin give Nigel's family? Why does he do this?
3. How does Rufus feel about Dana writing another letter?
4. How does this make you feel about Rufus? Do you trust him?
5. How does Mr. Weylin feel about Dana writing a letter? Why do you think he feels this way?
6. What does Rufus want Dana to convince Alice to do?
7. Have you ever been in a situation like this before? What happened?
8. How does Rufus convince Dana to help him?
9. Why does Alice attack Dana? What does she say to her?
10. Who was Alice's only enemy? Why?
11. When Dana delivers the message to Alice, how does she react?
12. What three choices does Alice have?
13. Can you think of any other choices Alice could make?
14. What message does Alice want Dana to deliver to Rufus?
15. Why do you think Dana lets Alice talk to her the way she does?
16. Would Dana go to Rufus if she were Alice?
17. What would you choose to do in this situation if you were Alice?
18. How does the author make you feel conflicted about what Alice should do in this situation?
19. What is Alice's first decision? How is Dana going to help her with this plan?
20. Why does Alice change her mind and decide to go to Rufus?
21. What do you think Alice is thinking when she makes her final choice?
22. What do you think will ultimately happen between Alice and Rufus?

9. Analyze

Analyze the key paragraph.

His mind was on Alice. She was stronger now, and his patience with her was gone. I had thought that eventually he would just rape her again—and again. In fact, I was surprised the he hadn't already done it. I didn't realize that he was planning to involve me in that rape. He was, and he did (162).

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

In this reading, Rufus tries to convince Dana to help him with Alice. He wants Alice to come to him willingly so he does not have to whip her. He tries making Dana feel bad by telling her she is not a good friend if she does not keep her from being beaten. Dana decided to help Rufus because she wanted Alice to avoid some pain. The theme responsibility requires action states, "Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now."

In one to two paragraphs, write a narrative product about a time when you had to try to choose the lesser of two evils. What happened? How did you make your choice?

11. Close

Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Character Based Literacy Program Lesson Plan

Kindred, Day 20



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W10. 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.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Who is Harriet Tubman?

Harriet Tubman was a U.S. abolitionist who was born in 1820 and died in 1913. She was born a slave in Maryland, but escaped by the Underground Railroad in 1849 when she found out she was going to be sold. She worked a conductor in the Underground Railroad and returned to Maryland numerous times to lead about 300 slaves to safety in the North. During the Civil War, she spied and served as a scout for the Union.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

afflicted (169)	edible (170)	monotony (172)	erect (175)	malice (179)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read sections 12-14, p.169-179

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

- Alice adjusted to going to Rufus, but a part of her seemed to have died.
- Rufus let Dana write another letter as a reward for convincing Alice.
- Rufus learned to control Dana by controlling others.
- Dana began thinking of running away.
- Alice found Dana's letters to Kevin in Rufus' room. Dana left that night.
- Dana took food, borrowed a hat from Nigel, a pair of Rufus's trousers and a shirt.
- At night, Dana waited for everyone to fall asleep, then left.
- Dana remembered the feeling of being whipped and was filled with fear. She picked up a stick and she remembered that a stick had saved her once. This made her more confident.
- On the path she avoided a black man driving a wagon, three white men on a horseback and a dog.
- Two horsemen came up the road slowly. She stepped on a twig and they heard her. Rufus and Tom Weylin were looking for her already. Another slave must have told on her.
- Rufus found Dana and landed on top of her. Dana fell on top of the stuck and it scraped her side. Mr. Weylin kicked her in the face and she went unconscious.
- When Dana woke up, she was lying on Rufus' horse with a hurt side, two teeth missing, and blood coming out of her mouth.
- Rufus untied her and sat her on the horse with him after he trusted her again.
- Rufus told Dana she was going to be whipped and she became hysterical. They caught her and Rufus told her to take it.
- Mr. Weylin ripped her clothes off and beat her. Dana tried to convince herself that she was going to die, but knew that this was only a punishment.
- Alice and Carrie took care of Dana until she got better.
- Dana was scared to run again, but she knew she had to. She tells them she will run again.
- Dana wanted her sleeping pills, but worried that she would use them to kill herself if she had them.
- Liza, the sewing woman was beat up, and would not tell Mr. Weylin who did it to her.
- Liza is the one who told Mr. Weylin about Dana the night she left.
- Liza hates Alice and used Dana to get to her. Alice, Tess, and Carrie made sure she would never tell again.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle “The Past” and the other circle “The Present.” As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Map

Make a map of Dana’s journey. Be sure to mark what she encounters on the road.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

1. What happened to Alice as she adjusted to Rufus?
2. How does Rufus learn to control Dana?
3. What did Alice find in Rufus’ room? What does Dana do?
4. What does this discovery tell you about Rufus?
5. What does Dana take with her when she runs away?
6. How did the stick make her feel?
7. Would you have made the same choice that Dana did?
8. What did Dana have to avoid on the road?
9. Who found Dana hidden in the woods?
10. How did Dana get injured when Rufus landed on top of her?
11. How was Dana when she woke up on Rufus’ horse?
12. Butler is slowly removing the readers’ sympathy for Rufus. How is she accomplishing this through her writing?
13. What do you think will ultimately happen to Rufus?
14. Why did Dana act like a wild woman?
15. What did Mr. Weylin do to Dana? Why does he do this?
16. Who took care of Dana?
17. How did Dana feel about running away after she was caught?
18. Why was Dana happy she did not have her sleeping pills?
19. Why did Liza get beaten up? Who was part of her beating?
20. Why do you think the author includes this additional conflict in the novel?
21. What did Liza tell Mr. Weylin about her swollen face?

9. Analyze Analyze the key paragraph.

“I longed for my sleeping pills to give me oblivion, but some small part of me was glad I didn’t have them. I didn’t quite trust myself with them just now. I wasn’t quite sure how many of them I might take”(178).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

After Dana is captured she agrees with Mr. Weylin that even though she is educated she isn't very smart. She becomes frustrated and wonders what she did wrong. She does not understand why she is a slave to someone she tried saving. The theme responsibility requires action states, "Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now."

In one to two paragraphs, write a narrative about a time when doing what you thought was right backfired on you. What happened? How did you feel about the situation afterwards?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Map

Materials:

- stiff paper 11x17 or bigger to make a map
- or a printed map of the area
- push pins or something else to mark the map
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Find or make a map of the setting in the story.

1. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on it.

Step Two: After today's reading, place a mark where the story left off.

1. Decide where the story leaves off [or ends] today – this is usually the location of the main character.
2. Put a pin or other marker at this spot.

Step Three: Add or mark important places in the story on the map.

1. Decide if any of the places in today's reading are important for this story.
2. Either add these places to the map or mark them.

Variations for the Map

1. If you are reading a book from a certain geographical location, you will want to have a map available.
2. Use a big map and a little map for specific places that are important in the story, like a particular place or property or smaller area.
3. Use a different kind of map like a smaller map or a topographic map.
4. Make up the map as you learn details in the story. This works well when the characters don't actually know where they are.

Variations for Writing

1. Write a description of the setting using the map as a guide.

Character Based Literacy Program Lesson Plan

Kindred, Day 21



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W10. 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.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Who is a flintlock?

A flintlock is an old-fashioned type of gun fired by a spark from a flint. It was invented in the early 17th century and was used for two centuries.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

dissolve (180)	tedious (181)	idle (182)	mare (185)	composure (187)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read section 15; p.179-188

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

- Rufus gave Dana a letter from Kevin. Mr. Weylin wrote to Kevin when he found out Rufus had broken his promise and never sent Dana's letters.
- Dana tells Rufus she knows he did not send them because she found the letters in his room.
- Rufus says he did not send them because he did not want Dana to leave. Dana realizes he loves her.
- Dana thinks she could forgive him for everything, except for if he raped her..
- Rufus says Mr. Weylin had to hit Dana because if he did not then the other slaves would think they could try to run away too.
- Mr. Weylin only sent the letters because Rufus gave his word that he would. He wanted to be fair.
- Mr. Weylin passed Tess to Mr. Edwards. He sent Tess to the fields and had Dana do the laundry when she was injured.
- Mr. Edwards tried ordering Nigel and Dana when Rufus was gone. Alice uses her influence to help Dana.
- Kevin arrived but barely recognized Dana. When he hugged her she had to pull away because of her wounds.
- Dana did not want to tell Kevin who beat her and she wanted to leave right away.
- Alice looked like she was reminded of her loss of Isaac. Kevin remembers her. Alice did not wave goodbye to them.
- They met Rufus on the road, and he wanted them to stay for dinner. They did not want to, and Rufus pulled a gun on them.
- Rufus said Mr. Weylin wanted to talk about her keep and Dana exploded with anger. Dana refused to go inside and told Rufus he might as well shoot her.
- Rufus was going to shoot and Dana dove to the ground. Something landed on top of her and everything went dark.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle "The Past" and the other circle "The Present." As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Make an OMP for Rufus. How do you think he is feeling about Dana leaving? What do you think he is really thinking the he is not saying aloud.

Also add to Alice's OMP. How do you think she feels when she sees Dana with Kevin? Why does she not wave good-bye?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

1. What did Rufus give Dana?
2. Who wrote the letter to Kevin? Why?
3. What does Dana tell Rufus about the letters?
4. Why didn't Rufus send the letters? What does this make Dana realize?
5. Why couldn't Dana ever hate Rufus?
6. Could you hate Rufus? Why or why not?
7. How does Rufus explain Mr. Weylin's reason for beating her?
8. What happened to Tess? Why?
9. What did Nigel do when Mr. Edwards tried giving him orders?
10. When Kevin arrived, did he recognize Dana?
11. How do you think Kevin has changed as a result of his time alone in the past?
12. Why does Dana have to pull away from Kevin when he hugs her?
13. When does Dana want to leave? Why?
14. How did Alice look when she saw Dana with Kevin?
15. How does Rufus react to Dana leaving?
16. According to Rufus, why does Mr. Weylin want to talk to Kevin?
17. How does Dana react to Rufus?
18. What does Rufus do that Dana never expected?
19. Why do you think Butler chose to include this conflict in the novel?
20. Based on what you know of this time period, is Rufus' reaction realistic?
21. What does Dana do right before she pushes Rufus to the point of shooting?
22. What would have been the more appropriate way to act in this situation?

9. Analyze Analyze the key paragraph.

"People kept warning me about him, dropping hints that he was meaner than he seemed to be. Sarah had warned me, and most of the time, she loved him like one of those sons she had lost. And I had seen the marks he occasionally left on Alice. But he had never been that way with me—not even when he was angry enough to be. I had never feared him as I'd feared his father. Even now, I wasn't as frightened as I probably should have been. I wasn't frightened for myself. That was why I challenged him" (186).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Relationships are very fluid; they change frequently throughout our lives. Dana and Rufus' relationship has changed considerably since they first met when he was just a young boy. While Dana has continued to be responsible, Rufus has gotten less and less responsible as time has gone on.

In one to two narrative paragraphs, write about how one of your relationships has changed based on changing levels of responsibility. What happened? How is the relationship now?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Character Based Literacy Program Lesson Plan

Kindred, Day 22



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W10. 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.

PREPARE

1. Background



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Who is Denmark Vesey?

Denmark Vesey was a slave who spent 20 years sailing with his master. In 1800 he purchased his freedom and became a carpenter. He allegedly held meetings at his home to collect arms for an uprising he was planning for as many as 9,000 African Americans in South Carolina. Several fearful slaves betrayed the plan. He and others were arrested. He defended himself at his trial, but was sentenced and hanged along with others. It would have been the largest slave revolt in U.S. history. Unfortunately, its end result was the passing of even stricter laws against African-Americans.

2. Word Wall

cautiously (189)	extravagant (192)	rebellion (193)	antiseptic (195)	exile (196)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read section 1; p.189-197

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

- Dana wakes up on her living room floor with Kevin on top of her. He fell on her after she avoided the bullet from Rufus.
- They went to bed together and made up for lost time.
- Kevin and Dana had a hard time adjusting to being home since they had only spent two days living at their house together.
- Dana felt like the Weylin plantation was more of her home than her own.
- Kevin saw a master tie a pregnant slave up and beat her until her baby came out.
- Kevin made it to Maine and almost bought a farm, but then he heard from Dana.
- Kevin never really felt at home anywhere and was only eager to go somewhere when he went to look for Dana.
- Kevin was accused of helping slaves escape, and he almost was attacked by a mob.
- Kevin felt frustrated because he could not adjust back to the present after five years in the past. He felt nothing in his office and could not write.
- Dana saw the same anger and ugliness in Kevin that she saw in Mr. Weylin.
- Kevin was looking at a picture of himself, and he looked different. He wanted to be alone to get used to things.
- Dana repacked her bag with antiseptic, Excedrin, and an old pocketknife. She replaced the soap, toothpaste, clothing, and a few other things.
- Dana wondered if Kevin blamed her for the lost time. She thought everything would be all right, but now she wondered if anything would be okay.
- Dana had only been away for a few hours and Kevin for 8 days.
- Kevin wonders how people who come out of prison adjust.
- When they were talking, Dana began to sway and she told Kevin to get her bag. She began to cry because all she wanted to do was spend some time with Kevin at home.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle “The Past” and the other circle “The Present.” As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Make an OPM for Kevin. How is he feeling when he returns to his home? Why does he feel this way? How does he feel towards Dana?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

1. Where does Dana wake up? With who?
2. Why did Kevin and Dana have a hard time adjusting to being home?
3. Why did Dana feel like the plantation was more of her home than her own?
4. How would you feel if you were in Dana and Kevin’s situation?
5. What did Kevin see a master do to his pregnant slave?
6. How far did Kevin get?
7. Why didn’t Kevin buy a farm?
8. When was the only time Kevin was eager to go somewhere?
9. What was Kevin accused of?
10. Why was Kevin frustrated? How did he feel?
11. What did Dana see in Kevin?
12. Why did Kevin want to be alone?
13. How do you think Kevin will feel once their time travel ends for good?
14. How does Butler depict Kevin’s change in personality?
15. Whose values do you think have changed the most over the course of the novel?
16. Think about life in the 1800’s: what would be the most shocking change for you to adjust to?
17. What did Dana pack in her bag?
18. How was Dana feeling about Kevin when he went into the office alone?
19. What happens to Dana when she is speaking with Kevin? What does she ask for?

9. Analyze Analyze the key paragraph.

“Home at last, I thought, and you...” He [Kevin] looked at me [Dana]. “Well I got half of what I wanted. You’re still you.”

I went to him with relief that surprised me. I hadn’t realized how much I’d worried, even now, that I might not be “still me” as far as he was concerned (192).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

People change quite a bit over the course of their lives. Their personalities, values, and beliefs change, just as their responsibilities change: doing what you said you would do, and doing what is best for everybody will have different results every time.

Write a short narrative product about how you have changed recently.
Was it a good change or a bad one? How do you want to change next?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Character Based Literacy Program Lesson Plan

Kindred, Day 23



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W10. 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.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is Ague?

It is malaria or some other illness involving shivering and a fever.

What is malaria?

Malaria is an intermittent and remittent fever caused by a protozoan parasite that invades the red blood cells. Mosquitoes in many tropical and subtropical regions transmit the parasite. Symptoms usually include fever and headache. Severe cases sometimes lead to coma or death.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

harrowing (199)	flay (202)	coax (207)	ominously (209)	quelling (209)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read section 2-4; p.198-210

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

- Dana arrived to rain pouring down on her. She tripped over Rufus who was laying face down in a puddle.
- He was alive and had thrown up on himself. He was either drunk or sick.
- Dana went to the house. Nigel helped her bring Rufus home.
- Mr. Weylin wanted to talk to Dana after she put some decent clothes on.
- Mr. Weylin did not believe that the mark on her face was where he had kicked her 6 years ago.
- Dana thanked Mr. Weylin for writing to Kevin because he would have never gotten home otherwise. Mr. Weylin said he did not do it for her, and Dana's temper flared.
- Dana knew if he ever tried whipping her again that she would not let him.
- Dana says she will only continue to help Rufus if Mr. Weylin never beats her again. Without her, Rufus is not likely to live.
- Mr. Weylin tells her to help Rufus or he'll flay her alive. Dana knows deep down he could get others to help old Mr. Weylin in punishing her.
- Rufus is very sick with 'ague.' Dana wants to call for the doctor, but Nigel says Marse Tom does not call him because he does not know how to deal with ague.
- Dana gets bitten by a mosquito and remembers that ague is malaria. She tells Nigel to get a net to prevent the disease from being spread.
- Dana explains to Nigel how mosquitos transmit malaria.
- Mr. Weylin wants Dana to take care of Rufus because she is better than a doctor of his time.
- Sara was old now and walked with a limp.
- Rufus was getting worse. He had a fever and his muscles and joints hurt. He was not eating well.
- Dana gave Rufus aspirin, and he temporarily felt better.
- Alice gets talked about because people think she likes being with Rufus since it has been so long. Two of her babies died, and one is alive and sick. The babies look like Rufus.
- Rufus gets better and Dana finally gets to rest.
- When Dana is woken up, she is called to help Marse Tome. He has chest pains. He did not have a pulse and Dana began CPR.
- Marse Tom passes away and Rufus thinks Dana let him die.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle “The Past” and the other circle “The Present.” As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

5q6 Character Interaction Chart

Based on this reading build a character interaction chart between Rufus, Dana, and Mr. Weylin.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

1. Where does Dana appear? What situation is Rufus in this time?
2. How does Mr. Weylin treat Dana when he sees her?
3. How do you think Mr. Weylin feels about Kevin?
4. What does Mr. Weylin want Dana to do? How does Dana use this to threaten him?
5. What is wrong with Rufus?
6. How does Dana explain Malaria to Nigel?
7. Why does Mr. Weylin refuse to get ‘professional’ help for Rufus?
8. What does this tell you about Mr. Weylin and his values?
9. What has been going on in Alice’s life?
10. What happens to Mr. Weylin?
11. What does Dana try to do to save him?
12. What happens next? Why does Rufus blame Dana for his father’s death?
13. How would you feel if you were Rufus in this situation?
14. Why did Butler choose to include this conflict in the novel?
15. What does Alice say happened to her babies?
16. How does Rufus punish Dana for his father’s death?

9. Analyze Analyze the key paragraph.

“He’s as close to being scared of you as he’s ever been of anything’ said Nigel. ‘I think he’d rather try to kill you than admit it though,’” (206).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Rufus' life is put into Dana's hands, and she is threatened with death if Rufus does not live.

Write a short narrative product about a time when you were given a responsibility that felt impossibly unfair. How did you handle the situation? What was the end result?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Character Based Literacy Program Lesson Plan

Kindred, Day 24



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W10. 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.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is laudanum?

Laudanum is an alcoholic solution containing morphine. It is prepared from opium and was formerly used as a narcotic painkiller.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

groin (212)	wilted (215)	petulantly (216)	submissive (221)	speculating (221)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read section 5-7; p.210-223

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

- Dana suggests not letting the doctor around Alice's last child. She said she never wanted him around, and that Rufus called him.
- Rufus decided to punish Dana by making her work out in the fields.
- The overseer, Edwards, whipped her as she attempted to work. She tried getting up but struggled.
- Dana began working hard, and Fowler laughed at her. Another worker told her to slow down or she'd kill herself. He would keep pushing her no matter how hard she tried.
- Fowler kept hitting her and pushing her to work harder. She ended up passing out on the dirt and was unable to get up.
- Dana wakes up to Rufus's voice. He came to get her, but it was not soon enough.
- They go back to the house without saying a word. He tries talking to her at the house, and she walks away. Rufus yells at her to never walk away from him or he will send her back to the fields.
- Rufus knows Dana tried saving his dad. He sent her out to the fields to make somebody pay for his death.
- Miss Margaret is coming back home. Rufus wants Dana to take care of her, but Dana does not want to.
- Rufus told Dana to go read a book and not do anything for the rest of the day. It was his way of saying sorry.
- Margaret was different when she came back, filled with sweetness and charity. She even taught Dana how to sew.
- Dana was bored with Miss Margaret and avoided her whenever she could.
- Alice said Dana was sickening because she sucked up so much to Miss Margaret. Dana did not understand why she became so submissive.
- A group of slaves led by white men came by. Rufus sold two men and a woman, Tess.
- Dana tries hugging Tess and saying good-bye. Tess ignores her and Rufus yells at her to go inside.
- Rufus has to take Dana in and she gets mad at him for selling the slaves. He said his father had arranged it before he died.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle "The Past" and the other circle "The Present." As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Setting Sketch

Draw a picture of the scene/setting when the slaves are being sold. Be sure to include Tess, Dana, and Rufus in the picture.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

1. How did Alice feel about the doctor? Who called him around the children?
2. How did Rufus punish Dana for his father's death?
3. What did Fowler do to Dana in the fields?
4. Why is it important that Butler included this information in the novel?
5. Why does another slave advise her not to work so hard?
6. What happens to Dana when she no longer can work anymore?
7. Who does Dana wake up to?
8. How do Dana and Rufus act towards each other at the house?
9. What does Rufus threaten Dana with when she walks away from him?
10. What does Rufus admit about his dad's death?
11. What does Rufus' original reaction to his dad's death tell you about Rufus?
12. Who is coming back to the plantation? Who will take care of her?
13. How does Rufus apologize to Dana?
14. How was Margaret when she returned?
15. How did Dana feel towards Miss Margaret after working with her for a while?
16. Why does Dana sicken Alice?
17. What do you think will ultimately happen to Alice?
18. What group arrives to the plantation? What happened?
19. Why do you think Tess ignores Dana?
20. Why is Dana upset about the selling of the slaves? How does Rufus explain his actions?

9. Analyze Analyze the key paragraph.

The threat stunned me. He meant it. He'd send me back out. I stood staring at him, not with anger now, but with surprise—and fear. He could do it. Maybe later, I would have a chance to make him pay, but for now, he could do as he pleased. He sounded more like his father than himself. In that moment, he even looked like his father (214).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Responsibility is “the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.” In this reading, Rufus is selling slaves because his father had already arranged the sale. He had agreed to do what his father asked of him.

Sometimes it can be difficult to tell whether it is more responsible to do what you said you would do, or do what you should do. **In one to two paragraphs, write about a time when you faced this struggle.** What did you decide to do? How did the situation turn out?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Character Based Literacy Program Lesson Plan

Kindred, Day 25



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W10. 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.

PREPARE

1. Background



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What does emetic mean?

It is something that causes vomiting.

What does dengue fever?

It is a debilitating viral disease of the tropics, transmitted by mosquitoes. It causes sudden fever and acute pains in the joints.

2. Word Wall

frail (224)	obscene (226)	brevity (227)	abruptness (227)	eluding (231)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read section 8-11; p.223-233

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

- Carrie took Dana to her cabin to talk about Tess being sold. Dana said Rufus had to show he was in charge.
- Carrie thinks eventually everyone will be up for grabs regardless of family ties.
- Dana begins to regret saving Rufus. She understands why people think she is more white than black, but Carrie says not to worry about those people.
- Rufus takes Dana to the library and tells her he had dengue fever, but that he is still weak because he was not bled.
- Dana suggests he should be bled so he could die, and Rufus says everyone would be sold if he died.
- Rufus asks Dana to write some persuasive letters to people his father owed money to so he does not have to sell any more slaves.
- Dana no longer had to take care of Margaret. She helped Rufus with the books.
- Dana was with Alice when Rufus told them they were the same woman.
- Alice asked if he took Dana to bed, and she told her no. Dana gentles Rufus for Alice. He does not hit her as much when Dana is around.
- Alice agrees that they are two halves of the same woman, especially since they look alike.
- Dana joined a group of slaves who were husking corn. Rufus gave them whiskey and a meal that day.
- A man told Dana it was too bad she was already spoken for.
- At Christmas, Rufus threw a party and three marriages happened.
- Rufus tells Dana if she found someone he would sell him. Dana noticed Rufus was staring at the man who had spoken to her at the corn husking.
- Dana realized her and Rufus were spending too much time together.
- Alice got Dana another job teaching her son Joe how to read and write.
- Dana told Rufus Joe was smart. This interested Rufus and made him more accepting of Joe. He even spent time with him alone.
- Alice wants Rufus to free the children, but she has to like him or love him in return. She is going to try but is mad that he will not write it down on paper that he will free them.
- Alice is going to run after she has the baby. She wants Dana to get her laudanum to keep the baby asleep. Dana is worried that the babies or Alice will get hurt.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle “The Past” and the other circle “The Present.” As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

2q6 Beginning-Middle-End Chart

Add to the begin inning-middle-end chart focusing on the relationship between Alice and Rufus. What does this reading show about their relationship and how Rufus feels about her?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

1. Why does Dana think Rufus sold the slaves?
2. What does Carrie think will eventually happen to everyone?
3. What does Dana begin to regret? Why?
4. What disease did Rufus say he had?
5. What do you think will happen to the slaves when Rufus dies?
6. What is Dana going to write for Rufus?
7. What does Rufus tell Dana and Alice when he pops in on them drunk?
8. What personal question does Alice ask Dana?
9. What does Dana do to Rufus for Alice?
10. What happened when Dana and Alice joined the slaves to husk corn?
11. What did the man who approached Dana tell her?
12. Why do you think Rufus threw a party on Christmas?
13. Based on what you know of slave owners, is this action expected?
14. Why do you think Rufus is becoming jealous of the man who spoke to Dana?
15. What did Alice convince Rufus to let Dana do?
16. Why did Rufus’s attitude towards Joe change?
17. Why does Butler include this, and what does it tell you about Rufus and his values?
18. What does Alice want for her children? What does Rufus want in return?
19. How do you feel about the novel so far? What are the most important things you are taking away from it?

9. Analyze

Analyze the key paragraph.

His smile was still in place, but there was no longer any humor in it. I noticed, now, that he was watching the big muscular man who had tried to get me to dance—the same man who had spoken to me at the corn husking. I would have to ask Sarah to tell him not to speak to me again. He didn't mean anything, but that would be save him if Rufus got angry (230).

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

Alice says, "I guess so. Anyways, all that means we're two halves of the same woman—at least in his crazy head." Alice says, "I guess so. Anyways, all that means we're two halves of the same woman—at least in his crazy head." Is it a responsible action to deny two people's individuality? Rufus seems to think that Dana and Alice are nearly interchangeable; he does not treat them as complete human beings.

Write a short, narrative product about a time when you felt as though you individuality had been taken away from you. What happened? How did you feel?

11. Close

Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Character Based Literacy Program Lesson Plan

Kindred, Day 26



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W10. 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.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is gangrene?

It is localized death and decomposition of body tissue, resulting from either obstructed circulation or a bacterial infection.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

elated (234)	complacency (237)	hasty (238)	thatch (240)	breeding (243)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read sections 12,13,1; p.233-243

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

- Alice's baby was born. It was a girl, with darker skin than Joe, and looked like Alice. The baby's name was Hagar.
- Alice and Rufus seemed to be getting along better.
- Dana felt free but soon realized her life was still in danger as long as she lived on the plantation.
- Alice still plans on running. Dana threatens not to give her the laudanum because of how Alice speaks to her. Alice calls her bluff and Dana gives it to her.
- Rufus says he is thinking about freeing Joe and sending the boy up north for school. When Dana tells Alice, she will not believe it until he puts it on paper.
- Dana did not want her to go. She did not want Alice to risk her life or the lives of the babies. They had a common enemy.
- Dana managed to convince Alice to stay until summer. Meanwhile she taught more children to read and write.
- Rufus's neighbors told him it was not wise for him to teach his slaves how to read and write because it would make them unsatisfied with slavery.
- Sam Jones, the man interested in Dana, asked her to teach his brother and sister how to write.
- Sam told her some people said she wants to be with a man. She did not care what people had to say, and he said it was still too bad she was spoken for.
- Soon after, Sam was sold. Women, probably his relatives, were crying and called Dana a whore.
- Dana tried to stop Rufus, and he hit her.
- Dana walked to the cookhouse grabbed a knife, and went into the attic and slit her wrists.
- Dana wakes up in her bed at home. Her wrists are hurting from what she has done.
- Kevin called a doctor friend, Lou, to check Dana. She missed her main arteries.
- Lou thinks Dana needs to see a psychiatrist. She laughs at the thought of telling someone what has happened to her.
- Dana was gone for three hours this time and was in the past for eight months.
- Dana tells Kevin that Rufus is running things now, and explains why he hit her.
- Kevin says she has an easy decision now. Dana says she does not because if Rufus dies then all the slaves will be sold and separated.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle “The Past” and the other circle “The Present.” As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

5g6 Character Interaction Chart

Construct a character interaction chart between Rufus, Dana, and the slaves. Remember the slaves includes Alice, his children, and Sam.

2g6 Beginning-Middle-End Chart

Add to the begin inning-middle-end chart focusing on the relationship between Alice and Rufus. What does this reading show about their relationship and how Rufus feels about her?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

1. What is the name of Alice’s baby? Who does she look like?
2. How does the relationship between Alice and Rufus seem to Dana and Sarah?
3. How does Dana feel when Hagar is born?
4. What issue in the novel has now been resolved?
5. Why does Alice still plan on running?
6. What is Rufus thinking of doing with Joe?
7. How long did Dana convince Alice to stay?
8. What is Dana’s new job on the plantation?
9. How do Rufus’s neighbors feel about what Dana is doing?
10. Why do you think Rufus allowed Dana to do this?
11. Is this a realistic action for a slave owner to take?
12. Why do you think Butler included this conflict in the novel?
13. How does Butler’s writing succeed in influencing the readers to change their opinions about Rufus so frequently?
14. What did Sam Jones ask Dana?
15. Which slave was sold? Why?
16. How did Dana react to Sam being sold?
17. How did the women in Sam’s family feel about Dana?
18. What did Rufus do when Dana tried to stop him from selling Sam?
19. How did Dana get back home?
20. What does Lou suggest for Dana?
21. What updates does Dana give Kevin about the plantation?
22. Why does Rufus think Dana has an easy decision now? How does Dana feel about this?

9. Analyze

Analyze the key paragraph.

At the cookhouse, I heated water, got it warm, not hot. Then I took a basin of it up to the attic. It was hot there, and empty except for the pallets and my bag in its corner. I went over to it, washed my knife in antiseptic, and hooked the drawstring of my bag over my shoulder.

And in the warm water I cut my wrists (239).

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

Many of Rufus's neighbors think he is wrong for educating slaves. They think teaching them how to read and write makes them dissatisfied with slavery, disobedient, and spoils them. In many countries even today, certain people are not allowed to pursue an education, and can be punished severely or even killed for trying.

Write a narrative product about your feelings toward education, using examples from your own life to illustrate your points. Why is education important? Does everyone deserve to have the opportunity to be educated, or should it be an exclusive right for certain individuals?

11. Close

Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Character Based Literacy Program Lesson Plan

Kindred, Day 27



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W10. 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.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is a certificate of freedom?

It is a document in which an owner affirmed that he was setting a slave free.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

anchor (246)	sprawled (247)	prerogative (250)	fondling (250)	minister (251)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read sections 2-3; p.243-252

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

- Kevin and Dana were together for 15 days before Rufus called her back on July 3rd.
- It was hard for Dana and Kevin to adjust to each other, but even harder for them to adjust to other people.
- Kevin begins to doubt that Dana will be called again, but Dana continues to carry her bag with her.
- Kevin was curious about whether Rufus had raped her any of these times. He says Rufus says things to her that he would say as her husband.
- Dana reassures Kevin that Rufus did not rape her, but if he did that would be the one thing he could do for her to kill him.
- Dana says if she has to accept limits on her freedom so does he.
- Dana wonders when this will all be over. She will not know until he is dead.
- Some of Kevin's friends wants to go out for 4th of July but Dana did not want to go and Kevin would not leave her.
- As his friends left the house, Dana felt dizzy. She woke up lying almost on top of an anthill.
- Rufus wondered why Dana was there. He grabbed her and led her to the barn.
- Alice was hanging in the barn dead. Dana cut her down and held her.
- Dana asked Rufus if she had done this and where her children were.
- Dana went to tell Sarah the news. Sarah said Rufus drove her to it because he sold her babies because she tried to run.
- Dana found Rufus in the library holding a gun. She wondered if she was called to this time to stop him from shooting himself.
- After Dana had left, Alice continued to go to Rufus willingly and Rufus continued the lessons with the children.
- He sent the children to his mom's sister in Baltimore to punish her for running away. He was going to get them when Alice got sick, but he did not do it in time.
- Dana says Rufus owes the children two certificates of freedom.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle "The Past" and the other circle "The Present." As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

2g6 Beginning-Middle-End Chart

Add to the begin inning-middle-end chart focusing on the relationship between Alice and Rufus. What does this reading show about their relationship and how Rufus feels about her? Now you can fill out the end of the chart.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

1. What was hard for Dana and Kevin to adjust to?
2. Why does Kevin think Dana will not be called into the past again? How does Dana feel about this?
3. What was Kevin curious about regarding Dana and Rufus?
4. According to Dana, what would be Rufus's consequence if he raped Dana?
5. What do you think Butler is trying to hint at with this information?
6. How will Dana know when this will all be over?
7. When does Dana disappear again?
8. Where does Rufus take her when she arrives?
9. Why did Alice kill herself?
10. Do you think Alice's choice is realistic for her character in the novel?
11. Why do you think Butler chose to add this conflict to the text?
12. What else do you know about slaves and suicide?
13. What is Rufus doing in the library?
14. How were things after Dana left the last time?
15. Where are the children?
16. What does Rufus owe the children according to Dana?
17. What do you think will ultimately happen to Rufus? To Dana?

9. Analyze Analyze the key paragraph.

"But how do I come home? Is the power mine, or do I tap some power in him? All this started with him, after all. I don't know whether I need him or not. And I won't know until he's not around" (247).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Our theme of “responsibility requires action” hints at the idea that everyone has an internal power that cannot be taken away from them. This power can be used to “do what is best for everybody,” or it can be used to act irresponsibly, which can hurt others rather than help them. Sometimes, it can be hard to remember that we alone are responsible for our actions and behavior.

In one to two paragraphs, write a narrative product about a time when you found it difficult to ignore someone else's opinion and do what you thought was best. What happened? How did you both feel afterwards?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Character Based Literacy Program Lesson Plan

Kindred, Day 28



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W10. 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.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What was the Civil War?

The Civil War happened in the years of 1861-1865 between the northern U.S. states, known as the Union, and the Confederate states of the South. The war was fought over the issues of slavery and states' rights. The pro-slavery southern states seceded from the Federal Union following the election of Abraham Lincoln on an anti-slavery platform. Ultimately, the Confederacy was defeated by the North.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

melancholy (252)	indication (256)	oblique (258)	perspiration (260)	vicious (260)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read section 4 and Epilogue; p.252-264

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

- Alice's funeral was held.
- The next day Rufus took Dana to town to show her the children's certificates of freedom.
- It bothered Rufus that he could no longer control Dana.
- He came back from Baltimore with Hagar and Joe. Dana began to teach them again.
- Dana slowly tried convincing Rufus to free more slaves.
- Rufus said he was crazy to make a will freeing the slaves because Dana would kill him.
- Rufus use to have dreams about Dana leaving him and him dying. They went away when Alice was around, but now they were returning.
- Rufus does not know if he should trust Dana or how he could treat her anymore.
- They began talking about Sam and it seemed to lead to an uncomfortable conversation.
- Rufus tells Dana not to leave and stay with the kids. He says he would not hurt her, but Dana knows he would when he is mad.
- Rufus began grabbing Dana and she told him to let go. She is like Alice and it drives him crazy.
- Dana went for her knife, but Rufus let go of her.
- Rufus told Joe his mother was sick, but Dana told him the truth.
- They lay there together and Rufus wondered how long it would take Dana to stop hating him. He said it was up to her, but she knew it was not.
- Rufus pushed her on the pallet and lay with her. She tried to break away, but he did not let her.
- Dana pushed the knife into him. Nigel walked in on time to see it happen.
- Something clamped down on Dana's arm and she felt like it was being absorbed.
- Dana was back at home and her arm was caught in the wall. It was the part of her arm that Rufus was holding on to.
- Dana and Kevin flew to Maryland. They looked for Rufus's house but it had been burned down with him.
- His slaves were sold and Dana recognized some of the names.
- Nigel must have set the house on fire to cover Dana's actions.

- Margaret made it out alive and perhaps took both children.
- Dana wondered about the children. Kevin told her she looked, there were no records, and she may never know.
- Kevin and Dana needed to go to look for solid evidence and make sure they were sane. Now Rufus is dead and they can stay sane.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Venn Diagram

Label one circle “The Past” and the other circle “The Present.” As you read, continue to fill out the venn diagram with differences and similarities between the two. In the similarities section, where the circles overlap, try to identify parallels between characters and events, like some of the ones mentioned in the introduction.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

3g6 Plot Profile Chart

Build a plot profile chart for this last reading. How did the story end?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

1. How was Alice’s funeral?
2. How do you feel about Alice and her choice to end her life?
3. Where did Rufus go with Dana the day after the funeral?
4. Who did Rufus come back from Baltimore with?
5. What did Dana try to convince Rufus of?
6. Why does Rufus think he would be crazy to write a will freeing the slaves?
7. What would you do if you were in Rufus’ situation?
8. What kind of dreams did Rufus have? When would they happen?
9. Why does the conversation about Sam become uncomfortable?
10. How does Rufus try to convince Dana not to leave?
11. What does this tell you about Rufus and his values?
12. How has Butler influenced readers’ views of Rufus throughout the novel?
13. Who does Dana remind Rufus of?
14. What did Rufus and Dana tell Joe about his mother?
15. What kind of conversation do Rufus and Dana have in the attic?
16. What does Dana do when Rufus does not let her break away? Who sees this happen?
17. What happened to Dana’s arm?
18. Where did Dana and Kevin go together?
19. What did they try to find in Maryland?
20. Who must have set the house on fire?
21. Who does Dana seem to wonder the most about when she is in Maryland?
22. Why did they go back to Maryland?
23. What made this all end?
24. What in Butler’s writing style gives this part of the novel a tone of completion?

25. How do you feel about the events that happened at the very beginning of the novel now that you have read to the end?
26. Do you think the novel as a whole was realistic?
27. How do you feel about the way Butler portrayed slaves and owners in her novel?

9. Analyze

Analyze the key paragraph.

I looked back at the brick building of the Historical Society, itself a converted early mansion. "If we told anyone else about this, anyone at all, they wouldn't think we were so sane."

"We are," he said. "And now that the boy is dead, we have some change of staying that way" (264).

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

Responsibility requires action is defined as responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Looking back at the entire novel and on your daily writings, reflect on how this theme plays out throughout the book. Who is the most responsible character in this story? Why? Who is the most irresponsible? How do these characters differ? Who made the right decisions and put others before themselves? Who acted, without hesitation, when they needed to act? **In a short, narrative product, write about how reading about these characters and their choices encouraged you to reflect on your own life and choices.** What will you take away from the novel?

11. Close

Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world