

Character Based Literacy Program Lesson Plan

Nightjohn, Introduction



Outcomes for the Novel

Nightjohn by Gary Paulsen

Focus and goals for this unit: Our goal for this unit is for students to write a short story with a moral (novella).

Unit Roadmap

- Unit's big idea or theme = **Courage Requires Fortitude**
- **Definition:** Courage is risk for a reason, not risk for a thrill; courage requires I moderate my impulses and emotions. Courage leads me to consider the heroic journey in which people live for purposes bigger than themselves and their want and needs.
- Ideally this would be posted in your classroom.
- **Major written product:** W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Character Based Literacy Program Lesson Plan

Nightjohn, Day 1



Outcomes for Today

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

PREPARE

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



Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

In what way can survivors of slavery be considered heroes?

Slavery in the South

In the late 1600s, slave traders began bringing Africans to the American colonies. Slave traders kidnapped men, women, and children in West Africa. They put the Africans in chains and forced them aboard ships bound for America. When the boats reached America, slave traders sold those who survived the journey to white owners throughout the colonies.

By the late 1700s, most slaves were working on plantations in the South. Slaves labored long hours six days a week. Plantation owners often whipped slaves who complained. Families lived in crude, one-room cabins in a separate area of the plantation called slave quarters. The cabins were cold in the winter and hot in the summer. Most slaves didn't have enough to eat. Plantation owners usually shipped only small amounts of milk, cornmeal, and pork.

At age 5 or 6, slave children began working on the plantation. By the time they were 10 years old, the children worked a full day, just like the adult slaves. Owners often sold slave children, forcing them to leave their parents at a young age. Many children never saw their parents again.

Koestler-Grack, Rachel A.. *The Story of Harriet Tubman*. New York: Chelsea House Publishers, 2004. Print.

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

fond	quarters (18)	trough (18)	pallet (18)	slop
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read

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

p. 13-19

Setting	Characters	Pages
South Carolina	Sarny, old Delie, old Waller	13-19

RESPOND

5. Timeline

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

Students might mention:

- Sarny introduces herself and talks about not remembering her birthing mammy.
- Nightjohn is introduced but we know nothing about him.
- The notion of breeders is introduced.

6. Map

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

Begin a KWL Chart. See the instructions and graphic organizer at the end of this day's lesson.

EXPLORE

7. Activity

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

Age Sticks: Read on page 16 about the sticks Mammy uses to keep track of Sarny and the other slaves ages. Make your own age stick. Choose 1 of the following options:

Option 1: Make a model of the "age stick" for Sarny. Find a stick outside or use a popsicle stick or something similar. With a knife, make 12 cuts (notches) for every year of her age.

Option 2: Make an "age stick" to keep track of how many chapters of this book you've read.

8. Discussion

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

Key Questions

1. How do some people claim Sarny brought Nightjohn to them?
2. Who was Clel Waller? What was he like?
3. What happened to Sarny's mother?

4. Who takes care of Sarny?
5. How old is Sarny?
6. Where do the slaves eat from?
7. How does Sarny try to learn things?
8. When did Sarny first hear about Nightjohn?

9. Analyze Analyze the key paragraph.

Key Paragraph (page 14):

He wants that we should call him 'master,' and they's some do when he can hear but we call him dog droppings and pig slop and worse things yet when he ain't listening nor close. He ain't no master of nobody except that he's got dogs and a whip and a gun and so can cause hurt on some, bad hurt, but he ain't no master for all that.

EXTEND

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

Sarny introduces Waller who is a major source of conflict for the main characters in the novel. Think of a time when you met or knew someone who was mean to you or caused a very negative experience for you in some way. Write a short narrative (1-3 paragraphs) telling about a conflict you had with that person. Remember, in a narrative, you are telling a story, so be sure you are telling a story about that moment.

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" Activity: 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.

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

Nightjohn, Day 2



Outcomes for Today

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

PREPARE

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



Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How did the day-to-day lives of the slaves require courage?

The Plantation

Most slaves worked on plantations. A plantation is a large farm that mostly grows one crop, such as cotton. Growing and selling these crops made some plantation owners wealthy. But they needed many workers to plant, pick, and pack the crops. They could not become rich without the slaves to do that work.

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

cast iron (23)	kettle (23)	hands* (21)	heave (20)	droppings (21)
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*alternative definition

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.

p. 20-24

Setting	Characters	Pages
On the land	Sarny	20-24
	Women in the big house	

RESPOND

5. Timeline

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

Students might mention:

- Sarny overhears the women in the big house talking about a new hand coming.
- His name is Nightjohn.
- Sarny is told to never let anyone hear her pray or talk about freedom.

6. Map

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

Add to KWL Chart

EXPLORE

7. Activity

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

Activity: Make an ad for a Nightjohn. Think of how absurd it is to sell a person, yet during the time of slavery this is what happened. Slaves were worth a lot of money, and so there were probably ads for some slaves, just like there are ads for products and merchandise. Make a newspaper ad or flyer for Nightjohn. Include details on what makes him so marketable. List the price. You may add a picture of him, too.

8. Discussion

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

Key Questions

1. Why did Sarny chew tobacco?
2. Who is the missus?
3. Who is Alaine?
4. How much did Waller pay for Nightjohn?
5. What did Sarny find in the dirt one day and Mammy told her to hide it?
6. Why did Mammy bring the kettle in the quarters sometimes?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Page 23:

Mammy prayed all the time, in her head. Usually she only prayed out loud at night when there wasn't anybody to hear her. Sometimes she brought in the big cast iron skillet kettle used for making morning food to pour in the trough for us to eat.

EXTEND

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

Mammy is a very religious woman. Her faith in God gives her a lot of courage to get through the difficult situations in her life. What gives you courage? Think of a time when you had to have courage to face a certain situation. Write a short narrative (1-3 paragraphs) describing that 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

Nightjohn, Day 3



Outcomes for Today

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

PREPARE

1. Background

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



Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Did overseers exemplify courage or cowardice? How?

Overseers

In 1860 it was calculated that about 88 per cent of America's slave-owners owned twenty slaves or less. However, large landowners would usually own well over 100 slaves and relied heavily on overseers to run their plantations. These overseers were under considerable pressure from the plantation owners to maximize profits. They did this by bullying the slaves into increasing productivity. The [punishments](#) used against slaves judged to be under-performing included the use of the [cart-whip](#). Not surprisingly the mortality-rate amongst the slaves was high. Studies have shown that over a four-year period, up to 30 per cent of the slave population in America died.

"Slave Overseers." *Spartacus Educational*. Spartacus Educational Publishers, n.d. Web. 19 June 2014. <<http://spartacus-educational.com/USASoverseers.htm>>.

2. Word Wall

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

speculators (25)	overseers (26)	ripples (27)	shackle (26)	gourd (29)
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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.

p. 25-30

Setting	Characters	Pages
SC	Sarny, Nightjohn	25-30
	Waller	

RESPOND

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

Students might mention:

- Nightjohn is brought in by Waller.
- He is shackled with a rope tied around his neck and attached to Waller's saddle.
- He is naked and they had run him in in the heat and dust.
They then took Nightjohn directly out into the fields to work.

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

Add to KWL Chart

EXPLORE

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

Nightjohn's pants: Read on pages 28-29 about the pants that Mammy makes for Nightjohn. Using paper or canvas, make a model of the way you imagine these pants looked.

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

Key Questions

1. What do "Spec'lators" do?
2. How does Sarny describe how Waller makes himself seem "big"?
3. How did Waller bring John in?
4. What does Sarny compare the color of her skin to?
5. What did Mammy make for John that she makes all the new men that come to the plantation?
6. What are "drivers"?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 28:

In a little, Waller he untied the rope. Then he cracked the whip once or twice like he be a big man and drives Nightjohn past the quarters and out to the field to work. Didn't matter that he'd been run or might be thirsty. He didn't stop at the pump but ran him right on through and out to the fields, naked as he was born, to get to hoeing.

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

Although Sarny is very young and uneducated, she is wise enough to see that Waller is not a man of real courage. It is in the whip and the pistol and the pro-slavery society around him that gives him his false courage. Think of another story when someone hid behind something (such as the whip and pistol in Waller's case) and called themselves brave. Write a short narrative (1-3 paragraphs) describing 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.

Character Based Literacy Program Lesson Plan

Nightjohn, Day 4



Outcomes for Today

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

PREPARE

1. Background

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



Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How does courage play into making changes in life such as quitting bad habits?

Chewing Tobacco

While the available evidence shows that smokeless tobacco may be less dangerous than cigarettes are, long-term use of chewing tobacco and other smokeless tobacco products can cause serious health problems. That's because they can contain about 30 cancer-causing substances. Like cigarettes, smokeless tobacco also contains nicotine, which can cause you to become addicted. Some health problems associated with tobacco are: addiction, cancer, cavities, gum disease, heart disease and pre-cancerous sores in the mouth.

<http://www.mayoclinic.org/healthy-living/quit-smoking/in-depth/chewing-tobacco/art-20047428?pg=2>

2. Word Wall

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

caved-in (32)	corn-shuck (32)	sacking (33)	willows (33)	smack (35)
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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.

p. 31-36

Setting	Characters	Pages
SC	Nightjohn, Sarny	31-36

RESPOND

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

Students might mention:

- Nightjohn asks whether anyone has some tobacco he can chew.
- He said he will barter for it.
- He can teach someone how to read.

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

Add to KWL Chart

EXPLORE

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

Using the cube template at the end of this day's lesson plan, make a cube about Nightjohn answering the questions given.

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

Key Questions

1. What do the slaves get to eat in the morning and midday? In the evenings?
2. What is the first thing John asks the other slaves after his first day there?
3. What offer does John make to anyone who will take him up on it?
4. What did Sarny see on a feed sack once that she always remembered?
5. Where did Sarny keep her tobacco?
6. What could happen to a slave if their caught reading or writing?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pages 35-36:

"Don't. They catch you doing that and they'll think you're learning to read. You learn to read and they'll whip you till your skin hangs like torn rags. Or cut your thumb off. Stay away from writing and reading."

EXTEND

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

From the first day Nightjohn arrives it is obvious that he is not afraid of much. Think of a time when you met someone, or describe a scene from a book or movie where someone did something brave. Write a short narrative about it (1-3 paragraphs).

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

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

		Who is this person?		
		Where did this person grow up?		
	What relationships did this person have?	What did this person do?	What was this person like?	
		Why is this person important?		

Character Based Literacy Program Lesson Plan

Nightjohn, Day 5



Outcomes for Today

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

PREPARE

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



Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How much courage does it take to read and write?

Freedom to Read and Write

Most southern states had passed laws forbidding anyone to teach a slave to read and write. . . Running away was difficult for slaves who couldn't read, and that was just what slave owners wanted. Slaves who couldn't read books or newspapers seldom came in contact with new ideas that might make them question their bondage or lead them to revolt against their owners.

People who disobeyed the law and educated their slaves were sent to jail. Despite the law, some slaves did learn to read and write. Most learned from overhearing the owners' children at their lessons or were taught by the children themselves. And education *did* make them discontented with their lives. Many educated slaves became preachers and teachers, passing on new ideas, encouraging their fellow slaves to think for themselves.

Greenwood, Barbara, and Heather Collins. *The last safe house: a story of the underground railroad*. Toronto: Kids Can Press, 1998. Print.

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

squatted (37)	squinted (37)	sighed (40)	amongst (40)	snuggled (40)
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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.

p. 37-41

Setting	Characters	Pages
SC	Sarny, Nightjohn	37-41

RESPOND

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

Students might mention:

- Nightjohn teaches Sarny the letter A.
- She is so excited she can't sleep.
- He tells her why white folks don't want them to learn to read.
- Sarny agrees that she would want what they have.

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

Add to KWL Chart

EXPLORE

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

Sarny's Dream: The night that Nightjohn starts teaching Sarny to read has a big impact on her. She lies awake thinking about the things she's learned from him. Referring to pages 39-41, fill in the Open Mind graphic organizer with the thoughts that Sarny would be thinking about and dreaming about that night.

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

Key Questions

1. How does John explain why the slave owners don't want the slaves to learn about reading and writing?
2. What did Sarny think about as she fell asleep that night?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 39:

“That’s reading? To make that sound?”

He nodded. “When you see that letter on paper or a sack or in the dirt you make one of those sounds. That’s reading.”

“Well that ain’t hard at all.”

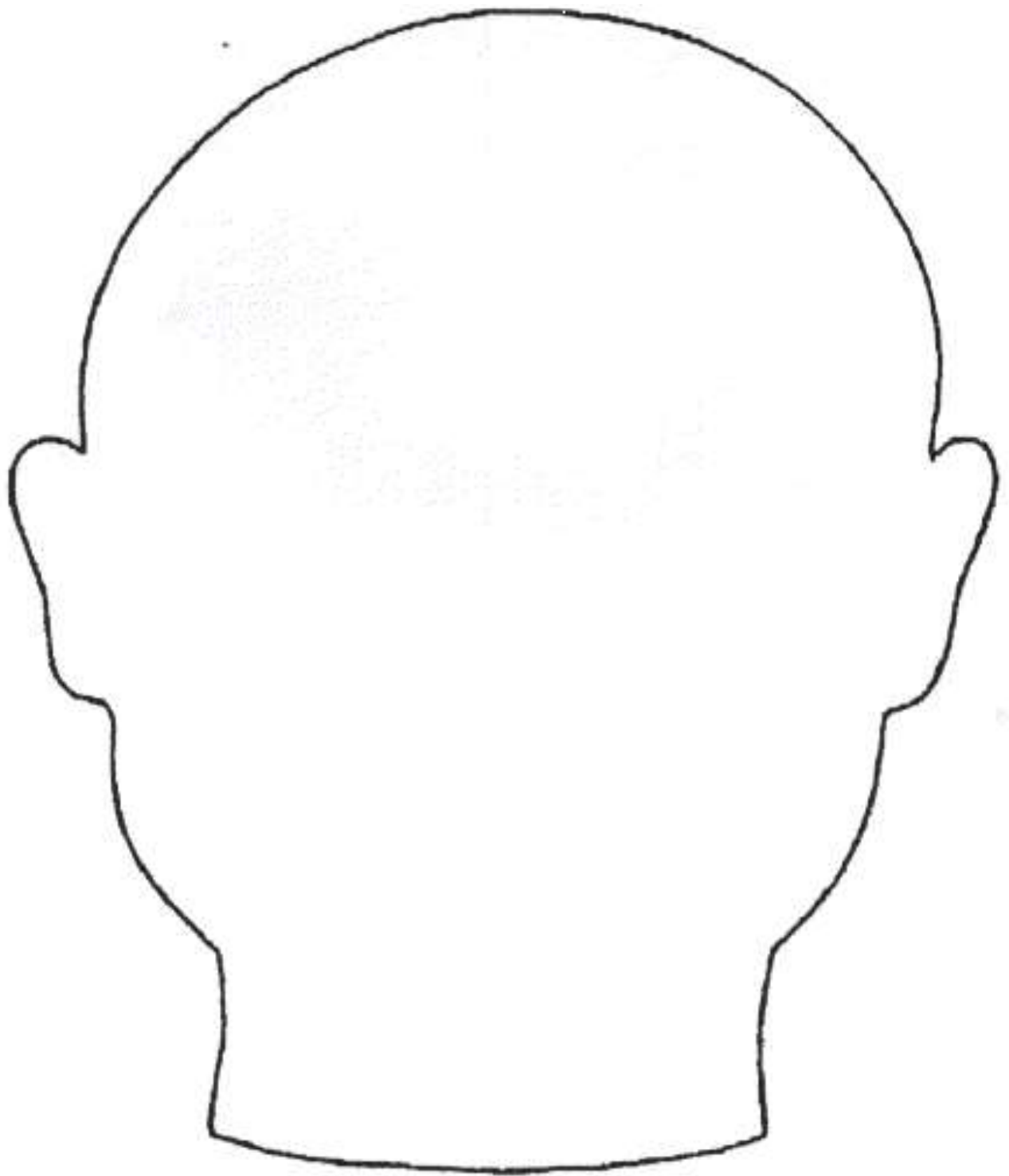
He laughed. That same low roll. Made me think of thunder long ways off, moving in the summer sky. “There’s more to it. Other letters. But that’s it.”

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

In Sarny’s first experience with reading, she realizes that it is not hard at all. Have you ever done something that you thought was hard or scary, but when you actually tried it, you realized it wasn’t nearly as hard or as scary as you thought? Write a short narrative (1-3 paragraphs) describing that experience.

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

Nightjohn, Day 6



Outcomes for Today

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

PREPARE

1. Background

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



Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Can you imagine how courageous runaway slaves had to be?

The Underground Railroad

Many people wanted to help slaves escape to the northern states where there was no slavery. These people gave the slaves food, clothes, and hiding places. These people called themselves the Underground Railroad. They used the word “underground” because slaves were hidden in secret places. They were like a “railroad” because they planned special routes to follow and places to stop.

Slaves found out about the Underground Railroad in many ways. Sometimes a runaway slave secretly returned to the plantation to guide other away. Or a white person told a slave about a friend’s house that was a safe hiding place. Always, people spoke in codes and secret messages.

Isaacs, Sally Senzell. *Life on the Underground Railroad*. Chicago, Ill.: Heinemann Library, 2002. Print.

2. Word Wall

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

addled (42)	rawhide (43)	wandered	rail (47)	maggots (45)
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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.

p. 42-47

Setting	Characters	Pages
SC	Sarny, Nightjohn	42-47
	Alice	

RESPOND

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

Students might mention:

- Sarny recalls a slave named Alice who was whipped badly.
- They poured salt in her wounds and then maggots got to her back.
- Some slaves had tried to run away but they always get caught.

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

Add to KWL Chart

EXPLORE

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

Pros and Cons: All the slaves on Mr. Waller's plantation would run away if they knew they were not afraid of getting caught. Some slaves did run despite the risks. Weigh the benefits of freedom against the risks a slave takes when they run. Determine if you think you would run or not if you were in their shoes.

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

Key Questions

1. What happened to Alice?
2. Why was she punished?
3. What happens when slaves run?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 46:

My life is short, but some live long and the one thing we know, short or long—it's wrong to run. Not wrong because it's wrong. But wrong because nobody ever gets away.

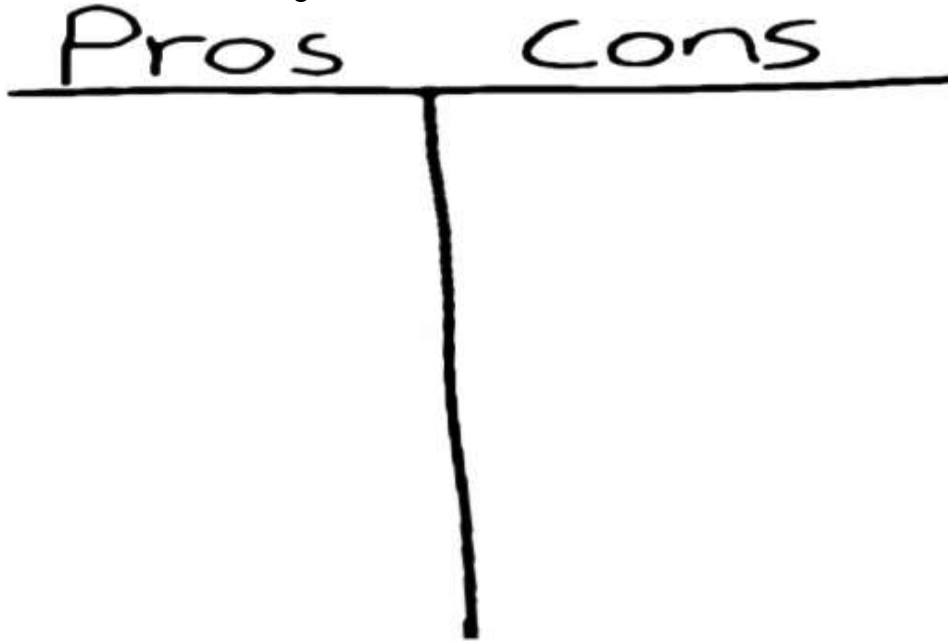
EXTEND

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

The reason the slaves do not run away is not because they don't have enough courage to run, it is because they know the odds of getting caught outweigh the risk. Think of a time when you were tempted to do something but knew you would probably not succeed. Did you do it, or did you decide not to do it? Write a short narrative (1-3 paragraphs) describing 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

Nightjohn, Day 7



Outcomes for Today

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

PREPARE

1. Background

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



Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

The greater the risks are, the greater the courage required.

Catching Slaves

Slave owners were furious about the Underground Railroad. They had bought their slaves with hard-earned money. They thought that anyone who helped slaves escape was a thief. Slave owners paid slave catchers to track down and return their slaves. Slave catchers hid in railroad stations and boat docks watching for slaves. They tramped through forests with bloodhound dogs.

In 1850, the U.S. Congress passed a new law. It said that slave catchers could look for slaves in the North. If they caught slaves, they could take them back to their owners in the South. Runaway slaves did not feel safe in the North after that. Many ran out of the country to Canada.

Isaacs, Sally Senzell. *Life on the Underground Railroad*. Chicago, Ill.: Heinemann Library, 2002. Print.

2. Word Wall

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

baying (48)	sewed (51)	brambles (50)	canvas (51)	cower (53)
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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.

p. 48-53

Setting	Characters	Pages
SC	Sarny, John, Mammy	48-53
	Alice	

RESPOND

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

Students might mention:

- Sarny talks about the men who were caught by the dogs.
- Alice tried to escape and the dogs caught her but didn't kill her.
- Mammy sewed her up with canvas thread.
- Mammy catches John teaching Sarny to read.

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

Add to KWL Chart

EXPLORE

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

Soul Song: People often find creative ways to cope with the hard circumstances of their lives. Some of the greatest music was born this way. Pretend you are one of the characters in the book. Write at least one stanza of a rap or blues song about your life as a slave. Try to rhyme.

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

Key Questions

1. What did the dogs do to the men?
 2. What happened to Alice?
 3. How many letters did Sarny get for one pinch of tobacco?
 4. What funny thing did Sarny keep asking about the letters?
 5. Why was Mammy angry at John?
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9. Analyze Analyze the key paragraph.

Key Paragraph

Page 53:

Mammy was standing there, big and black and tall in the moonlight. “What you doing to this girl?” She had come from the side and fetched John such a blow on his head that it knocked him back into the wall and on his back...

“Don’t you know what they do to her if they find her trying to read? We already got one girl torn to pieces by the whip and the dogs. We don’t need two.”

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

Mammy struck John, not because she didn’t want Sarny to read, but because she didn’t want Sarny to get caught reading by Waller. Mammy watches out for the other slaves. Can you think of a time when someone watched out for or protected you in some way. Write a short narrative (1-3 paragraphs) describing that 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

Nightjohn, Day 8



Outcomes for Today

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

PREPARE

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



Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

In what ways was Frederick Douglass a hero?

Frederick Douglass

Frederick Douglass was born in Tuckahoe, Maryland, in 1817. Douglass lived eight years in Baltimore, serving as a houseboy for Hugh and Sophia Auld. There, Frederick learned to read and write just enough to complete his education on his own. He was sent back to a plantation in rural Maryland where he was beaten in order to break his spirit and make him more docile. But Frederick kept his spirit alive by dreaming of the day he would be a free man. That day finally came in 1837, when he made his way to Baltimore and then New York. He sent for Anna Murray, a free black woman, who came to New York, where they were married in 1837.

Douglass, without any formal education, became an articulate spokesman for the abolitionist movement. He edited a newspaper, *The North Star*, and published editorials in other journals. His autobiography, *Narrative of Frederick Douglass*, published in 1845, made him a fugitive again, so he left the country and lived in England for several years. His friends in England bought his freedom, so he was able to return to America and continue his work. During the Civil War, Douglass helped recruit blacks to serve in the Union Army.

After the war, he settled in Anacosta, District of Columbia. There he served in a variety of positions under several presidents. Douglass died in his home in 1895.

McKissack, Pat, and Frederick McKissack. *Sojourner Truth: Ain't I a Woman?*. New York: Scholastic, 1992. Print.

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

hissed (54)	knitted (54)	grief (57)	scrabble (55)	gaggle (55)
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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.

p. 54-58

Setting	Characters	Pages
quarters	Sarny, John, Mammy	54-58

RESPOND

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

Students might mention:

- John tells his story.
- He ran and didn't get caught.
- He ran all the way north and was a free man.
- He returned because he thought it was critical that he taught people how to read.
- He thinks slavery needs to be written about so people know what happened.

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

Add to KWL Chart

EXPLORE

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

Character Interaction Chart: Follow these instructions for filling in the Character Interaction Chart:

1. 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.
2. Then do the same thing for how the second character thinks about and interacts with the first, in the second characters box.
3. 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.

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

Key Questions

1. What did John do that got him whipped so badly before?
2. Why is it never quiet in the quarters?
3. How did John get caught again after he escaped?
4. Why did John think it was so important that the slaves learn to read and write?
5. How did Mammy take to his story?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 58:

“They have to be able to write,” John said. Voice pushing. He stood and reached out one hand with long fingers and touched mammy on the forehead...

“They have to read and write. We all have to read and write so we can write about this—what they doing to us. It has to be written.”

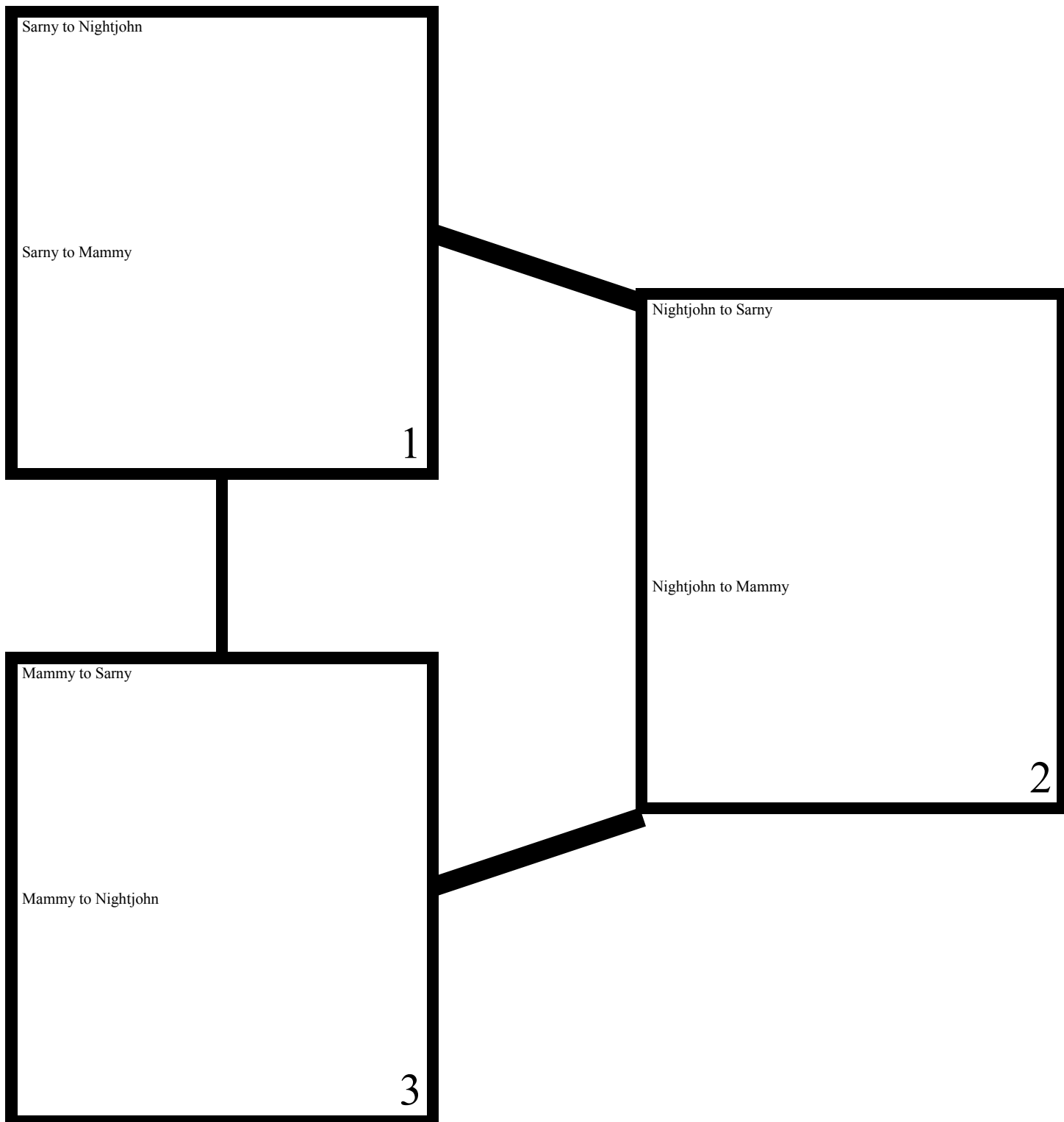
EXTEND

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

John's courage to stand up against Southern slavery society and his willingness to risk his life to give others the power to read is the driving force of the story. Think about a time when one person or a few people stood up against the majority. Write a short narrative (1-3 paragraphs) describing that 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

Nightjohn, Day 9



Outcomes for Today

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

PREPARE

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



Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What courage did it take for Frederick Douglass to publish his autobiography?

Very soon after I went to live with Mr. and Mrs. Auld, she very kindly commenced to teach me the A, B, C. After I had learned this, she assisted me in learning to spell words of three or four letters. Just at this point of my progress, Mr. Auld found out what was going on, and at once forbade Mrs. Auld to instruct me further, telling her, among other things, that it was unlawful, as well as unsafe, to teach a slave to read. To use his own words, further, he said, "If you give a [slave] an inch, he will take an ell. A [slave] should know nothing but to obey his master—to do as he is told to do. Learning would *spoil* the best [slave] in the world. Now," said he, "if you teach that [slave] (speaking of myself) how to read, there would be no keeping him. It would forever unfit him to be a slave. He would at once become unmanageable, and of no value to his master. As to himself, it could do him no good, but a great deal of harm. It would make him discontented and unhappy." These words sank deep into my heart, stirred up sentiments within that lay slumbering, and called into existence an entirely new train of thought. It was a new and special revelation, explaining dark and mysterious things, with which my youthful understanding had struggled, but struggled in vain. I now understood what had been to me a most perplexing difficulty—to wit, the white man's power to enslave the black man. It was a grand achievement, and I prized it highly. From that moment, I understood the pathway from slavery to freedom. It was just what I wanted, and I got it at a time when I the least expected it. Whilst I was saddened by the thought of losing the aid of my kind mistress, I was gladdened by the invaluable instruction which, by the merest accident, I had gained from my master. Though conscious of the difficulty of learning without a teacher, I set out with high hope, and a fixed purpose, at whatever cost of trouble, to learn how to read. The very decided manner with which he spoke, and strove to impress his wife with the evil consequences of giving me instruction, served to convince me that he was deeply sensible of the truths he was uttering. It gave me the best assurance that I might rely with the utmost confidence on the results which, he said, would flow from

teaching me to read. What he most dreaded, that I most desired. What he most loved, that I most hated. That which to him was a great evil, to be carefully shunned, was to me a great good, to be diligently sought; and the argument which he so warmly urged, against my learning to read, only served to inspire me with a desire and determination to learn. In learning to read, I owe almost as much to the bitter opposition of my master, as to the kindly aid of my mistress. I acknowledge the benefit of both.

<http://www.gutenberg.org/files/23/23-h/23-h.htm>

2. Word Wall

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

grease	wondering (61)	messed	wobbling	scribbling
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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.

p. 59-63

Setting	Characters	Pages
plantation	Sarny, Waller, Mammy	59-63

RESPOND

5. Timeline

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

Students might mention:

- Sarny learns her first word and goes everywhere writing it in the dirt.
- Waller catches her and asks her who taught her how to write.
- She denies knowing anything about writing and he punches and kicks her.
- She runs away to Mammy.

6. Map

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

Add to KWL Chart

EXPLORE

7. Activity

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

Sarny's Journal: Sarny only knows how to write one word at this point in the story and she is not allowed to write. If she could keep a journal, what would she write on this day? Pretend you are Sarny and write one journal or diary entry that she would write on this day.

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

Key Questions

1. What is planting time of year like for the field hands?
2. What is Sarny's first word?
3. How did that word cause trouble?
4. What happens when Waller catches Sarny?
5. What was her defense?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 60:

And I make the first word. I couldn't believe it. I came to make the word. Don't matter what the word is, what it means. Just to make the word. The first word.

EXTEND

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

Sarny's first word was a major breakthrough in her life. It gave her a new confidence in herself. While you may not remember your first word, you probably remember something that was a big deal for you in your life, that boosted your hope or confidence. Write a short narrative (1-3 paragraphs) describing a time when something like that happened 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.

Character Based Literacy Program Lesson Plan

Nightjohn, Day 10



Outcomes for Today

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

PREPARE

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



Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Were people more courageous in the past?

Today we find it very difficult to understand how human beings could treat other people in such a cruel fashion. We should realize that back in the 1500s and 1600s, people had less respect for human life than we do today. Masters were frequently cruel to their servants of any race or nation; harsh treatment was expected as the normal thing. But clearly, Europeans saw blacks as very different from themselves. They did not believe that blacks could reason as they did, were not as sensitive to pain, were not as capable of affection, grief, loyalty, and comradeship as whites were.

Today we understand that people of all races and ethnic groups are basically much the same in their feelings and the things that concern them. Human joys and sorrows are similar in people everywhere.

Slavery and the Coming of the Civil War (The Drama of American History)

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

reason	prettiest	sagged	cornbread	finally
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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.

p. 64-68

Setting	Characters	Pages
plantation	Waller, Sarny, Mammy	64-68

RESPOND

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

Students might mention:

- Waller asked Mammy who taught Sarny to read.
- She denied knowing anything.
- They shackled her to the spring house wall and she hung there all day.

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

Add to KWL Chart

EXPLORE

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

Book Cover: Choose an important scene in the book so far and make a book cover with an illustration of that scene.

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

Key Questions

1. What did Waller do to Mammy?
2. How did Sarny help Mammy throughout the day?
3. What did Mammy ask Sarny to do while she was tied up?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 67:

I stood and watched for a spell and cried some but she stopped me. "You take care of the young ones. Go now. They'll be dirty and stinking, if you don't change the rags on them. You run along. I be fine."

EXTEND

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

Mammy had nothing to do with Sarny learning to read, yet Waller decided to punish her for it. While Mammy was chained up and waiting for Waller to come back to beat her, she tried to comfort Sarny instead of blame her for what was happening. It took a lot of courage for her to act that way. Think of another story you have heard that a character acted in a selfless way. Write a short narrative (1-3) describing that story.

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

Nightjohn, Day 11



Outcomes for Today

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

PREPARE

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



Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Who else besides the slaves showed courage during the slavery days?

John Brown

John Brown was one of the most militant abolitionists. His hatred of slavery, fueled by the horrors he heard while living in a black settlement in upstate New York, led him and five of his sons to move to Kansas in 1855. He led several raids against pro-slavery strongholds in Kansas. After the city of Lawrence was attacked by pro-slavery forces in 1856, Brown led a counterattack on the small village on the Pottawatomie Creek. Five men from the settlement were killed.

Brown announced in Chatham, Ontario (Canada), that he was setting up an anti-slavery stronghold in the mountains of Virginia and Maryland, from which attacks against selected targets in the southern United States could be conducted. He received support from several abolitionists, including Gerrit Smith.

On the night of October 16, 1859, Brown and twenty-one men attacked the armory at Harpers Ferry and rounded up sixty men from the area as hostages. Government forces, headed by Colonel Robert E. Lee, attacked the armory, killing ten men – two of whom were Brown's sons. Brown survived the attack but was wounded. He was charged with murder and treason and was hanged on December 2, 1859. Brown's actions heightened the tension between Northern abolitionists and Southern slave owners.

McKissack, Pat, and Frederick McKissack. *Sojourner Truth: Ain't I a Woman?*. New York: Scholastic, 1992. Print.

2. Word Wall

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

strained (71)	ridged (73)	coiled (72)	chisel (73)	buggy (71)
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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.

p. 69-73

Setting	Characters	Pages
plantation	Mammy, John, Waller, Sarny	69-73

RESPOND

5. Timeline

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

Students might mention:

- Waller was about to whip Mammy when he decided she should pull the buggy.
- He made her put the harness on and pull the buggy. He whipped her.
- John admitted to Waller that he was the one teaching others to read.
- Waller said the punishment for that was loss of an extremity.

6. Map

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

Add to KWL Chart

EXPLORE

7. Activity

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

Character Profile Chart: Waller is a villain. He is the main antagonist in the story. Fill out the Character Profile Chart, listing his four main traits and give examples from the story of how he shows these traits.

8. Discussion

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

Key Questions

1. Why did Mammy not turn John in?
2. What did John end up doing?
3. What is the punishment for teaching reading?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 72:

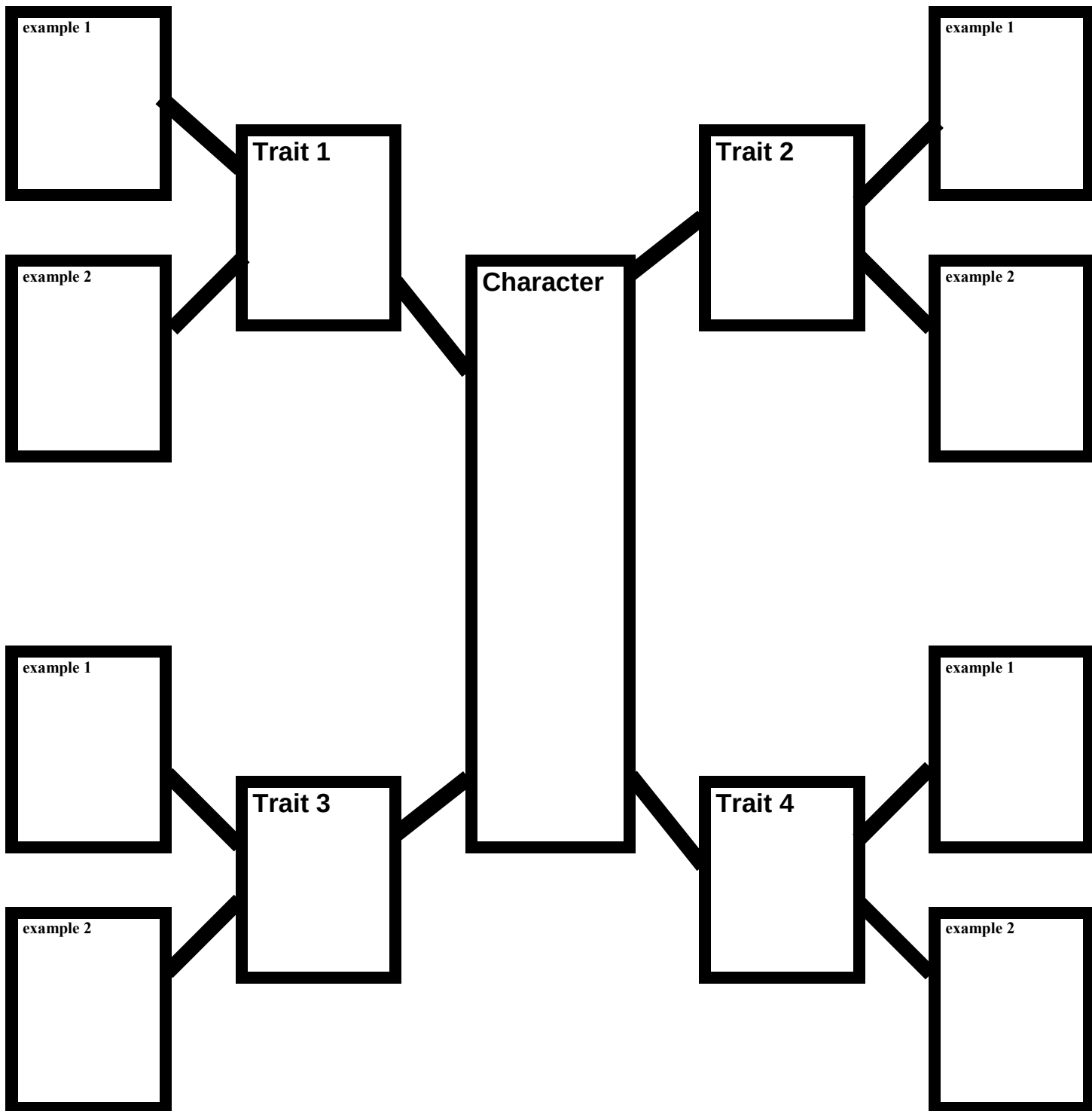
“She don’t know nothing. It was me that taught the girl the letters.” I turned and John was standing there. He had stepped forward and pointed to mammy. “Let her be. She don’t know nothing about it. It was all me.”

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

Nightjohn showed real courage when he stood up and told Waller to leave Mammy alone because it was him that taught Sarny to read, not Mammy. It showed courage, and it also showed loyalty to his friends. Think of your life when you or someone else stood up for someone. Write a short narrative (1-3 paragraphs) describing how it 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

Nightjohn, Day 12



Outcomes for Today

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

PREPARE

1. Background

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



Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How was Sojourner Truth a hero?

Sojourner Truth, a former slave woman, wrote this song:

I am pleading for my people,
A poor downtrodden race,
Who dwell in freedom's boasted land,
With no abiding place.

I am pleading that my people
May have their rights restored;
For they have long been toiling,
And yet have no reward.

They are forced the crops to culture,
But not for them they yield,
Although both late and early
They labor in the field.

Whilst I bear upon my body
the scars of many a gash,
I am pleading for my people
Who groan beneath the lash.

McKissack, Pat, and Frederick McKissack. *Sojourner Truth: Ain't I a Woman?*. New York: Scholastic, 1992. Print.

2. Word Wall

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

extremity (74)	fire and brimstone (76)	swooned (76)	demons (77)	squirting (74)
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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.

p. 74-77

Setting	Characters	Pages
plantation	John, Waller, Sarny, Mammy	74-77

RESPOND

5. Timeline

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

Students might mention:

- Waller is trying to teach the slaves a lesson.
- He has one of the field hands cut one of John's toes off.
- Then he has the same thing done to his other foot.
- Sarny hopes there is a hell that is horrible and that Waller is put in it.

6. Map

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

Add to KWL Chart

EXPLORE

7. Activity

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

Chain of Events: Nightjohn teaching Sarny to read set off a chain of events that has resulted in John getting his toe cut off. Starting with "Sarny trades John a pinch of tobacco for the letter 'A'," continue the series of events on the chart to show how the story unfolded.

8. Discussion

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

Key Questions

1. What happens to John?
2. Who does this terrible deed?
3. How does John respond?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 74:

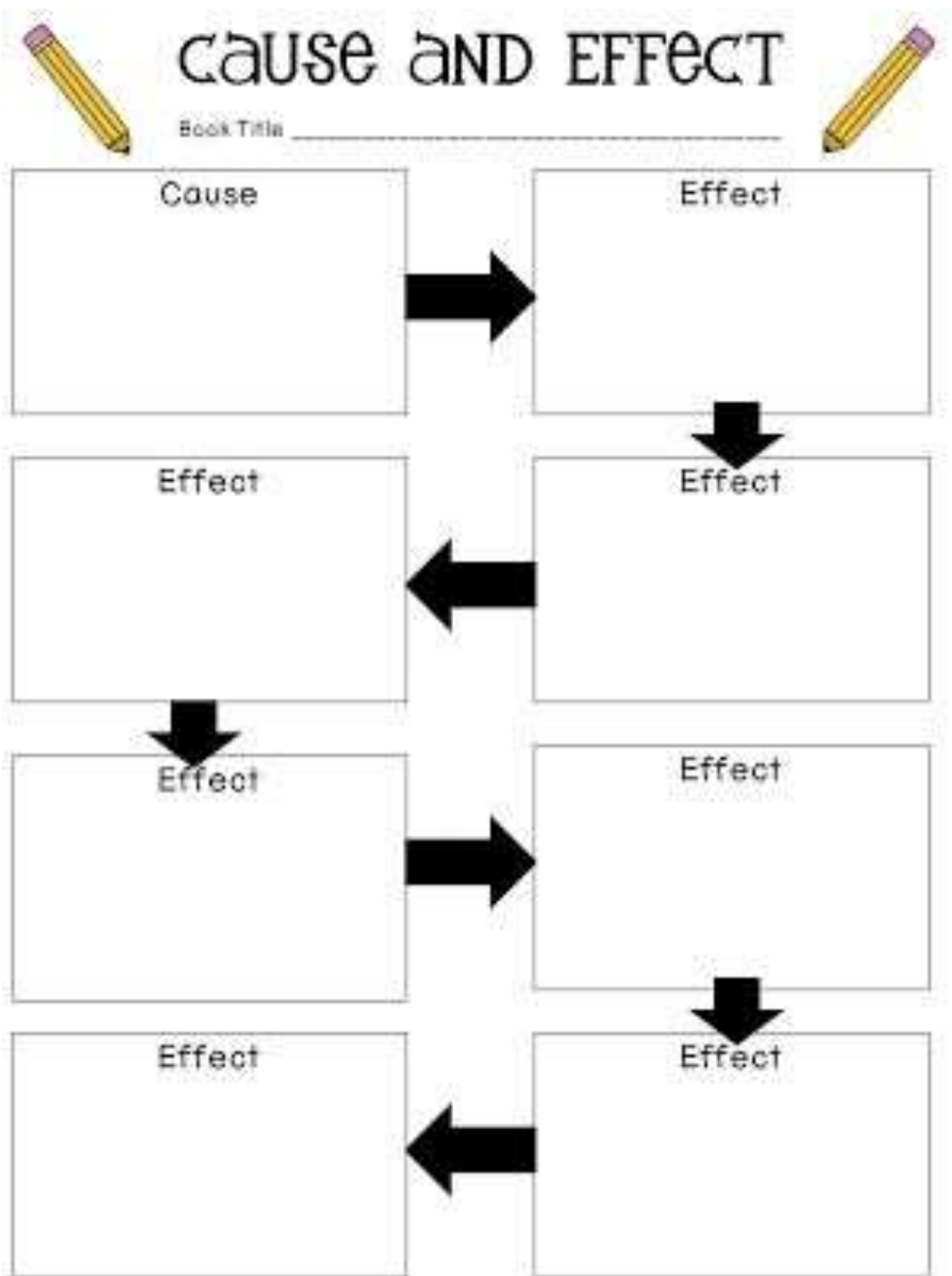
The toe came off clean, jumped away from the chisel and fell in the dirt. Blood squirted out, all over the block. John he jerked the foot so hard it knocked one of the field hands over. Be quiet, not even a grunt out of him. He didn't look down either. Just kept staring off into the fields next to the spring house.

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

Waller cut John's toe off for teaching Sarny to read. Can you imagine how bad the pain must have been for him? Have you ever been injured severely? Think of the worst physical pain you have ever felt. Write a short narrative (1-3 paragraphs) describing that experience. Remember, in a narrative you are telling a story. Tell the story of how you were injured and describe how you felt. Include dialog if other people were involved.

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

Nightjohn, Day 13



Outcomes for Today

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

PREPARE

1. Background

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



Coburage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How was Harriet Tubman a hero?

Harriet Tubman

Harriet Tubman was born a slave in Dorchester County, Maryland, in 1821. The exact date is impossible to pinpoint because slave records were not kept accurately. Tubman worked as a field hand until, after marrying a free black, John Tubman, and fearing she was about to be sold, she ran away at about age twenty-five.

Later, Tubman made twenty successful trips back to the South and led more than 300 others to freedom by using a series of safe houses and routes known as the Underground Railroad. Tubman never lost one life. She became known as the “Moses” of her people. During the Civil War she served as a guide, spy, and nurse for the Union Army.

After the war she turned her attention to building and funding a nursing home for older, homeless African-Americans.

McKissack, Pat, and Frederick McKissack. *Sojourner Truth: Ain't I a Woman?*. New York: Scholastic, 1992. Print.

2. Word Wall

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

fidgeted (78)	mite (78)	sass (79)	moral (80)	liberated (81)
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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.

p. 78-82

Setting	Characters	Pages
plantation	Sarny, John, Mammy	78-82

RESPOND

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

Students might mention:

- John needs to rest.
- On the second day he calls Sarny over and continues to teach her to read.
- Mammy thinks he is crazy, but they like each other nonetheless.
- John makes some shoes out of rawhide and leaves.
- He tells Sarny he'll be back but she doesn't believe him.

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

Add to KWL Chart

EXPLORE

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

Draw or make shoes the way you imagine John's homemade rawhide shoes looked like. Refer to page 81.

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

Key Questions

1. What surprising thing does John start doing again on the second night after being brutally treated by Waller?
2. What does John say he plans to do two nights after that?
3. How did Mammy already know what he was going to do before he told her?
4. What did John put in his shoes to make the dogs lose his trail?
5. What did John tell them as he was leaving that Sarny knew was a lie?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 82:

Man gets out of here, I thought, gets clear again, he won't ever come be here again. Never coming back. Not unless the dogs caught him.

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

John did come back. He had the courage to return and help others. Write a short narrative (1-3 paragraphs) telling about another person who showed that kind of courage for others. It can be a true story, or your own.

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

Nightjohn, Day 14



Outcomes for Today

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

PREPARE

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



Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How much courage can a child have?

In both the pre-abolition North and the antebellum South, labor demands made it difficult for slave children to engage in extensive learning or to attend school consistently. In addition, white teachers usually offered restricted curricula deemed appropriate for slaves. Despite such impediments, enslaved people and free blacks demonstrated their determination and ability to learn as well as an understanding of the opportunities opened up by education. During the nineteenth century a number of former slaves published narratives detailing their experiences in bondage. Although some of these were dictated, others were actually written by ex-slaves. With these narratives, blacks had found a way to generate support for abolitionism, especially among their large Northern readership. Knowing the benefits of education, emancipated blacks worked vigorously to establish schools and colleges during the Reconstruction period and, despite segregation, intimidation, and violent opposition, continued to pursue equal education in the years to follow.

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

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

pouch (84)	rustle (86)	pitch (86)	slats (87)	catalog (88)
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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.

p. 83-88

Setting	Characters	Pages
Off plantation	Sarny, John, others	83-88

RESPOND

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

Students might mention:

- Sarny starts her period and is not happy because they will now send her to the breeding shed.
- John finds her and takes her to a school.
- The school is actually a pit that has been covered with brush and pitch to make the light unable to escape so no one can see them.
- There are many other children there.
- John asks Sarny to help teach the other kids to read.

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

Add to KWL Chart

EXPLORE

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

Make a catalog like the one Sarny describes on pages 88-89.

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

Key Questions

1. How long was Waller gone looking for John?
2. How many letters had John taught Sarny before he left?
3. What two crops did they harvest in the summer?
4. What phrase does Sarny use to mean a girl has reached puberty?
5. Why did she want to hide the fact that she had reached puberty?
6. What did John do as soon as he came back?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 88:

“This is a catalog.” John held the book up. “It is full of things you can look up and send for if you have money. They use it all the time. The whites. You read it and it will tell you things. It has pictures and writing to talk about the pictures. Each of you come up and see it. Be quick now...”

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

Nightjohn brings a catalog from a store to teach the other slaves to read. Sarny starts crying because she can't have any of those pretty things. Think of a time when you wanted something that you couldn't have. Write a short narrative (1-3 paragraphs) telling about that experience.

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

Nightjohn, Day 15



Outcomes for Today

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

PREPARE

1. Background

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



Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How did the slaves' courage change the world?

African Americans did not remain silent during the years of slavery. They did not relinquish their identities as unique individuals or as Africans. And they did not give up their hopes for freedom. Rather, they spoke their minds, passions, and emotions through songs, stories, and the written word. In music and dance, they expressed their personal creativity and their cultural heritage. By creating baskets, jewelry, pots, and quilts, black men and women brought beauty and hope into a world that oppressed and enslaved them.

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

2. Word Wall

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

overalls	watch	asleep	tracks	missing
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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.

p. 89-92

Setting	Characters	Pages
plantation	Sarny, John, other kids	89-92

RESPOND

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

Students might mention:

- Sarny cries when he sees the catalog.
- She recognizes a word though and can read *bag*.
- She helps teach the other children and Nightjohn comes back every night.

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

Add to KWL Chart

EXPLORE

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

Plot Diagram: Fill out the plot diagram chart with the plot elements from the novel.

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

Key Questions

1. What was the "school" like?
2. How many people are in the school? (7)
3. Where did the people come from?
4. What was John using to teach his "students"?
5. What word does Sarny know that she sees in the catalog?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 92:

Late he come walking and it be Nightjohn and he bringing us the way to know.

EXTEND

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

Nightjohn is a novel narrated by the main character, Sarny. A novel is one type of narrative. A short story is another type of narrative. It is much shorter than a novel. Re-write the story, Nightjohn, as a short story (1-2 pages) from John's point of view. Be sure to include dialog. Refer to the novel for style, but it should be a much more summarized account of the months covered in the novel.

Note: The next book students will read is *Sarny*.

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

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

Plot Diagram +

English 99-10

Title: _____ **Author:** _____ **Name and biographical detail apropos to title piece**

