

Character Based Literacy Program Lesson Plan

Our Town, Introduction



Summary

Our Town by Thornton Wilder is the classic play that describes the life of people in Grover's Corners. It focuses on the Webb and Gibbs family and the relationship of George Gibbs and Emily Webb. We follow them through their budding romance, wedding, and Emily's untimely death in childbirth.

Our Town was first performed in 1938 and almost immediately became one of the immortal pieces of American literature. Its omniscient narrator, known as the Stage Manager, is quintessentially American. He is a philosopher, friend, minister, mentor, and comforter to the people in Grover's Corners.

This is one of the few plays in CBL, so it's a great opportunity for reader's theater. Assign roles to students and give them time to study them. If possible in your setting, the minimalist staging is easy to do in almost any classroom.

Music, especially hymns, plays an important role in the story. Most pieces, long out of copyright, are available for free download at a variety of internet sites. The most important piece of music in the play is "Blessed Be the Tie That Binds," a hymn that appears in all three acts.

Film Resources

Our Town has been made into at least five different film versions. Currently, the original 1940 version is not available on DVD directly from the studio, so beware of poor-quality copies. Checking local libraries is probably a much safer option.

Final Writing Assignment

The Final Writing Assignment is for students to create and perform a monologue about their own community. To achieve this goal, the daily writing tasks all ask students to write about different aspects of their lives and communities. After completing the novel, students should be able to combine their daily writing into one final monologue in the style of the Stage Manager's introduction to the play.

Character Based Literacy Program Lesson Plan

Our Town, Day 1



Standards for Writing

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

W3A.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W3d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.

PREPARE

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



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What are latitude and longitude?

Latitude and longitude are units of measurement used to locate a specific point on the planet. On a map or a globe, latitude lines are horizontal. They range from 0° to 90°, beginning at the equator.

Longitude lines are vertical. 0° is at Greenwich, England, and the lines travel 180° around the earth to meet at the International Dateline in the Pacific.

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

Introduce 5 important, useful words from today's reading.

scenery (3)	dawn (4)	sentinel (5)	remarkable (6)	scolding (11)
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- Define the word quickly and add to the Word Wall.
- Show, say, explain, expand, explode, or buzz about the word briefly.

READ

3. Review Review the timeline from the beginning everyday.

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.

Our Town by Thornton Wilder, pgs. 2-11

Setting	Characters	Pages
an empty stage	Stage Manager	3

a stage with a few props that represent Grover's Corners, New Hampshire	Stage Manager	3-6
	Stage Manager, Doc Gibbs	6-7
	Stage Manager, Doc Gibbs, Mrs. Webb	7
	Stage Manager, Doc Gibbs, Mrs. Webb, Joe Crowell, Jr.	7
Grover's Corners, Main St.	Joe Crowell, Jr., Dr. Gibbs, Stage Manager	8-9
	Dr. Gibbs, Stage Manager, Howie Newsome	10-11
Gibbs back door	Howie Newsome, Mrs. Gibbs	11

RESPOND

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

Discuss the story to *fix the facts*: who, what, when, where, and why. Decide on the 3-5 most important events and add these to the timeline.

Students might mention:

- The Stage Manager enters the stage and sets up a few props.
- The Stage Manager, an omniscient character, introduces "Our Town" and Grover's Corners, NH.
- He points out the churches, parts of town, stores, schools, and some houses.
- The newspaper, edited by Mr. Webb, is called *The Sentinel* and comes out twice a week.
- Dr. Gibbs has been up all night delivering twins.
- The Stage Manager mentions that Dr. Gibbs died in 1930, and the hospital is named after him.
- Mrs. Gibbs died first, many years ago.
- The paperboy, Joe, and Dr. Gibbs talk about town gossip.
- The Stage Manager mentions that Joe was a great student who went to college for engineering, but died in the Great War.
- Howie Newsome delivers the milk.

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

Map

Begin a map of Grover's Corners.

EXPLORE

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

Setting Chart

Create a 1g6 Setting Chart for Grover's Corners.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How is the Stage Manager introduced to the audience?
2. The play opens with minimal scenery-just a table and three chairs. What is the advantage of having just a few props when you're producing a play? What do you think the furniture represents?
3. Why do you think the Stage Manager is an omniscient (having total knowledge or knowing everything) narrator?
4. What do we know about the characters that they don't yet know themselves? What do we find out about Joe?
5. What hints are there of the prejudice that exists in Grover's Corners?
6. Why does the Stage Manager give us so many details about the layout of the town?
7. Why did Thornton Wilder choose to set the play in the year 1901?

9. Analyze Analyze the key paragraph.

Key Passage, p. 7

"Mrs. Gibbs died first – long time ago, in fact. She went out to visit her daughter, Rebecca, who married an insurance man in Canton, Ohio, and died there – pneumonia – but her body was brought back here. She's up in the cemetery now – in with a whole mess of Gibbises and Herseys – she was Julie Hersey 'fore she married Doc Gibbs in the Congregational Church over there. In our town we like to know the facts about everybody" (p. 7).

EXTEND

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

This story is written as a play and it is about a typical American town. In today's reading, the Stage Manager gives the audience far more information than it really needs. As he says, "In our town we like to know the facts about everybody."

During this novel, you're going to be writing a monologue (a long speech or lecture) about your town, city, or neighborhood. **Begin today by writing two paragraphs describing the main street of your town, city, or neighborhood. Include major landmarks, retail and other businesses, billboards, landscape, etc. Be descriptive – your audience should be able to draw a map based on your description. If possible, read your description to a partner.**

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

Community Connection

Learn more about your community. As a class, research the history, government, and community resources of your city, county, and state. Today, find out how, when, and why your city was founded.

1g6 Setting Chart

Where	When
Time	Weather

Character Based Literacy Program Lesson Plan

Our Town, Day 2



Standards for Writing

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

W3b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

PREPARE

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



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What does Mrs. Webb mean by “[putting] up forty quarts”?

Mrs. Webb is canning beans for the winter. In other words, she’s putting them up, or storing them, for the winter months. Home canning and preserving was far more prevalent 100 years ago, because fresh fruits and vegetables were not available in the winter in the Northeastern United States. It was a labor-intensive process that occupied a lot of women’s time during the summer and fall months. Refrigerated train cars were developed in the early 20th Century, allowing fresh fruits and vegetables to be shipped around the country from the South and West year round. However, at the time the play was set, this practice would not have been widespread enough for most people to take advantage of.

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

gradual (16)	unobtrusively (16)	burst (19)	discontented (20)	legacy (20)
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READ

3. Review Review the timeline from the beginning everyday.

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

Our Town by Thornton Wilder, p. 12-21

Setting	Characters	Pages
Gibbs back door	Howie Newsome, Mrs. Gibbs, Dr. Gibbs	11-12
Gibbs kitchen	Mrs. Gibbs, Dr. Gibbs	12-13
	Mrs. Gibbs	14
Stage	Stage Manager	15
Webb Kitchen	Mrs. Webb, Wally, Emily	15

Gibbs Kitchen	Mrs. Gibbs, George, Rebecca	15-16
Webb and Gibbs Kitchens	Mrs. Gibbs, Rebecca, George, Mrs. Webb, Wally, Emily	16-17
outside the homes	Julia Gibbs, Myrtle Webb	17-21
	Julia Gibbs, Myrtle Webb, Stage Manager	21

RESPOND

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

Students might mention:

- Mrs. Gibbs is trying to wake up her children.
- Dr. Gibbs and Mrs. Gibbs have a conversation about the doctor's night and their son George's laziness.
- Rebecca complains that she doesn't like the dress she has to wear to school.
- Mrs. Webb is also trying to get her kids ready for school.
- Mrs. Webb tells the kids they can't read at the table.
- Mrs. Gibbs tells George his allowance is big enough, but that she'll talk to his father about it.
- Rebecca saves up her money.
- The kids rush off to school.
- While Mrs. Gibbs is feeding her chickens and Mrs. Webb is stringing beans, they talk.
- Mrs. Gibbs has a chance to sell a piece of furniture for a lot of money.
- She wants to use the money to get her husband to take a vacation, but she doesn't think he'll go.
- Dr. Gibbs is an expert on the Civil War.

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

Map

Add details about the Gibbs and Webb houses and yards to your map.

EXPLORE

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

Sketch

Draw a sketch of what you think Grover's Corners looks like.

Materials:

- paper suitable for drawing, like 9x12 manilla paper
- pencil, pen, crayon, marker, or chalk as desired

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

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

Key Questions

1. What is the personality of each child – Emily, Wally, George, and Rebecca? How do you know?
2. How do you think being a doctor was different in 1901 than being a doctor in 2013?
3. Why is Mrs. Gibbs worried about her husband? Do you think her worries are valid? Explain your answer.
4. Why do you think Mrs. Webb would need to “put up forty quarts?” What does this mean?
5. Mrs. Gibbs and Mrs. Webb have a conversation about selling a piece of furniture for a lot of money. What does this conversation reveal about the women, their families, and the town?
6. If you had no TV, radio, computer, cell phone, or iPod, what would you do for entertainment? (Please select an appropriate activity).
7. What foreign country would you like to visit and why? Be descriptive in your response.

9. Analyze Analyze the key paragraph.

Key Passage, p. 15

“Children! Now I won’t have it. Breakfast is just as good as any other meal and I won’t have you gobbling like wolves. It’ll stunt your growth, that’s a fact. Put away your book, Wally” (p. 15).

EXTEND

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

Mrs. Webb’s attitude about mealtime is a very traditional one for her time. Every family has different rules, traditions, and customs when it comes to sharing a meal.

To add to your monologue, **write two paragraphs describing a meal at your home. You may choose to describe a special holiday meal or just a regular everyday meal. Who is at this meal? What kind of food is being served at the meal? Who does the preparing and cooking? Where does everyone sit? Is it at a table in your dining room? Or do you have your meal around a kitchen table? Maybe it’s on the couch in front of the TV? What is the mood at the meal? Is it hurried and rushed like the Webb breakfast? Or is it relaxed? Tense? Fun? Do you always eat together, or does everyone eat on their own schedule? Are there any rules at your table? Is there conversation? Is any music played? If possible, read your paragraph out loud to a partner and compare differences and similarities.**

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

Community Connection

Learn more about your community. As a class, research the history, government, and community resources of your city, county, and state. Today, look into your local government. Is your immediate community run by a mayor, a city council, or some other form of government?

Character Based Literacy Program Lesson Plan

Our Town, Day 3



Standards for Writing

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

W3a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W3d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.

PREPARE

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



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is a Board of Selectmen?

A Board of Selectmen is a traditional form of government in the New England region of the United States. Rather than have power centered in one person, such as a mayor, towns in this region decided to spread power among a group of men instead. Today, Boards of Selectmen operate like city councils.

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

obliged (23)	editor (24)	illiterate (24)	indifferent (24)	diligent (25)
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READ

3. Review Review the timeline from the beginning everyday.

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

Our Town by Thornton Wilder, p. 21-27

Setting	Characters	Pages
the stage	Stage Manager, Professor Willard	21-23
Webb back door	Mrs. Webb, Stage Manager	23
the stage and Theater house	Stage Manager, Editor Webb, woman in the balcony	23-24
	Stage Manager, Editor Webb, belligerent man at back of auditorium	25
	Stage Manager, Editor Webb, lady in a box	26
Grover's Corner, early afternoon	Stage Manager, Editor Webb	26-27

RESPOND

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

Students might mention:

- The Stage Manager tells the audience that a few hours are going by, and asks Professor Willard from the State University to give some background on Grover's Corners.
- Professor Willard tells about the geography and human history of the area.
- The Professor discusses the population and birth rates of Grover's Corners.
- The Stage Manager asks the editor to give a political and social report.
- Mrs. Webb asks the Stage Manager to wait because Editor Webb cut his hand.
- Mr. Webb gives the social statistics and political makeup of the town.
- One woman asks if there's a lot of drinking.
- A belligerent man asks if people there are concerned about social equality.
- Mr. Webb tells both that people are pretty average, and do the best they can to help others.
- A woman asks if the town has culture, and Mr. Webb answers that there isn't much, but people pay attention to the beauty of nature and the classics.
- The Stage Manager tells the audience that it's early afternoon, and we see afternoon activity. Mr. Webb is cutting his lawn.

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

Map

Add some of the new town statistics to your map of Grover's Corners. Create a population subset with a bar graph or pie chart describing politics and religion.

EXPLORE

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

Venn Diagram

Use a Venn diagram to compare your town or community to Grover's Corners.

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

Key Questions

1. Why is it important to know the history of people who lived in your area?
2. How does the population of Grover's Corners (which is less than 3,000) compare to the population of your city?
3. The editor of a newspaper is responsible for the overall content of the publication, and this person determines whether or not an article is newsworthy. Why would an editor of a paper be a good reference when researching a town?
4. Based on the figures Mr. Webb shares, what do you think the people in the town are like?

5. What do the statistics tell you about the education of the people in Grover's Corners?
6. Do people like living in Grover's Corners? How do you know this to be true or not?
7. What do people in the town do for entertainment?
8. Would you like to live in Grover's Corners? Why or why not?
9. Do the citizens of Grover's Corners have integrity? (Integrity means being honest and fair and always doing the right thing, even when no one is looking) Provide examples from the story to support your response.

9. Analyze Analyze the key paragraph.

Key Passage, p. 25-26

"Well, I dunno.... I guess we're all hunting like everybody else for a way the diligent and sensible can rise to the top and the lazy and quarrelsome can sink to the bottom. But it ain't easy to find. Meanwhile, we do all we can to help those that can't help themselves and those that can we leave alone" (p. 25-26).

EXTEND

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

The section we read today reveals a lot about the people who live in Grover's Corners. We hear about their religion, politics, interests, and work ethic. What are people like where you live? We live in a much larger and diverse community (with multi-ethnic components), which can make it seem challenging to describe all the people in your area. In addition, people are more likely to move often in larger cities, thus you may not have had the opportunities to get to know people. Focus on those with whom you have regular contact when responding to questions about religion, politics, interests and work ethic. This will allow you to provide a more in-depth perspective about their lives.

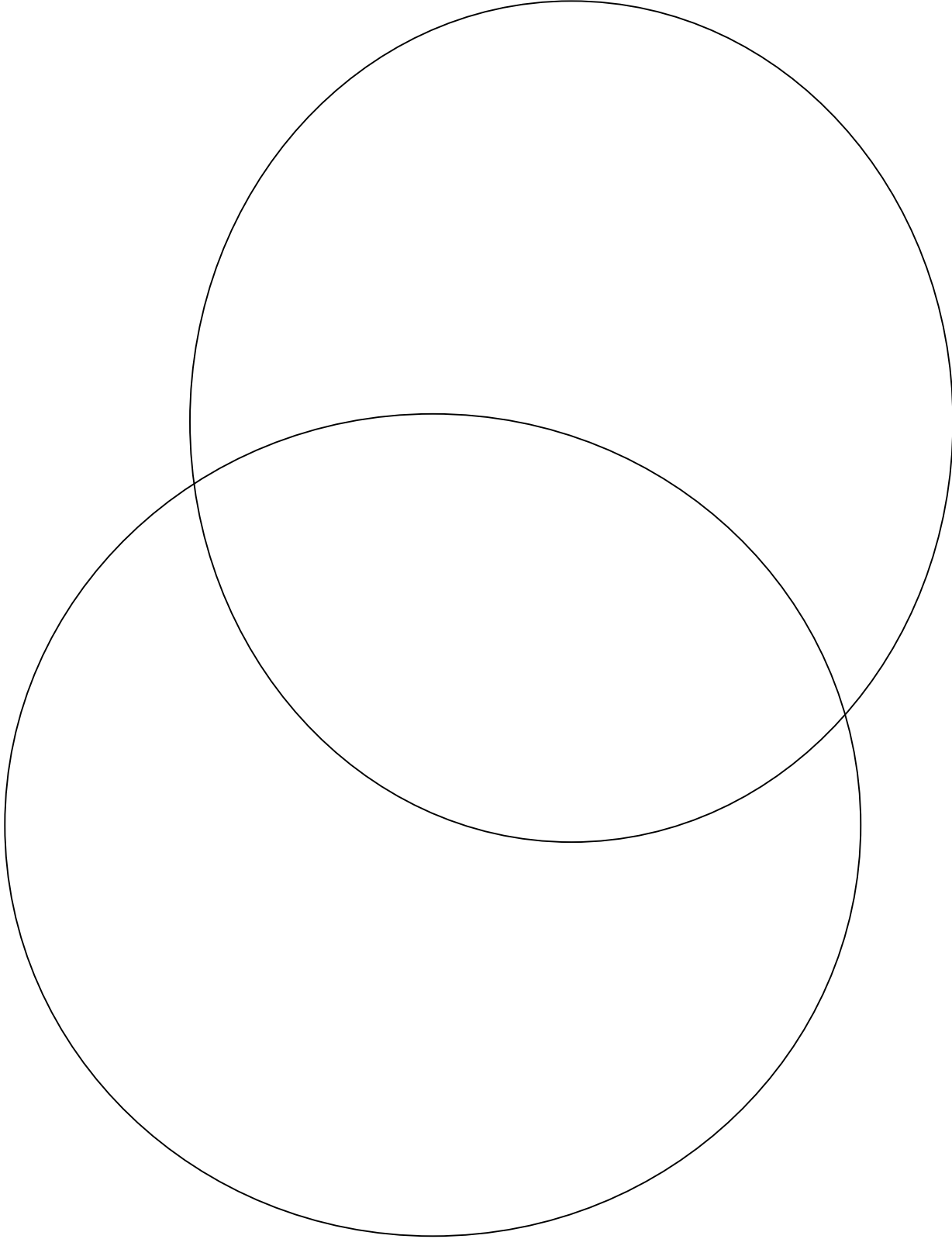
Write a two paragraph narrative essay describing the people you would see walking down a street in your community. Write as if you're the Stage Manager, objectively describing people as you see them on the street. What do they look like? Dress like? How do they act in public? What kinds of jobs do people have in your community? What do people in your community care about? Is your community diverse (different ages, ethnicities, etc.), or would you see a pretty homogeneous (similar and common) population in your area? Be very descriptive with specific details. If possible, read your story out loud to a partner.

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

Community Connection

Today, research some statistics about your community's population. There are a lot of options here. You might try to find out your population's ethnic, educational, socio-economic, religious, or vocational statistics. Display the information you discover in pie charts.

6g6 Venn Diagram Chart



Character Based Literacy Program Lesson Plan

Our Town, Day 4



Standards for Writing

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

W3d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.

PREPARE

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



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is “Bless Be the Tie that Binds”?

“Bless Be the Tie that Binds” is an 18th Century hymn that was written as a song of fellowship and farewell. It is most famous for being featured in all three acts of *Our Town*. The lyrics are as follows:

Blest be the tie that binds
Our hearts in Christian love;
The fellowship of kindred minds
Is like to that above.

Before our Father’s throne
We pour our ardent prayers;
Our fears, our hopes, our aims are one
Our comforts and our cares.

We share each other’s woes,
Our mutual burdens bear;
And often for each other flows
The sympathizing tear.

When we asunder part,
It gives us inward pain;
But we shall still be joined in heart,
And hope to meet again.

This glorious hope revives
Our courage by the way;
While each in expectation lives,
And longs to see the day.

From sorrow, toil and pain,
And sin, we shall be free,
And perfect love and friendship reign
Through all eternity.

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

abrupt (27)	careening (28)	recite (30)	features (31)	yards (35)
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READ

3. Review Review the timeline from the beginning everyday.

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

Our Town by Thornton Wilder, p. 27-36

Setting	Characters	Pages
Main Street	Stage Manager, Emily, Mr. Webb	27
	Emily, Stage Manager, George Gibbs	27-30
	Emily, Mrs. Webb	30-32
center stage	Stage Manager	32-33
the orchestra pit	Stage Manager, Choir, Simon Stimson	34
the windows of the Gibbs and Webb house	George, Emily	34-36

RESPOND

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

Students might mention:

- The Stage Manager realizes it's later than he thought.
- Mr. Webb tells Emily to walk simply and goes inside.
- George runs down the street playing with his baseball, running into an old woman on the way home.
- George stops and talks to Emily.
- He compliments her on her speech in class.
- George points out that they can see each other from their bedroom windows, and says they should work out a telegraph system so she can help him with her homework.
- George says he's born to be a farmer.
- His uncle is going to give him the family farm someday.
- Mrs. Webb and Emily talk.
- Emily tells her mother that she gave a good speech in class, and asks her mother if she is good looking.
- The Stage Manager talks about the time capsule that they're putting together in the town. He's going to put in a copy of the play.
- The choir starts to practice in the church.
- Emily and George talk through their windows. Emily gives him homework hints.
- They say good night.

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

Map

On your map, mark the spot where the time capsule might be buried. Draw in a tin can telegraph between George and Emily's windows.

EXPLORE

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

Time Capsule

Create a time capsule. Draw a picture of what it might look like and create visual representations of at least five things you would include in it.

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

Key Questions

1. Describe the relationship between Emily and George.
2. Emily talks with her mother. She has some concerns. What does she specifically ask her mom? Does she believe her mom?
3. Are Emily and George typical teens?
4. What are the six items the townspeople put into the time capsule?
5. According to the Stage Manager, how are people throughout time similar or alike?
6. What part of us is important to share with future generations?
7. Do you think that George really needs help with math?
8. What do you think George's and Emily's future relationship will be?
9. Why do you think the author chose "Blest Be the Tie That Binds" as the hymn that was heard throughout the play?

9. Analyze Analyze the key paragraph.

Key Passage, p. 33

"Y'know – Babylon once had two million people in it, and all we know about 'em is the names of the kings and some copies of wheat contracts... and contracts for the sale of slaves. Yet every night all those families sat down to supper, and the father came home from his work, and the smoke went up the chimney, same as here. And even in Greece and Rome, all we know about the *real* life of the people is what we can piece together out of the joking poems and the comedies they wrote for the theatre back then" (p. 33).

EXTEND

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

The Stage Manager points out that ancient societies are known by the artifacts (cultural or historical objects) that have survived them. He also talks about what they should leave for future generations in a time capsule in Grover's Corner.

What artifacts represent your community? **Write a three paragraph narrative essay describing at least three things you would place in a time capsule of your community. Describe each of the three items in vivid detail. Also, explain the significance of each item and why you chose it. How would these items represent your community? If possible, read your essay out loud to a partner.**

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

Community Connection

Learn more about your community. As a class, research the history, government, and community resources of your city, county, and state. Today, look into your county government. What public services does the county provide?

Character Based Literacy Program Lesson Plan

Our Town, Day 5



Standards for Writing

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

W3b.) Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.

W3d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.

PREPARE

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



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is “Art Thou Weary, Art Thou Languid”?

This is another hymn, originally written in Greek in the 8th Century. The English words are a paraphrase of the Greek. While the tune is joyful, the words express sorrow and dissatisfaction with life, and hope for a better future. It captures the mood and character of Simon Stimson perfectly, and foreshadows the gossip about him that will follow. The lyrics are as follows:

Art thou weary, art thou languid,
Art thou sore distressed?
“Come to Me,” saith One, “and coming,
Be at rest.”

Hath He marks to lead me to Him,
If He be my Guide?
In His feet and hands are wound prints
And His side.

Hath He diadem, as monarch,
That His brow adorns?
Yes, a crown in very surety,
But of thorns.

If I find Him, if I follow,
What His guerdon here?

Many a sorrow, many a labor,
Many a tear.

If I still hold closely to Him,
What hath He at last?
Sorrow vanquished, labor ended,
Jordan passed.

If I ask Him to receive me,
Will He say me nay?
Not till earth and not till Heaven
Pass away.

Finding, following, keeping, struggling,
Is He sure to bless?
Saints, apostles, prophets, martyrs,
Answer, Yes!

2. Word Wall

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

descends (37)	retired (38)	scandal (39)	gossip (41)	grouchy (41)
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READ

3. Review

Review the timeline from the beginning everyday.

4. Read

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

***Our Town* by Thornton Wilder, p. 36-46**

Setting	Characters	Pages
orchestra pit	Choir, Simon Stimson	36
Gibbs house	Dr. Gibbs, George	36-38
Main St.	Mrs. Louella Soames, Mrs. Webb, Mrs. Gibbs	38-40
	Mrs. Soames, Mrs. Gibbs	40
Gibbs kitchen	Mrs. Gibbs, Dr. Gibbs	40-41
outside the Gibbs house		41
inside the Gibbs house		42
	George, Rebecca	42-43
Main St.	Stage Manager, Mr. Webb, Constable Warren	43-44
	Stage Manager, Mr. Webb, Constable Warren, Simon Stimson	44
	Constable Warren, Mr. Webb	44-45
outside the Webb house	Mr. Webb, Emily	45-46
the Gibbs house, George's window	George, Rebecca	46
the stage	Stage Manager	46

RESPOND

5. Timeline

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

Students might mention:

- The choir continues rehearsal.
- Dr. Gibbs talks to his son, George.
- Dr. Gibbs tells his son that he should help his mother out with chores much more because she works so hard.
- Dr. Gibbs decides to raise George's allowance.
- Mrs. Gibbs, Mrs. Webb, and Mrs. Soames talk about the scandal of the church organist, Simon Stimson, being a drunk.
- When Mrs. Gibbs goes home, she and the doctor talk about Stimson's drinking.
- Mrs. Gibbs tells the doctor that she's worried about him. They talk about George.
- Rebecca comes to George's window to look at the moon.
- Mr. Webb and Constable Warren run into each other on the street. They see Simon Stimson, drunk, and both worry about him.

- Mr. Webb notices Emily is still at her window, enjoying the evening.
- George and Rebecca talk about a letter a friend received with a detailed address.
- The first act ends.

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

Map

Add something to your map. Perhaps add the police station, where Constable Warren would work, or Simon Stimson's house.

EXPLORE

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

Newspaper Article

Write a newspaper article about the day's events in Grover's Corners. Be sure to write an exciting headline and mention a few of the town's more important events of the day.

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

Key Questions

1. How does Dr. Gibbs convince his son to do the chores?
2. Simon Stimson is an alcoholic. Why do you think he drinks?
3. Everyone wonders, "how it will end" for Stimson – how do you think it will end?
4. What does Dr. Gibbs mean by "they're all getting citified"?
5. What kinds of questions does Rebecca ask? Are these things you wonder about as well?
6. Why is the editor one of the last people to go to bed at night?
7. Why do you think the author chose "Blest Be the Tie That Binds" as the hymn that was heard throughout the play?
8. What do you think the Second Act will be about?
9. Why does the address on the last page end with "the Mind of God"? What do you think this means?

9. Analyze Analyze the key paragraph.

Key Passage, p. 41

"I guess I know more about Simon Stimson's affairs than anybody in this town. Some people ain't made for small-town life. I don't know how that'll end; but there's nothing we can do but just leave it alone. Come, get in" (p. 41).

EXTEND

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

Simon Stimson, the town drunk, is the scandal of the town. No one is sure what will happen to him in the future, and many are worried about him. He doesn't

necessarily cause any trouble – even the police ignore his public drunkenness – but everyone wonders about his future.

In Grover's Corners, drinking all the time is a scandal. What would be scandalous or shameful behavior where you live? Who is the subject of constant gossip? Write a two paragraph narrative about a person – factual or fictional – who would be considered disgraceful in your community. **Describe the person in detail. What does this person do that is so morally reprehensible? Why do you think the person chooses to be this way? Do you think it is appropriate to gossip about this person? Would you want to help this person and give him or her advice, or would you not want to get involved? Remember, you can make up a person or describe a real person. If you choose to write about a real person, change the person's name. You may be reading your monologue out loud and others do not need to know about this person's private business.**

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

Community Connection

Learn more about your community. As a class, research the history, government, and community resources of your city, county, and state. Today, look into the media in your area. Examine the best sources of local news. Is this a newspaper, website, or TV station?

Character Based Literacy Program Lesson Plan

Our Town, Day 6



Standards for Writing

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

W3b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W3c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.

PREPARE

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



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Why is it bad luck for the groom to see the bride before the ceremony on the wedding day?

This is an old superstition, but usually attributed to the fact that marriages used to be arranged. It was common for a groom to meet his bride on their wedding day. If he didn't see her prior to meeting her to the altar, it was too late at that point to change his mind if she was ugly!

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

commencement (48)	drenched (48)	reckon (50)	farces (53)	meditatively (54)
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READ

3. Review Review the timeline from the beginning everyday.

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

Our Town by Thornton Wilder, p. 47-58

Setting	Characters	Pages
three years later, Grover's Corners	Stage Manager	47-49
Grover's Corners, Main St.	Stage Manager, Howie Newsome, Si Crowell	49-50
	Stage Manager, Howie Newsome, Constable Warren	50-51
Mrs. Gibbs' House	Howie Newsome, Mrs. Gibbs	51-52
Webb House	Howie Newsome, Mrs. Webb	52
Gibbs House	Mrs. Gibbs, Dr. Gibbs	52-55

	Mrs. Gibbs, Dr. Gibbs, George	56-57
Gibbs House	Mrs. Webb, George	57
	Mrs. Webb, Mr. Webb, George	57

RESPOND

5. Timeline

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

Students might mention:

- The stage manager enters, and tells that three years (a thousand days) have gone by. He points out that the first act was called "Daily Life," and the second is called "Love and Marriage."
- It's now July 7, 1904, just after High School Commencement.
- It rained the night before.
- Mrs. Gibbs and Mrs. Webb come down to make breakfast.
- Howie Newsome and Constable Warren talk to the paperboy, Si Crowell.
- Si is upset because the best baseball pitcher in Grover's Corners is getting married.
- Howie delivers milk to Mrs. Gibbs, who takes extra milk and cream because she's expecting a houseful of relations for a wedding.
- He then brings milk to Mrs. Webb, who also needs extra for a wedding.
- Dr. Gibbs comes down to breakfast, teasing Mrs. Gibbs about losing a son, and reminiscing about his own wedding day.
- He tells his wife that he was scared they'd have nothing to talk about after they got married.
- Rebecca is upstairs crying.
- George comes down, and announces to his parents that he is going to the Webbs' to see his bride.
- At the Webbs', Mrs. Webb tells George that he can't see the bride until the wedding.
- Mrs. Webb offers George a cup of coffee, but tells him he needs to go when it's finished.
- Emily isn't up yet.

6. Map

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

Map

Today, be sure the river is on your map of Grover's Corners – after all, it might flood!

EXPLORE

7. Activity

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

Character Profile Chart

Complete a Character Profile Chart on George. Focus on those traits that will be important to his relationship with Emily.

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

Key Questions

1. Why is the second act about love and marriage?
2. What do you think the third act will be about?
3. Why does the Stage Manager point out that neither Mrs. Webb nor Mrs. Gibbs ever had a nervous breakdown?
4. Do you agree that “you’ve got to love life to have life, and you’ve got to have life to love life?” (p. 49) Explain your answer in detail.
5. Are weddings, as Mrs. Gibbs points out, “farces?” (p. 53) A farce is something that is funny, full of energy and it usually involves misunderstandings and improbable or questionable events. Do you agree and why or why not?
6. How is the tone (the overall feeling you get from a story) of the second act different from the first act?
7. Are you surprised that Emily and George are getting married? Why or why not?
8. How do you think the wedding will go?
9. What do you think George and Mr. Webb will talk about while they are alone in the kitchen?

9. Analyze Analyze the key paragraph.

Key Passage, p. 53

“I declare, Frank, I don’t know how he’ll get along. I’ve arranged his clothes and seen to it he’s put warm things on, —Frank! they’re too *young*. Emily won’t think of such things. He’ll catch his death of cold within a week” (p. 53).

EXTEND

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

For the young people in Grover’s Corners, marriage is the usual rite of passage young people undertake after high school. Different times and different communities have different traditions of what young people do after high school. What is considered “normal” for people who have just graduated high school to do in your community?

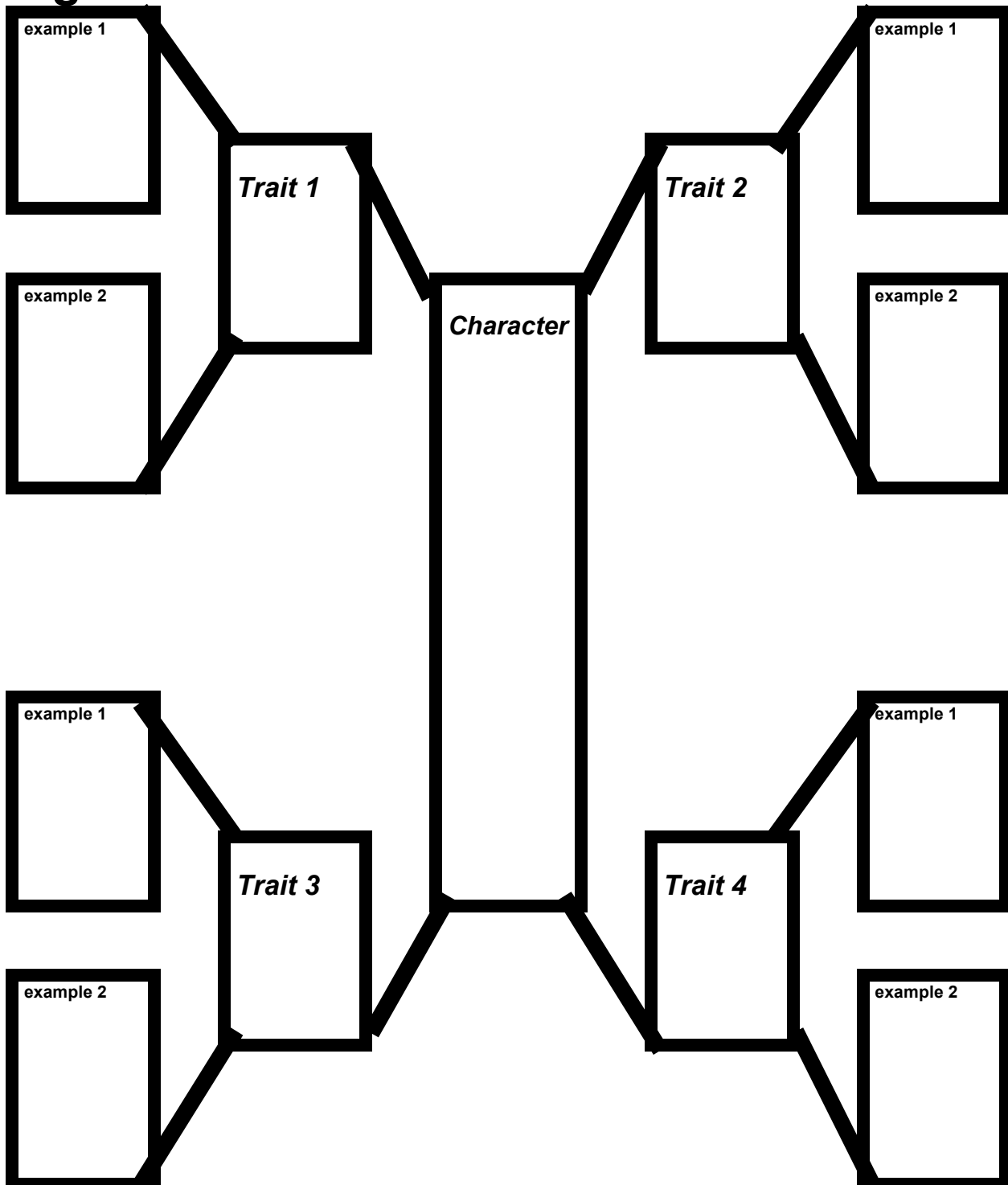
Write two paragraphs that describe a rite of passage that young people in your community often experience. Think about your friends, family members, and classmates. What do most people do when they finish high school? Do they go away to college? Get a job? Get married right away? Move out of their parents’ homes? Perhaps a ceremony that represents a major transformation, such as becoming transitioning into adulthood, might be common amongst young people in your community or family *before* they finish high school, like a *quinceañera* or a *bar mitzvah*. Be sure to describe the details of the experience. Is it prevalent in your community to have a specific ceremony, party, or event that accompanies this rite of passage (like a wedding ceremony and reception)? If possible, read your story out loud to a partner or small group.

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

Community Connection

Learn more about your community. As a class, research the history, government, and community resources of your city, county, and state. What are the requirements in your city, county, and state for obtaining a marriage license? Who can get married? How old must you be? Are there any special documents or tests you'll have to get first? Find out what you will need to do when you're "grown up" and ready to get married!

4g6 Character Profile Chart



Character Based Literacy Program Lesson Plan

Our Town, Day 7



Standards for Writing

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

W3b,) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

PREPARE

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



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What does Emily mean when she says “I’ve got to – tell the truth and shame the devil”? (p. 65)

This expression means that you should tell the truth, even when you’re tempted to lie. It has been around since the 16th century, and was even used by Shakespeare.

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

apt (59)	irritates (60)	incubator (61)	bewildered (62)	faults (66)
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READ

3. Review Review the timeline from the beginning everyday.

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

Our Town by Thornton Wilder, p. 58-67

Setting	Characters	Pages
Webb kitchen	Mr. Webb, George	58-62
stage	Stage Manager	62-63
Main St, about a year ago, in June	Emily and George	63-67

RESPOND

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

Students might mention:

- Mr. Webb and George drink coffee in an embarrassed silence.

- George asks Mr. Webb about the superstition of the bride and groom not seeing each other before the wedding ceremony.
- Mr. Webb tells George it's probably because brides are nervous and points out that a wedding is mainly about women.
- Mr. Webb says he believes in marriage, and that it's a good thing.
- Mr. Webb shares *his* father's marriage advice with George, and then tells him that he ignored it all and was happy ever since.
- The men talk briefly about raising chickens before Mrs. Webb throws George out.
- Mr. Webb points out to his wife that the groom shouldn't see his father-in-law to be, either.
- The Stage Manager interrupts here to show the audience the moment when George and Emily first came together as a couple.
- Going back a year in time, George has been elected President and Emily Secretary/Treasurer of next year's senior class.
- George walks Emily home, asking her why she is mad at him.
- She says she isn't mad, but doesn't like the conceited attitude he's developed.
- George is embarrassed, but grateful for Emily's honesty.
- He invites Emily out for an ice-cream soda.

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

Map

Be sure to add the high school to your map.

EXPLORE

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

Campaign Poster

Create a campaign poster for Emily and/or George's run for class office. Be sure to include at least one slogan and one illustration.

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

Key Questions

1. At the beginning of today's reading, Mr. Webb and George are alone and having a conversation. Why do you think they are embarrassed?
2. Do you agree with the tradition of the bride and groom not seeing each other before the wedding ceremony or do you think the bride and groom should have some time together alone before the ceremony? Explain your answer.
3. Do George's and Emily's parents approve of their marriage? Support your answer with evidence from the reading.
4. Why does Mr. Webb become irked at his wife on page 61? What does he specifically say to her?
5. How does Wilder use humor to make a simple conversation between a young man and his future father-in-law interesting to the audience?

6. Mr. Webb stated that “no bridegroom should see his father-in-law on the day of the wedding, or near it”? (pg. 62) Why not?
7. Only a year ago, Emily was unhappy with George. Why?
8. Are you surprised that Emily and George ended up together?
9. Do you think they will have a long, successful marriage?

9. Analyze Analyze the key paragraph.

Key Passage, p. 66

“EMILY: I always expect a man to be perfect and I think he should be.

GEORGE: Oh... I don't think it's possible to be perfect, Emily.

EMILY: Well, my *father* is, and as far as I can see *your* father is. There's no reason on earth why you shouldn't be, too.

GEORGE: Well, I feel it's the other way round. That men aren't naturally good; but girls are.

EMILY: Well, you might as well know right now that I'm not perfect. It's not as easy for a girl to be perfect as a man, because we girls are more – more – nervous. – Now I'm sorry I said all that about you. I don't know what made me say it” (p. 66).

EXTEND

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

Clearly, George and Emily believe that boys and girls are different, and have separate roles in society. Men and women in Grover's Corners play different roles in society. From what the Stage Manager has shows us, men work to support their families, and women run the homes and raise the children.

Write a three paragraph narrative essay for your monologue in which you describe typical gender roles in your community. Besides the obvious biological differences, how are men and women different? How are men and women treated differently in your community? Are the expectations for boys and girls the same? Do different standards of behavior exist for boys and girls? Are men expected to be the sole supporter of the family and are women expected to stay home and take care of the children and household duties? Do you agree with these gender roles? If you agree, explain why. If not, what do you think would be better? If possible, read your essay out loud to a partner or small group.

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

Community Connection

Learn more about your community. As a class, research the history, government, and community resources of your city, county, and state.

What is the history of your state? When, how, and why was it founded? What are the origins of your state joining the rest of the United States?

Character Based Literacy Program Lesson Plan

Our Town, Day 8



Standards for Writing

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

W3d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

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



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What's in an ice-cream soda?

There is no consensus about who invented the ice cream soda, or where it originated, but the tasty treat came into existence sometime in the 1870s. Soon, people all over the U.S. were enjoying the popular treat at soda fountains that popped up in virtually every town. The treat and the soda fountain became less popular in the mid-twentieth century, largely due to commercially available flavored sodas.

An ice-cream soda is made of flavored syrup, soda water, ice cream, and often a dollop of whipped cream. The most popular modern version of the ice-cream soda is the root beer float!

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

agriculture (69)	soils (70)	alarm (72)	mounting (72)	grave (73)
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READ

3. Review Review the timeline from the beginning everyday.

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

Our Town by Thornton Wilder, p. 67-73

Setting	Characters	Pages
Morgan's drugstore	George, Emily, Stage Manager (as Morgan)	67-68
	George, Emily	68-72
	George, Emily, Stage Manager (as Morgan)	72-73

RESPOND

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

Students might mention:

- Emily and George go into Morgan's drugstore.
- The Stage Manager (as Morgan) asks them what they would like.
- George orders two ice-cream sodas.
- George thanks Emily for being honest with him.
- George asks Emily to write him letters if he goes to State Agriculture College.
- She says she will try to make her letters interesting.
- George is trying to decide whether to go away to college or not.
- He decides he will stay, not go to college, and learn farming from his uncle.
- George tells Emily that he has been trying to walk home with her for days, but she's been avoiding him.
- George admits he doesn't want to go to college because of Emily.
- Without saying it out loud, the two come to an understanding that they are together.
- George has forgotten his money, and promises Mr. Morgan that he'll be back to pay for the ice-cream sodas in five minutes.
- George walks Emily home.

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

Map

Add Morgan's drugstore to your map of Grover's Corners.

EXPLORE

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

Character Interaction Chart

Create a Character Interaction Chart that reveals the relationships between Mr. Webb, George, and Emily.

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

Key Questions

1. George and Emily were on their way to get ice cream sodas and then Emily's mood changed. What did she do and why?
2. Grover's Corners is changing. What are the changes? Do you think this is good or bad? Why?
3. Why is George worried about leaving Grover's Corners?
4. Whose advice should George seek about going to school?
5. When George decides not to go, do you think he's making the right choice?
6. How do Emily and George feel about each other?
7. Have you ever liked someone more than platonically, but you were afraid to tell the person? If so, why?

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8. What is the fault or weakness in George's character?
9. What can George do to improve his character?
10. How does Mr. Morgan respond when George can't pay for the ice cream?
11. If you forgot your money, do you think a restaurant employee would respond the same way in your community?

9. Analyze Analyze the key paragraph.

Key Passage, p. 68

"Two strawberry ice-cream sodas, yes sir. Yes, sir. There are a hundred and twenty-five horses in Grover's Corners this minute I'm talking to you. State Inspector was in here yesterday. And now they're bringing in these auto-mo-biles, the best thing to do is to just stay home. Why, I can remember when a dog could go to sleep all day in the middle of Main Street and nothing come along to disturb him" (p. 68).

EXTEND

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

Change is inevitable. In other words, it's going to happen eventually. Change comes to small towns and big cities, apartment buildings and farms, schools, churches, and families of all sizes, ethnicities, and economic status. The Stage Manager, as Mr. Morgan, seems to imply in the above key passage that change is a bad thing. Sometimes, though, as we know, change is positive and necessary, not just for people of integrity and even more so for people who have had major or severe challenges that have brought about negative consequences.

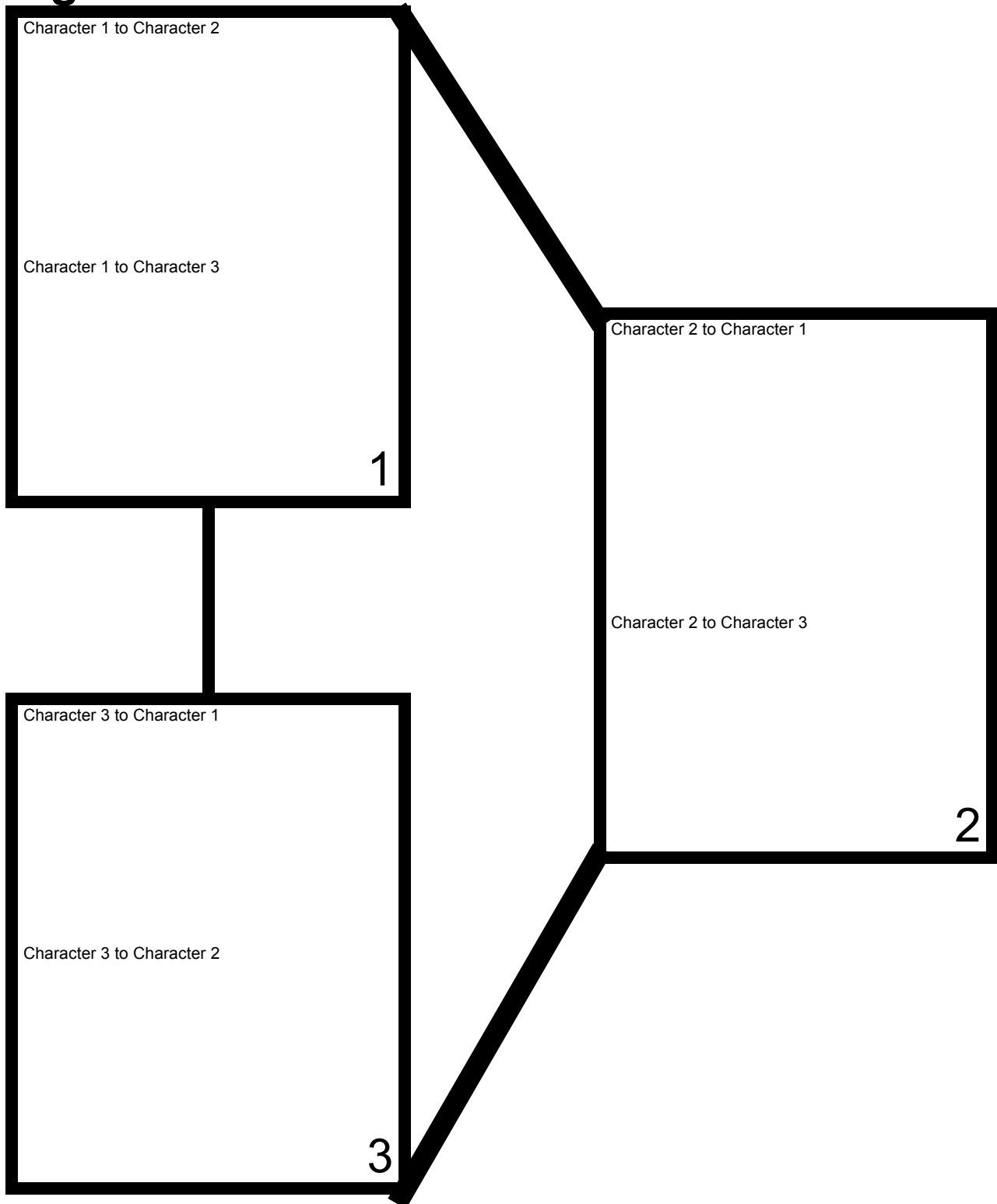
In a two paragraph narrative essay, describe a positive change that you have witnessed or would *like* to witness in your community. What makes this change a good one? Why do you think this change is necessary? How does, or will, this change affect you and your family? Do you think this change will enhance the integrity of your neighborhood? If possible, read your thoughts out loud to a small group.

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

Community Connection

Learn more about your community. As a class, research the history, government, and community resources of your city, county, and state. Today, find out about a change that is currently happening in your city, county, or state. Perhaps a state law has recently changed, or your city council is debating making change in the immediate community. Is there a controversial ballot measure being discussed by the public at this time? Have students create a poster raising student awareness about the issue.

5g6 Character Interaction Chart



Character Based Literacy Program Lesson Plan

Our Town, Day 9



Standards for Writing

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

W3c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.

W3d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

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



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is the “March from Lohengrin” and Mendelssohn’s “Wedding March”?

The “Wedding March” was written by Richard Wagner in 1848 for the opera Lohengrin. It is the wedding song we all know, also popularly known as “Here Comes the Bride.”

Mendelssohn’s “Wedding March” was written to be performed in Shakespeare’s *A Midsummer Night’s Dream* in 1842. It was made popular for weddings in 1858 when it was played at the wedding of Queen Victoria’s eldest daughter.

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

congregation (74)	ashamed (78)	anxiously (79)	shrill (81)	intermission (83)
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READ

3. Review Review the timeline from the beginning everyday.

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

Our Town by Thornton Wilder, p. 74-83

Setting	Characters	Pages
stage, while being set for a wedding	Stage Manager	74
church	Stage Manager	74-75
	Stage Manager, congregation, Mrs. Gibbs, Rebecca, Dr. Gibbs, Mrs. Webb, Mr. Webb, Wally	75-76
	Stage Manager, congregation, Mrs. Gibbs,	76

	Rebecca, Dr. Gibbs, Mrs. Webb, Mr. Webb, Wally, the baseball players	
	Stage Manager, congregation, Mrs. Gibbs, Rebecca, Dr. Gibbs, Mrs. Webb, Mr. Webb, Wally, the baseball players, George	76-78
just outside the church	Emily, Mr. Webb	79
	Emily, Mr. Webb, George	80-81
church	Stage Manager, congregation, Mrs. Gibbs, Rebecca, Dr. Gibbs, Mrs. Webb, Mr. Webb, Wally, the baseball players, George, Emily, Mrs. Soames	81-83

RESPOND

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

Students might mention:

- The stage is set up as the church for a wedding.
- The Stage Manager is playing the minister.
- He talks about nature's part in marriage, as well as the role of our ancestors.
- Mrs. Webb is crying about her daughter getting married.
- She hopes one of Emily's girlfriends told her about sex, because she couldn't bring herself to do it.
- George's fellow baseball players catcall to him as he comes into the church.
- The Stage Manager throws them out.
- George has cold feet for a moment, but his mother talks him out of it.
- George promises to come home for dinner every Thursday night.
- Emily, too, has cold feet.
- Mr. Webb calls George to talk to Emily and the two promise to love each other.
- As the Stage Manager marries them, Mrs. Soames talks about how it's a lovely wedding.
- The Stage Manager comments on the predictability and ordinariness of marriage.
- The Second Act ends, and there's a ten minute intermission.

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

Map

Add the baseball field to your map. Where do George's buddies hang out?

EXPLORE

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

Wedding Notice

Design the wedding notice that will appear in *The Sentinel* reporting on George and Emily's wedding. Be sure to mention the time, place, bride and groom's families, what everyone was wearing, etc. You might even describe the food at the reception.

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

Key Questions

1. Why does the Stage Manager play the part of the minister?
2. The Stage Manager says “The real hero... isn’t on the stage at all” (pg. 75). Who is the real hero?
3. On page 76, Mrs. Webb is crying and fretting about something. Something that she should talk to Emily about. Something all mothers should discuss with their daughters. What is Emily’s mother afraid to about?
4. Why are George and Emily afraid of marriage?
5. There are all sorts of mixed emotions at weddings and when vows are exchanged it becomes very apparent. Why do you think people cry happy and sad tears at such a sacred event?
6. What does the Stage Manager mean when he says “Once in a thousand times it’s interesting” (pg. 82).
7. At the conclusion of the ceremony, Mrs. Soames stresses the importance of being happy. Do you believe happiness is the most important thing in life? Why or why not?
8. What do you think will happen in the Third Act?

9. Analyze Analyze the key paragraph.

Key Passage, p. 82

“The cottage, the go-cart, the Sunday-afternoon drives in the Ford, the first rheumatism, the grandchildren, the second rheumatism, the deathbed, the reading of the will, —Once in a thousand times it’s interesting” (p. 82).

EXTEND

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

In the above paragraph, the Stage Manager outlines a typical life for a typical couple. He indicates that the pattern of life is predictable, and almost the same for everybody in Grover’s Corners.

In a two-paragraph essay, describe the general details of a typical life of a person in your neighborhood. In the first paragraph, list the major life experiences that most people will encounter in their lifetimes. Be specific—don’t just say people will “get sick” or “have fun.” In the second paragraph, be even more specific and give details of someone close to you who is considerably older, thus having had the time of experiencing more due to living longer than someone close in age to you. If possible, share your story by reading it out loud to a small group.

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

Community Connection

Today, find out how your state government works. Do you have a governor? What form of government do you have? How are members of your government elected?

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Character Based Literacy Program Lesson Plan

Our Town, Day 10



Standards for Writing

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

W3b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

PREPARE

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



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is appendicitis?

Appendicitis is caused by inflammation of the appendix, a small tube of tissue attached to your large intestine. If your appendix bursts, it releases toxins into your body, which can lead to death. For this reason, the treatment of appendicitis is surgical removal. The traditional symptoms of appendicitis are sharp abdominal pains, loss of appetite, nausea and vomiting, abdominal swelling, fever, and inability to pass gas.

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

range (86)	eternal (87)	weaned (88)	exertion (89)	bereaved (90)
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READ

3. Review Review the timeline from the beginning everyday.

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

Our Town by Thornton Wilder, p. 85-91

Setting	Characters	Pages
the cemetery	Stage Manager	85-88
	Stage Manager, Sam Craig, Joe Stoddard	89-91

RESPOND

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

Students might mention:

- The Stage Manager tells the audience that nine years have gone by, and now it is the summer of 1913.
- He outlines the many changes that have happened in Grover's Corners in the last decade.
- The Stage Manager describes the location of the cemetery and points out where the graves of the long-dead are located.
- He then tells about some of the people who have died, including Mrs. Gibbs, Mr. Stimson, Mrs. Soames, and Wally, who died of a burst appendix.
- The Stage Manager tells us that the dead don't stay interested in the living for very long.
- Joe Stoddard, the undertaker, and Sam Craig, an out-of-town visitor, come into the cemetery.
- Sam is there for his cousin's funeral.
- We find out that the dead person is young and a relative of Dr. Gibbs.
- Sam reads the tombstones, and especially notices Simon Stimson's – it's a line of music.
- Simon Stimson committed suicide.

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

Map

Add the cemetery to your map of Grover's Corners.

EXPLORE

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

Epitaph

Assuming you have lived a long life and die at the ripe old age of 105, what would the epitaph on your tombstone say if you could design and write it yourself?

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

Key Questions

1. What changes have happened in Grover's Corners since George and Emily's wedding?
2. The Stage Manager told us the titles of Acts I and II – what is the title of Act III?
3. What is the mood of Act III?
4. Why do we bury our dead in beautiful places?
5. Do you think the dead forget the living? Explain your answer.
6. Has someone close to you died? Do you remember the person? Do you have memories that you cherish or as time passes do you not spend much time thinking about the deceased? Do you think most people move on and forget those who have died?

7. What troubles or challenges do you think Simon Stimson experienced in his life that drove him to suicide?
8. Who do you think will be the next person to die?

9. Analyze

Analyze the key paragraph.

Key Passage, p. 86

“Yes, beautiful spot up here. Mountain laurel and li-lacks. I often wonder why people like to be buried in Woodlawn and Brooklyn when they might pass the same time up here in New Hampshire” (p. 86).

EXTEND

10. Write

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

The Stage Manager describes the Grover's Corners cemetery as a place of beauty and quiet. He wonders why other people would want to be buried in city cemeteries, because New Hampshire is such a perfect, beautiful place.

In a two-paragraph essay for your monologue, describe the place near your community where you would like to eventually be buried or laid to rest. Of course, it is hoped for and expected that you will only be buried after living a long, happy, and productive life full of integrity, love, and compassion. Do you want to be buried, or perhaps cremated? This could be a traditional cemetery in your neighborhood where other family members are buried or a different place. Describe all of the sights and sounds of your final resting place. Why is this place special to you? Why would you want your earthly remains to spend the rest of eternity in this place? If possible, share this story by reading it out loud to a small group.

11. Close

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

Community Connection

Learn more about your community. As a class, research the history, government, and community resources of your city, county, and state. See if you can find birth and death statistics for your community. Is your community growing or shrinking in population? Why?

Character Based Literacy Program Lesson Plan

Our Town, Day 11



Standards for Writing

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

W3d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

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



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Was it common for women to die in childbirth?

Unfortunately, yes. As recently as 90 years ago, nearly 1 in 100 births resulted in the mother's death. The causes were varied. As it became more common for women to give birth in hospitals where immediate medical care was available, maternal childbirth mortality became rarer. In 2004, the mortality rate in the U.S. was 13 in 100,000 live births.

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

glance (93)	faintly (94)	hymn (94)	subside (94)	vacant (94)
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READ

3. Review Review the timeline from the beginning everyday.

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

Our Town by Thornton Wilder, p. 92-97

Setting	Characters	Pages
cemetery	Sam Craig, Joe Stoddard	92
	the Dead, including Mrs. Soames, Mrs. Gibbs, Simon Stimson	92-94
	the Dead, including Mrs. Soames, Mrs. Gibbs, Simon Stimson, Emily, Mr. Carter	94-97

RESPOND

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

Students might mention:

- Sam asks Joe how his cousin died.
- Joe answers that she died during the birth of her second child; her first son is about four years old.
- They're opening a new section in the cemetery for the Gibbs family.
- The dead begin to speak.
- Mrs. Soames asks Julie Gibbs who died.
- Mrs. Gibbs answers that the dead woman is her daughter-in-law, Emily.
- Mrs. Soames comments that life was awful and wonderful, and Mr. Stimson disagrees with the latter.
- Mrs. Soames reminisces about Emily's wedding and the farm she and George lived on.
- Emily arrives and greets her mother-in-law.
- Emily tells Mrs. Gibbs what's new on the farm and in their life.
- Emily realizes that the living don't really understand life.
- Dr. Gibbs brings flowers to his wife's grave.

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

Map

Add Emily's grave to your map of Grover's Corners.

EXPLORE

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

Open Mind Portrait

Though we see Emily, we do not hear anything from George at the funeral. Create an Open Mind Portrait for George, outlining what he might be thinking in the aftermath of his wife's death.

Materials:

- Large piece of stiff paper for each character, like 11x17 oak tag
- Paper for bubbles with scissors and glue sticks
- Markers, crayons, pens, pencils, or paint
- Construction or tissue paper, scissors, and glue sticks (if desired)

Step One: Create a large head shot 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 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 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: You could use the OMP to help write a character sketch or to help decide what a character might do in a story.

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

Key Questions

1. When did you first realize that Emily had died?
2. Why doesn't the Stage Manager tell us up front who the funeral is for?
3. Why would the author have the dead people return to critique the living? What purpose does this serve?
4. Why would the author choose something as miraculously beautiful as childbirth as the reason for Emily's death?
5. What do you think Mrs. Soames meant when she said "My, wasn't life awful – and wonderful" (93)? Does this relate to your life?
6. How does Emily first treat the dead?

7. What did Emily share with Mrs. Gibbs when they were reminiscing about the time when they were alive?
8. What does Emily mean when she says “they’re sort of shut up in little boxes, aren’t they?” (pg. 96)
9. What is Dr. Gibbs mood at the funeral?
10. What do you think Emily’s afterlife will be like?

9. Analyze Analyze the key paragraph.

Key Passage, p. 96

“EMILY: Live people don’t understand, do they?

MRS. GIBBS: No, dear – not very much.

EMILY: They’re sort of shut up in little boxes, aren’t they? I feel as though I knew them last a thousand years ago” (p. 96).

EXTEND

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

In Thornton Wilder’s vision of death, the souls of the dead remain in the cemetery, silent observers of life. Though they know what is going on with the living, it seems that they don’t have much interest in them. They both envy and pity the living.

Every culture, religion, family, and individual has a different opinion on what happens after you die. **Write a three-paragraph essay that explains your personal view of the afterlife. Do people go to heaven or hell? Do our souls live on as ghosts? Do we become reincarnated as something or someone else? In Mexico, those who have died are celebrated, honored and revered every Halloween with a tradition known as Día De Los Muertos (or Day of the Dead). Do you have a similar ritual? How do others in your life choose to remember loved ones who have died? What do you believe will happen to you after you die? If possible, read your story out loud to the class.**

Character Based Literacy Program Lesson Plan

Our Town, Day 12



Standards for Writing

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

W3A.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W3d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.

PREPARE

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



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What was happening in 1899?

As the nineteenth century was winding down, there were many things going on in the U.S. that would have interested the inhabitants of Grover's Corners:

- A motor-driven vacuum cleaner was patented.
- Humphrey Bogart, Fred Astaire, Duke Ellington, and Al Capone were born.
- The Spanish-American war ended.
- The bicycle frame was patented.
- The first U.S. auto repair shop opened.
- The first household refrigerating machine was patented.
- Henry Ford opened the Detroit Automobile Company.
- A federal law made it illegal to dump waste in any U.S. body of water.
- The nation's first juvenile court opened.

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

urgently (98)	afterwards (99)	several (100)	delight (101)	anguished (106)
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READ

3. Review Review the timeline from the beginning everyday.

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

Our Town by Thornton Wilder, p. 98-105

Setting	Characters	Pages
cemetery	Emily, Mrs. Gibbs, Stage Manager, Mrs. Soames	98-100

Emily's 12 th Birthday, February 11 th , 1899, Main St.	Emily, Stage Manager	100-101
	Emily, Stage Manager, Howie Newsome, Constable Warren, Joe Crowell, Jr.	101-102
	Emily, Stage Manager, Howie Newsome, Constable Warren, Joe Crowell, Jr., Mrs. Webb	102-103
	Emily, Stage Manager, Howie Newsome, Constable Warren, Joe Crowell, Jr., Mr. Webb	103-104
2/11/1899, Webb Kitchen	Emily, Mrs. Webb, Mr. Webb, Stage Manager	104-105

RESPOND

5. Timeline

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

Students might mention:

- Emily says that she can feel that one can go back among the living.
- Mrs. Gibbs says that she can go back, but should not.
- The Stage Manager tells Emily that some have gone back to relive their lives, but most come back to the cemetery.
- Mrs. Soames and Mrs. Gibbs warn her not to go.
- Emily says she's going back, because her life was happy, and it is all she has ever known.
- Mrs. Gibbs warns her to pick an unimportant day, at least.
- Emily decides to choose her twelfth birthday.
- The Stage Manager takes Emily back to 1899.
- She sees Grover's Corners as it was, on a cold dawn morning.
- She sees people from town, some of which are dead.
- While she is living the day, she is also observing it from the future.
- Mr. Webb comes home from a business trip.
- Mrs. Webb reminds her husband that it's Emily's birthday.
- Emily starts to realize that it will be difficult to watch her family as they were young and beautiful and happy.
- She wishes no one had to get old or die.

6. Map

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

Map

Fill in any blanks on the map. Add Polish Town, the livery stable, and the white fence around the Webb house.

EXPLORE

7. Activity

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

Obituary

Write Emily's obituary for *The Sentinel*. How will Grover's Corners remember her after she is dead? Remember she was a good student, a young mother, and a good farm wife.

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

Key Questions

1. Why does Emily want to go back into the living?
2. Why do the women warn her not to go back?
3. What day does Emily choose to visit? Why does she choose this particular day?
4. What emotions does Emily first experience as she goes back to that day?
5. What were the happiest times in Emily's life?
6. Do you think Emily should go back to the living or should she take the others' advice and not go back? Explain your answer.
7. How is Emily's experience in her past similar to Dickens' Scrooge in *A Christmas Carol*? What are the differences? What is the common theme of both novels?

9. Analyze Analyze the key paragraph.

Key Passage, p. 99

"That's not the only reason why you shouldn't do it, Emily. When you've been here longer you'll see that our life here is to forget all that, and think only of what's ahead, and be ready for what's ahead. When you've been here longer you'll understand" (p. 99).

EXTEND

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

Against the advice of the other dead people, Emily chooses to go back and relive a day in her life. She doesn't choose the happiest day, nor does she choose an unimportant one. She chooses to relive a favorite childhood memory – her twelfth birthday.

If you could go back and relive one day, which would you choose? Write two paragraphs describing your favorite day from your past, and explain why you would relive that day if you could. What made it a happy day? Was it a special day, like a holiday or a birthday? Were family and friends with you? Or were you by yourself? Was there a special place, food, or music associated with this day? How could you recreate this day for yourself in the future? If possible, read your story out loud to the class.

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

Community Connection

Today, create a map of your community. You may use one that is pre-printed, or draw your own. Be sure to include on it valuable resources that students might need in the future. Also put places important to the students in the class on your map. Hang the map somewhere in the classroom.

Character Based Literacy Program Lesson Plan

Our Town, Day 13



Standards for Writing

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

W3b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

PREPARE

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



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What was the original audience reaction to *Our Town*?

Our Town was first performed on February 4, 1938, in New York City. Although some reviewers thought it was too sentimental and not dramatic enough, audience reaction was overwhelming. On opening night, famous men were seen weeping in the audience, and the next day, there was a line all day at the box-office. It quickly became an American classic.

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

embrace (106)	anguished (106)	bitingly (109)	existence (109)	speck (110)
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READ

3. Review Review the timeline from the beginning everyday.

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

Our Town by Thornton Wilder, p. 106-112

Setting	Characters	Pages
Emily's 12 th Birthday, February 11 th , 1899, Webb Kitchen	Mrs. Webb, Emily	106-107
	Mrs. Webb, Emily, Mr. Webb	107
	Emily, Stage Manager	107-108
cemetery	the Dead, Emily, Mrs. Gibbs, Simon Stimson	108-110
	George, the Dead, including Emily, Mrs. Gibbs, Simon Stimson, Mrs. Soames	110-111
stage	Stage Manager	111-112

RESPOND

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

Students might mention:

- Mrs. Webb gives her daughter a hug and tells her she has birthday presents to open.
- George has brought Emily a gift and left it on the doorstep.
- Emily had forgotten George's gift.
- Emily asks her mother to look at her as herself.
- She tries to tell her mother about the future, but her mother can't hear.
- Mrs. Webb tells Emily to act excited over her brother's gift because he worked hard on it.
- Mr. Webb's voice is heard, asking where the birthday girl is.
- Emily breaks down, sobbing, and says she can't go on.
- Emily says goodbye to the world.
- She asks the Stage Manager if anyone ever realizes life as they live it.
- The Stage Manager answers no, except that saints and poets might see some of it.
- Emily returns to the cemetery, and tells Mrs. Webb that she should have listened to her.
- Simon Stimson reacts violently, saying that the life she wanted to relive is all about ignorance and blindness.
- The Dead enjoy looking at the stars.
- George comes to Emily's grave and throws himself on the ground.
- The Dead comment that he shouldn't be there and should be at home.
- The Stage Manager talks about everyone in Grover's Corners winding down their day and going to sleep.
- He ends the play with "You get a good rest, too. Good night" (pg. 112).

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

Map

Add any final or missing details to your map of Grover's Corners.

EXPLORE

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

Newspaper Article

Choose one of the side stories in the play – perhaps the man almost drowning in Polish town, Wally's death from appendicitis, or the results of the local school election – and create a final newspaper article. Put all the newspaper stories together for your very own issue of *The Sentinel*.

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

Key Questions

1. Why do simple things, like getting a hug from her mother, cause pain for Emily?
2. What did George give Emily for her birthday?
3. What does Emily urgently want from her mom?
4. What are the eight items Emily bids goodbye to on page 108? What do you think is the significance of these items?
5. Can you think of a poet who “realize(s) life while they live it?” (pg. 108).
6. How does Emily describe all human beings?
7. What is Simon Stimson’s attitude toward life? How does it differ from that of the other characters?
8. Why does the author include the conversation about stars at the end of the story?
9. How does George’s reaction to death contrast to Emily’s?
10. What does the very end of the play have in common with the very beginning of the play?
11. What is the mood at the end of the play?

9. Analyze Analyze the key paragraph.

Key Passage, p. 108

“I didn’t realize. So all that was going on and we never noticed. Take me back – up the hill – to my grave. But first: Wait! One more look.

Goodbye, Goodbye world. Goodbye Grover’s Corners... Mama and Papa. Goodbye to clocks ticking... and Mama’s sunflowers. And food and coffee. And new-ironed dresses and hot baths... and sleeping and waking up. Oh, earth, you’re too wonderful for anybody to realize you” (p. 108).

EXTEND

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

In one of the most immortal passages in American literature, Emily says goodbye to the world. She mentions the everyday, mundane things that she will miss. Notice: nowhere does Emily mention a favorite possession or an exciting activity.

For your monologue, write two paragraphs about the little things that make your life worthwhile. These are the things that make your life important. What or who would you miss if you left your life today? Mentally examine and visualize an ordinary day in your life, and think of the small things you take for granted. Do you take anyone for granted? If so, who? What are the sights, sounds, and places that make your life worth living? What are the best parts about your community? What aspects of life give your community and your life integrity? If possible, read your story to the class.

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

Community Connection

Create a resource list to go with the map you created yesterday. What services are available in the community for students? Be sure they are mapped on your map, and make up a flyer including those resources. Perhaps display it as a brochure near the map so students always have that resource about their community to take with them.

Character Based Literacy Program Lesson Plan

Our Town, Days 14 & 15 – Final Writing Task



Standards for Writing

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

W3e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

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



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 4

“The sky is beginning to show some streaks of light over in the East there, behind our mount’in.

The morning star always gets wonderful bright the minute before it has to go, —doesn’t it?

Well, I’d better show you how our town lies. Up here—is Main Street” (p. 4).

EXTEND

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

The Stage Manager tells us, more or less, about a typical day in Grover’s Corners. He includes Daily Life, Love and Marriage, and Death. Many times, he uses monologue to tell us about Grover’s Corners, its citizens, its happy events, and its tragedies. By the end of the play, the audience understands the community and is interested in its authors.

As a Stage Manager of your own play, write and perform a monologue describing life in your community. Describe what life is like in your community; tell us about daily events, rites of passage, and attitudes toward death. What gives your community its integrity? It might help to follow the checklist on the following page.

1.	☐	Lay out your writing prompts from days 1 to 13.
2.	☐	Choose your best ten paragraphs.
3.	☐	Put your paragraph from day 1 on the top – this will be your introduction.
4.	☐	Put your best ten paragraphs in logical order. • This might be chronological – how they happened in your life. • You might use the order of <i>Our Town</i> – Daily Life, Love and Marriage, Death. • Or, put them in an order that flows for the reader.
5.	☐	Write a short closing paragraph for your monologue. Be sure to say goodbye or good night to your audience, just like the Stage Manager.
6.	☐	Now, write a rough draft by putting all of your paragraphs together. Be sure to use the first person (“I”) throughout your monologue.
7.	☐	Exchange rough drafts with a classmate and edit them.
8.	☐	Type or neatly write a final draft.
9.	☐	Practice reading your monologue out loud. If possible, memorize it.
10.	☐	Perform your monologue for the class.