

Character Based Literacy Program Lesson Plan

Riding Freedom, Introduction



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

Unit Roadmap

- Unit's big idea or theme = **Change requires effort.**
- **Definition (post in the class): Change Requires Effort: Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when we don't feel like working. It requires one step at a time.**

Book overview:

"Riding Freedom" is a historical fiction based on the true story of, Charlotte Darkey Parkhurst. This story is set in the 1850's and 1860's. Charlotte was a trailblazer for women everywhere. She lived her life knowing and showing that woman were just as capable as men.

On-going classroom products:

Map: Create a map of the United States and California. Use the map to track Charlotte as you read the novel.

Final writing product for this novel is a formal argument. Tasks for the writing will appear on days 10-15 of the lesson plans.

Final writing product tasks:

Day 10

www.history.com

www.pbs.com

<http://www.righttovote.org/Importance-of-voting.html>

- Research voting rights and woman's suffrage.

Based on your findings

- list 5-10 reasons voting should be considered one of your most important rights.

- List 5-10 reasons voting should not be considered an important right.

Day 11

Continue to research suffrage.

What did woman have to endure in order to gain their right to vote.

Highlight 5-7 key facts.

Day 12

Continue to research suffrage.

What historical events lead to woman being treated more equally in the workforce? Why?

List 3-5 ways this event assisted the woman's movement?

Day 13

Continue to research suffrage.

- What historical events lead to woman being treated more equally in the workforce? Why?
- List 3-5 ways this event assisted the woman's movement?

Day 14

- Research civil responsibility.
- List 3-5 duties you feel are your most important responsibilities as a citizen.

Day 15

Final writing product

Based on the research you have done on suffrage. Write a letter to the editor of your local paper or school paper. In it argue why you believe that voting should or should not be considered one of your most important civic rights. Use the facts you have found to support your argument. As you write acknowledge the opposing viewpoint. Use credible sources to help you defend your writing. Write in a formal style. Conclude your writing by supporting the viewpoint originally stated.

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

Read the Notes from the Author page 135-138.

Have students Cube facts about Charlotte and write a 1-paragraph biography.

10c12 Cubing Biography

		Who is person? Date of birth? Death?			
		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

Riding Freedom, Day 1



Outcomes for Today

- W1. Write arguments to support claims with clear reasons and relevant evidence.
- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is the role of an Orphanage in the 1800's?

Orphanages were created in response to epidemics and children left without families due to war. Many orphanages were run by churches and religious groups very few by private institutions.

During this period many families had land and needed assistance so often boys were adopted prior to girls, as they would be able to work the land and also carry on a family name.

In today's reading Charlotte's parents were killed when she was two and she was sent to live in an orphanage. She was the only girl and was placed in the kitchen (to work) and to be looked after by the cook, Mrs. Boyle.

<http://www.faqs.org/childhood/Me-Pa/Orphanages.html>

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

puzzled pg. 2	babbled pg. 2	blustery pg. 2	rickety pg. 2	skittish pg. 2
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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. 1-9

Setting	Characters	Pages
1800s New Hampshire Countryside	Charlotte, mother , father, old doctor	1-3
Orphanage	Mrs. Boyle, Charlotte	4-6
Orphanage	Vern, Freedom, Charlotte	7-9

RESPOND

5. Timeline

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

Discuss the reading and add 3-5 events to the timeline

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

Students might mention:

- Charlotte's parents died in a terrible accident right before she turned 2;
- The horses that were pulling the buggy took care of her until help arrived;
- She was sent to an orphanage;
- Mrs. Boyle was put in charge of her at the orphanage;
- Vern manages the stable and likes Charlotte. They respect each other;
- Charlotte's favorite horse is named Freedom;
- They are about to have a pasture race, Charlotte races and beats the boys;
- Mr. Millshark, the overseer of the orphanage, is a mean man.

6. Map

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

Map: Create a map of the United States and California. Use the map to track Charlotte as you read the novel.

EXPLORE

7. Activity

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

Sketch:

Using the description of Charlotte on pages 5-6 sketch a picture of Charlotte.

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

Key Questions

1. What obstacles did Charlotte face as a young child?
2. What role did the horses play in Charlotte's life? Do you think that event is a foreshadow to her relationship with animals?
3. Why did she hold onto the horses reign? What did the doctor mean when he said, "*she might as well have something to hold onto. She hasn't got much else. There's no other family to speak of*"?
4. What was Charlotte's role at the orphanage? Do you think she has any hope of being adopted? Explain.
5. How does Charlotte cope? Where does she find her freedom? How do you choose to cope when things are tough?
6. Why do you think Charlotte and Vern respect one another?
7. On page 8 Vern says to Charlotte, "Freedom trusts you." Why is trust an important aspect of any relationship? Can you have a healthy and good relationship if it is not based on trust?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pages 8-9

"Freedom trusts you. William's ridin' Justice, and Justice just as soon throw him off. That boy is full of no respect for horses. You know what I always say?
Charlotte knew in her heart. "A horse ride the way it is ridden," said Charlotte."

EXTEND

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

Vern and Charlotte understand the horses and their understanding also applies to people. Think how you react to people. If they are respectful, how do you act? If you are shown disrespect, do you act differently? Do you agree or disagree with Vern's assessment, "A horse rides the way it is ridden"?

Write a paragraph in which you state your opinion about the above statement. Acknowledge there might be an opposing viewpoint and what it may be. Support your claims with facts and support based on the reading or real world knowledge. Conclude by restating your argument.

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

Riding Freedom, Day 2



Outcomes for Today

- W1. Write arguments to support claims with clear reasons and relevant evidence.
- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is colic?

Colic means, "pain in the abdomen" or "pain in the belly". There are many causes for such pain in horses ranging from mild and inconsequential to the life threatening or fatal. One of the problems with equine colic is that it can be very difficult in the early stages to know the difference from mild to potentially fatal.

<http://www.equusite.com/articles/health/healthColicFacts.shtml>

In today's reading Freedom falls sick to colic. Vern and Charlotte do what they can to help her.

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

readied pg. 10	disgust pg. 10	glared pg. 10	homeliest pg. 13	persistent pg. 13
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READ

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

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

p. 9-17

Setting	Characters	Pages
Orphanage pasture	Mr. Millshark, Charlotte, William, boys	9-12
Barn	Vern, Charlotte, Hayward, Freedom	12-14
Freedom's stall	Charlotte, Hayward	14-17

RESPOND

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

Students might mention

- Charlotte entered the pasture race and won. She treated the horses with respect;
- The entire town came out to watch;
- William told her she would never race again;
- Charlotte, knew something was wrong with Freedom;
- Charlotte and Hay talk about their plans to leave the orphanage and having their own ranch;
- The dinner bell called the kids to assembly. It meant someone might get adopted.

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

EXPLORE

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

Open Mind Portrait:

Create an OMP of Charlotte. Draw her likeness (you can even use the sketch you made of her yesterday). Add 3-5 thoughts that she may be having as she; won the race, knew Freedom was sick, talked about not remembering her parents, knew of someone would be adopted.

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

Key Questions

1. What kind of name did the author give the overseer of the orphanage? Why or what was his name symbolic of? Write down another name you think he could be called? Does his name match his personality?
2. What kind of character is William? Why do you think William treats others the way he does? Do you think that Charlotte handles his tormenting well? What could she do different?
3. Is the author foreshadowing anything around his conflict with Charlotte?
4. The author describes the orphanage as a work farm. What is that equivalent to today? Why do you think the orphanages have closed in the US?
5. What was Charlotte's race strategy? Do you think that is a good strategy for any race/conflict you may be having?
6. The man and woman at the end of the race were interested in Charlotte. Why didn't she spend more time with them?
7. Charlotte and Hayward talk about their dreams. Why is it important to have dreams, know your dreams, and share your dreams with others?
8. Charlotte did not remember her parents, but she encouraged Hayward to talk about his. Why is it important to appreciate what others have and can share with you?

9. Analyze Analyze the key paragraph.

Key Paragraph page 17

“That was the signal for all the boys to line up by the front steps. It meant that one of the families that visited the orphanage today wanted a closer look at one of the boys. It meant someone would be adopted.”

EXTEND

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

Think about the kids and their lives. Can you imagine what it might be like to have to compete with others to be adopted? Do you think the author is foreshadowing anything with this passage? Can you think back to anything you read thus far that might give you an indication of who might get adopted? What do you think it feels like for those kids who are standing wanting to discover who it is?

Based on the information you have so far, write who you think might be adopted. Write a one paragraph argument in which you support and give evidence for your choice. Use logical reasoning and evidence, write in logical sequence or order, and choose your words carefully to give good flow and order to your paragraph. Conclude your paragraph by using a statement that supports your claim.

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

Riding Freedom, Day 3



Outcomes for Today

- W1. Write arguments to support claims with clear reasons and relevant evidence.
- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Why is the loss of an animal a significant loss?

Grief is one of the most normal and natural emotions that we can feel, yet it is one of the most misunderstood. Grief is a normal, and unavoidable, reaction to the loss of a treasured loved one. Because grief often involves very painful and difficult feelings, most of us think that our grief is wrong or "crazy" in some way. Nothing could be further from the truth. Grief is a very healthy psychological response that requires expression and acknowledgement. Attempts to suppress feelings of grief can actually prolong the healing process.

http://www.cvm.umn.edu/vmc/prod/groups/cvm/@pub/@cvm/documents/asset/cvm_asset_391319.pdf

In today's reading Charlotte loses Freedom, and Hayward gets adopted. She is grieving the loss of one of the things she can relate to (Freedom), but her parents, and now Hayward. She sits and cries. Out of her grief comes her plan to take action and leave.

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

prospective pg. 16	slats pg. 20	hovered pg. 20	reluctantly pg. 21	anxious pg. 21
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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.18-27

Setting	Characters	Pages
Orphanage kitchen	Charlotte, Mrs. Boyle, Mr. Millshark	18-20
Orphanage stables	Charlotte, Vern, Freedom	20-21
Orphanage kitchen	Mrs. Boyle, Charlotte	21
Stables	Vern, Charlotte, Mr. Millshark	22-26
Tree near stables	Charlotte, Hayward	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"

- Mrs. Boyle used to hide Charlotte so no one would adopt her. She didn't want to lose her kitchen help;
- Freedom died at night;
- Mr. Millshark tells Charlotte she can not help in the stables anymore;
- Hayward has been adopted.

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

Map

Create a class map with the location of the orphanage. You will use this map to plot Charlotte's location as the book progresses.

EXPLORE

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

One possible activity: Storyboard the events

STEP ONE: SHORT STORY GUIDELINES

Brainstorm possible topics for a short story of your own.

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

Key Questions

1. Why does Charlotte not go and line up with the boys when the adopted parents came through? What role do males and females play during this time period? Why didn't a family want and almost grown girl to adopt?
2. How did Charlotte react when she learned Freedom died? Vern told Charlotte she could rake the stalls and tend to the horses, what was he giving her permission to do?
3. What did Mr. Millshark tell Charlotte? Why did Mr. Millshark make his decision? What was his supposed rationale?
4. Hayward told Charlotte he had been adopted. The mother and father were able to see past his looks, what does that say about his new family?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pages 25-26:

"It's been brought to my attention that some of the townspeople don't think it's quite lady-like for you to be racing the boys. Our reputation here is raising strong, strapping young men, and we can't have folks calling our boys mollicoddles now, can we? You're getting close to being a young lady and you need to start acting like one. From now on, you will have full duties in the kitchen with Mrs. Boyle. The stable is off limits."

EXTEND

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

What do you think about Mr. Millshark's statement to Charlotte? She is the best stable help that Vern has but Mr. Millshark sends her to the kitchen. Do you think it is fair? Why wouldn't he use her talents the best way they could be used? Do you agree or disagree with him?

Write a one-paragraph argument in which you either support or defend Mr. Millshark and his decision. As you write, introduce your claim and acknowledge there might be an opposing viewpoint. Support your claim with valid reasons and evidence. Conclude your paragraph with a statement that supports your viewpoint.

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

Riding Freedom, Day 4



Outcomes for Today

- W1. Write arguments to support claims with clear reasons and relevant evidence.
- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Why is it important to say goodbye?

It is important to say goodbye in a heartfelt way. You never know if you will cross paths with that person again. You want to make sure you leave them with a positive impression. It is important to let people you respect, know, and care for that you are leaving. In addition you do not want to leave a situation (positive or negative) unaddressed.

What does the phrase, "slow as molasses" refer to?

"Slow as molasses", is an idiom. It means that you are working extremely slowly, a pace that seems as if you are not working at all.

In today's reading Charlotte decides she is going to leave the orphanage. She tells Vern and Hayward a very small portion of her plan. In the process she tells them good-bye and what they mean to her.

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

reassured pg. 29	ruffled pg. 29	chaperon pg. 30	tendrils pg. 31	dander pg. 34
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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. 28-35

Setting	Characters	Pages
Field in the orphanage pasture	Charlotte, Hay	28-32
Wood box by the kitchen	Charlotte, Hayward	32-34
Wood box	Charlotte	34-35

RESPOND

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

Students might mention:

- Charlotte listened to Hay talk about his family. She tried to press down her desires to have a family and be happy for Hay;
- Charlotte informed Hay that she was going to leave to;
- Hayward was leaving the next day. He gave Charlotte some of his old clothes.
- Charlotte had cut her leather bracelet in half and gave it to Hay.
- She was sad to see him go.

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

EXPLORE

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

Plot Profile Chart

Create a plot profile chart for today's reading.

Choose 3-4 significant facts from today's reading. List them on the bottom of the chart.

Rate them on a scale of 1-10 based on their intensity.

You will complete the chart after you read tomorrow.

You will use this chart to summarize the days reading.

STEP TWO: SHORT STORY GUIDELINES

Fill out your own People, Place, Problem, Plot graph.

You will have tomorrow to do this as well.

Open Mind Portrait

Add 3-5 new thoughts to your OMP of Charlotte. What do you think she is thinking and feeling as she learns that Hay is leaving and as she forms plans to leave the orphanage? Add the thoughts to your OMP.

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

Key Questions

1. Hay tells Charlotte that he is going to be adopted. He tries to convince the family to adopt Charlotte too. What does that say about Hay's loyalty to her? Why didn't the family want two kids?
2. Charlotte realizes that she wanted Hay to stay with her forever. Does that make her bad? Why does she need him or does she?
3. Charlotte splits her leather bracelet and gives Hay half before he leaves. What does that bracelet symbolize? Why is it important she stay connected to Hay?
4. What are three reasons that Charlotte should leave the orphanage? What are three reasons she should stay?
5. Who do you think Charlotte will ask to help her escape?

9. Analyze Analyze the key paragraph.

Key paragraph pg. 34

"What did Vern always say? That the easy way ain't always going to get you anywhere."

EXTEND

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

What would be easier for Charlotte if she stayed at the orphanage? What would be harder? Why does she want to leave? What are the complications with each decision?

Based on the information given, what do you think Charlotte should do, stay at the orphanage or leave? Introduce your argument and be prepared to defend your claim? Give reasons for your opinion. Support your claim with evidence.

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

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

3g6 Plot Profile Chart

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

Character Based Literacy Program Lesson Plan

Riding Freedom, Day 5



Outcomes for Today

- W1. Write arguments to support claims with clear reasons and relevant evidence.
- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d.) Establish and maintain a formal style.
 - e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What was stagecoach travel like?

Stagecoaches were familiar vehicles along the main roads of the East and the South before the coming of railroads in the 1830s and 1840s. Even as the nation's network of iron and steel rails grew larger and more comprehensive, stagecoach connections to small and isolated communities continued to supplement passenger trains well into the second decade of the twentieth century. However, stagecoach travel was most difficult and dangerous across the vast expanse of the American West, where it attracted the most attention. In large measure that was because of the inordinately great distances involved and the Herculean effort required to maintain regular service across the region's dry and sparsely populated landscape. Stagecoach lines in the East tended to connect preexisting centers of population, and passengers took regular meals at the established inns and taverns along the way.

Nothing of the kind existed in the West in 1858, when John Butterfield undertook an overland stage line connecting St. Louis and San Francisco by way of El Paso, Texas. The route also ran through Tucson and Los Angeles, but neither was more than a village of a few hundred residents at that time. A federal contract paid the stage company \$600,000 a year to carry U.S. mail across the continent, and that money helped subsidize way stations at regular intervals, where, in the absence of existing settlements along most of the proposed route, the coaches could change draft animals and the passengers could find food. The Butterfield organization spent nearly a year getting everything into place to support semiweekly stagecoach service.

When Butterfield's Overland Mail Line opened for business on 16 September 1858, the 2,795-mile journey between San Francisco and St. Louis required

approximately three weeks of hard traveling, and that was during the best weather. The coaches kept moving all through the day and night except for brief intervals at way stations. Stagecoach fare did not include the cost of meals, which at an average price of a dollar each three times a day for three weeks might effectively add 50 percent to the cost of a through ticket. Sleep had to be obtained aboard the rocking coach.

<http://www.answers.com/topic/stagecoach-travel>

In today's reading Charlotte is able to escape from the orphanage. She runs all night and changes her appearance. She does not stop. She knows she cannot risk missing the stage.

2. Word Wall

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

earshot pg. 35	furrows pg. 36	tilted pg. 36	wither pg. 37	Intentions pg. 37
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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. 35-43

Setting	Characters	Pages
Behind the kitchen	Vern, Charlotte	35-39
Wood box	Charlotte	39
Woods beyond the pasture	Charlotte	40-43

RESPOND

5. Timeline

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

Students might mention:

- Charlotte develops an escape plan and asks Hayward and Vern for help;
- She leaves in the middle of the night. Vern leaves her money and scissors to cut her hair;
- She puts on Hay's clothes and becomes a "boy";
- She runs all night, she doesn't want to miss the stage.

6. Map

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

Map: Add to your map of the United States and California. Today, track Charlotte to Concord, MA.

EXPLORE

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

Plot Profile Chart

Complete the chart you started yesterday.

Choose significant facts from today's reading. List them on the bottom of the chart. Rate them on a scale of 1-10 based on their intensity.

Once your chart is complete you can use it to summarize today's reading.

STEP THREE: SHORT STORY GUIDELINES

Finish filling out your own People, Place, Problem, Plot graph.

Ask yourself: Are these stimulating ideas? Does the plot seem logically organized?

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

Key Questions

1. Why does Charlotte ask Vern for help? Why does she trust him? How does his past relate to her present?
2. Charlotte told Vern that she was leaving but not how or where she was going? Why did she leave him out of the details? Why did Vern not ask?
3. Vern tells Charlotte about the foal and it's name, why is that information important to her?
4. *"She thought about Hayward sleeping, in his very own bed, in his very own house with his new family. She wondered what it felt like to be home. Knowing there were people in the next room who cared about you."* Pg. 39. What does it mean to be home? What does your home feel like to you?
5. What does her transformation entail?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 41

"Make it look like different things could have happened. If anyone came looking, they'd see her apron and think she drowned."

EXTEND

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

Vern tells Charlotte to disappear and to mix them up with her trail. Do you agree or disagree with him?

Write 1-2 paragraphs in which you support Vern and his claims or you disagree with him. As you write acknowledged the opposing viewpoint give reasons for your claims. Use a formal style. Use logical transitions. As you conclude restate your claim.

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

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

3g6 Plot Profile Chart

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

Character Based Literacy Program Lesson Plan

Riding Freedom, Day 6



Outcomes for Today

Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is the distance between Concord, Massachusetts and Worcester, Massachusetts?

In today's driving distance it is approximately 37 miles between the two cities. When Charlotte was riding in the stage it took over 2 hours to go from one city to the other. What do you think contributed to the time?

2. Word Wall

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

livery pg. 44	sorrel pg. 45	roning pg. 47	satchels pg. 49	shinned pg. 52
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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.44-53

Setting	Characters	Pages
Concord, NH	Charlotte	44-45
Coach	Charlotte/Charley, Mrs. Mapes, Mrs. Earheart	46-47
Worcestershire, MA	Charley, coach driver	49
Livery	Charley	50-53

RESPOND

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

Students might mention

- Charlotte is on her way to town and signals to Vern that she is OK;
- Charlotte buys a one-way ticket to Worcester and head out on the stagecoach.
- She calls herself Charley and is sitting between two women.
- She gets to Worcestershire and does not know what to do. She hides in the barn loft;
- While she is hiding she cleans and straightens the barn and the tack;
- She goes to sleep and wakes with a pitchfork in her face.

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

Add Worcestershire, MA to your map. Chart Charlotte's travels as you read.

EXPLORE

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

Post Card:

Pretend you are charlotte. Write a postcard to either Vern or Hayward. Tell them about your journey and about your plans. Properly address your card. On the other side draw a picture that represents your day.

Sketch:

Based on the description from today's reading, on page 45-46 sketch the horse team and stagecoach.

STEP FOUR: SHORT STORY GUIDELINES

The text references a myth, but students won't necessarily be writing a myth. The strategy that might be helpful for some is plotting out the graph in box-like, storyboard form as you see.

If they have a clear idea of where they are going, begin writing your first draft. We will revise for voice and word choice later, but remind students to keep these things in mind as they write their draft to begin with.

They will have tomorrow to continue writing their first draft.

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

Key Questions

1. What did Charlotte do to signal to Vern? Why was this important to her and to him?
2. How did Charlotte respond to the horses and the stagecoach? What was unique about that for her? Why was this journey symbolic?
3. What were her fears?
4. How does the author create a feeling of suspense in the story?
5. Charlotte left and had a plan, but her plan did not take her far enough. What was she missing? Can you plan for everything in every situation? Why is it important to sometimes take a leap of faith? What happens if you don't?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 47

"Now, she felt certain that anything was possible. Vern used to say that plants can't breathe and grow in a box that is too tight. Now she knew what he meant."

EXTEND

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

If plants are kept in a box that is too tight it means that their roots (life) become root bound and they are unable to thrive. The same can be said with people and animals. Do you agree or disagree with this statement?

Write a 1-2 paragraph argument in which you state if you agree or disagree with the above passage. Introduce your claim with logical reasoning and relevant evidence. Use clear and concise reasons to support your claim. Write in a formal style. As you conclude re-state your opinion.

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

Riding Freedom, Day 7



Outcomes for Today

Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is the distance from Worchestershire, MA to Providence, RI?

Worchestershire, MA and Providence, RI are about 40 miles apart.

In today's reading Ebenezer realizes that Charlotte is an absolute asset to his organization and wants her to drive a team to his new stage stop in Providence. He does this so he can utilize her skills but also because he knows that Mr. Millshark is not a nice man and he wants to help Charlotte/Charlie.

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

bald-pated pg. 54	pitiful pg. 55	harnesses pg. 56	murmurings pg. 57	scrawny pg. 56
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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.54-65

Setting	Characters	Pages
Livery	Charlotte, Ebenezer	54-56
Livery	Charlotte	56
Livery	Charlotte, Ebenezer (Mr. Millshark)	57-60
Road	Charlotte, Ebenezer, Horse Team	60-65

RESPOND

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

Students might mention:

- Ebenezer finds Charley in his loft;
- Charley negotiates work for a place to stay;
- Charley becomes one of the best stock tenders that he has;
- Ebenezer sees his gift for horses;
- Mr. Millshark comes into town asking about Charlotte;
- Ebenezer does not like Mr. Millshark and realizes that Charley is suspicious;
- He teaches Charley to drive a 6 horse team;
- He tells her that he needs a team driven to his new stables in Providence. She needs to leave tomorrow.

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

Map: Add to your map of the United States and California. Use the map to track Charlotte as you read the novel. Today add Providence, RI.

EXPLORE

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

Venn Diagram:

Create a Venn Diagram comparing Mr. Millshark and Ebenezer.
Use this to write a character sketch when you are finished.

Open Mind Portrait:

Add to your OMP of Charley/Charlotte. What do you think she is thinking and feeling as she gets comfortable at the stables, learns that Mr. Millshark is looking for her, and learns to drive team? Add 5-7 new thoughts to your OMP.

STEP Five: SHORT STORY GUIDELINES

CONTINUE WRITING THE FIRST DRAFT.

Try to have the first rough draft completed by the end of the hour.

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

Key Questions

1. What saved Charlotte from the man when she was discovered? Why is it important to always pay your way, in whichever fashion you can?
2. In what ways does Charley sell himself when he was found? What traits did he use? How did he appeal to Ebenezer? In what ways do you or can you sell yourself?
3. Ebenezer tells Charley about Mr. Millshark? What role does honesty play here? Should Charley tell the man everything? Or just answer the questions asked? What is at stake? What do you think is the ethical thing for Charley to do? What should Ebenezer do?
4. What does Ebenezer see in Charley? What is he willing to do for him? How is this agreement mutually beneficial to them?
5. How does Charley learn to drive the team? In this type of situation what or how do you learn best?
6. Where does Ebenezer want Charley to go? Why?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 62

"I ain't ready to turn back," Charlotte said, and she began to feel that her escape from Mr. Millshark depended on her being able to drive this team. Ebenezer climbed back in and Charlotte set out. With a steadier hand, she pulled the horses back on course. She tried another turn and again, muddled the horse and wagon...Charlotte took the reins again and again...Every time she mixed up the reins, she knew what she had done wrong, and she tried not to do it again. After a dozen runs, she brought them around clean.

EXTEND

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

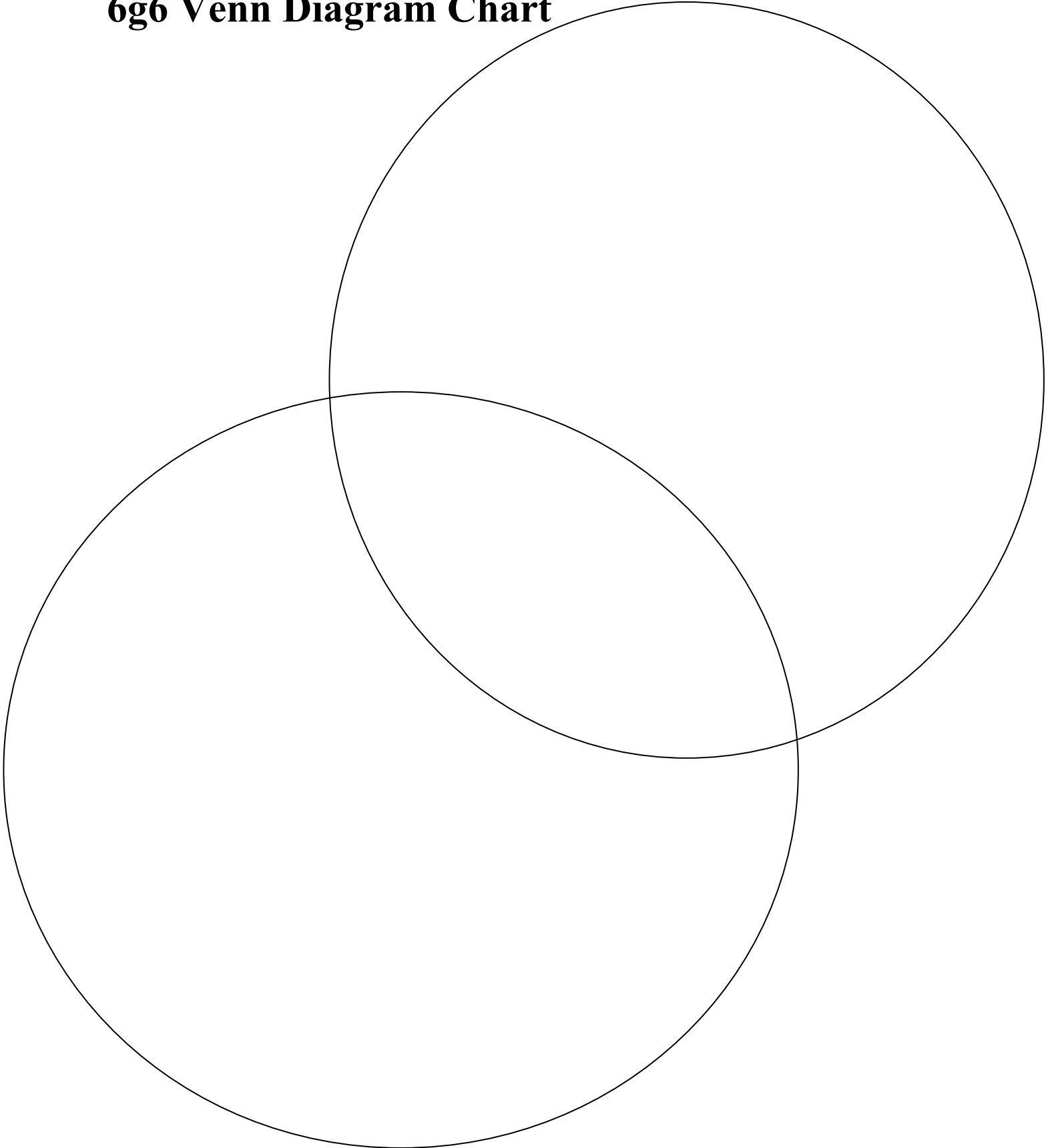
Charlotte knows that her escape from her past is directly correlated to her ability to drive a team of horses. She is determined and wants to get it right. Do you think that being driven to do something helps you learn it better and faster?

Write a one-paragraph argument in which you support or oppose the above statement? Write a clear and concise argument and acknowledge the counter argument. Defend your stance with clear and relevant details and facts. Conclude by restating your argument.

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

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

6g6 Venn Diagram Chart



Character Based Literacy Program Lesson Plan

Riding Freedom, Day 8



Outcomes for Today

- W1. Write arguments to support claims with clear reasons and relevant evidence.
- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d.) Establish and maintain a formal style.
 - e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What does it mean to coddle someone or something?

To treat with excessive care and kindness.

In today's reading Charlotte continues to practice driving a stage with Ebenezer. As she perfects her talent she is able to drive the stage in horrible conditions smoothly and gently. She is working to create a reputation as being one of the best stage drivers.

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

coddle pg. 68	precarious pg. 68	reputation pg. 68	recognition pg. 69	partial pg. 70
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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. 68-79

Setting	Characters	Pages
On the road	Charlotte, Ebenezer	68
Providence, RI	Charlotte, Ebenezer, stable men	69-73
Coach	Charlotte, Ebenezer, passengers, Mr. Millshark	73-76
Coach in mud	Charlotte, Mr. Millshark, passengers	76-78

RESPOND

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

Students might mention

- Charlotte learns to drive the team and moves to Providence, RI to work for Ebenezer. She becomes one of the best drivers he has;
- Six years have passed and she communicates with Hayward and hears from Vern. She is careful to protect her identity;
- Charlotte is getting ready for a run and realizes that Mr. Millshark is one of the passengers;
- She does not want to drive but Ebenezer puts all of his faith in her and reminds him he is in charge;
- Charley drives the team and makes sure that Ebenezer has an unforgettable experience, and she is in charge.

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

EXPLORE

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

Plot Profile Chart:

Create a Plot Profile Chart

On the bottom list ten events that are significant in today's reading

Rate their intensity based on scale of 1-10;

Once you are completed you can use the graph to summarize today's reading.

Open Mind Portrait

Add to your OMP of Charlotte/Charley. What do you think she is thinking and feeling when she learns to drive the team, competes successfully in a man's world, and sees Mr. Millshark? Add 5-7 new thoughts to your OMP.

STEP SIX: SHORT STORY GUIDELINES

Read the revision questions and revise your story as needed. Pay particular attention to DIALOGUE.

Also, reference p.18. Focus on revision of WORD CHOICE! ☺

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

Key Questions

1. How many years have passed and what is Charlotte doing now? What skills has she learned? What has she become?
2. Why is it important to protect her identity? What steps does she take? What does she have to lose?
3. She realizes that Mr. Millshark is on the stage, what advice does Ebenezer give her? How does she take that advice? Did she earn everything she learned?
4. What if anything did Charlotte have to prove? Who did she need to prove it to?
5. Charlotte, was able to get some revenge on Mr. Millshark. Is getting revenge worth it? Explain?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 72

“Now listen, don’t you pay them passengers no mind. You are what you are. And what you are, is a fine horseman. And the best coachman I ever saw. You remember that. Under the circumstances, there ain’t nothing left or you to do but your job. So get to it.”

EXTEND

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

Charlotte was doubting herself and letting memories haunt her. Ebenezer tells her to set everything else aside and be a horseman. He once again instills confidence in her. Do you think he is right to put her back on the coach and in charge?

Write a one-paragraph argument in which you justify Ebenezer’s actions. Argue regardless of your opinion that he did the right thing for his company and for Charlotte. State your opinion, offer the conflicting opinion. Support claims with relevant support and logical flow. Use formal language and transitions. Conclude by re-stating your opinion.

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

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

3g6 Plot Profile Chart

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

Character Based Literacy Program Lesson Plan

Riding Freedom, Day 9



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is the California Gold Rush?

The discovery of gold nuggets in the Sacramento Valley in early 1848 sparked the Gold Rush, arguably one of the most significant events to shape American history during the first half of the 19th century. As news spread of the discovery, thousands of prospective gold miners traveled by sea or over land to San Francisco and the surrounding area; by the end of 1849, the non-native population of the California territory was some 100,000 (compared with the pre-1848 figure of less than 1,000). A total of \$2 billion worth of precious metal was extracted from the area during the Gold Rush, which peaked in 1852.

<http://www.history.com/topics/gold-rush-of-1849>

In today's reading Frank and James to of Ebenezer's men convince Charlotte to move to California. They sell her on the idea that there is plenty of land that is affordable and since the gold rush is at its peak there is a need for stage drivers.

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

plentiful pg. 81	riverboat pg. 81	secured pg. 81	chuckholes pg. 82	defeated pg. 83
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READ

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

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

p. 80-85

Setting	Characters	Pages
Providence, RI	James Birch, Frank Steven, Charlotte	80-82
Stables	Charlotte, Ebenezer	82-85

RESPOND

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

Students might mention

- Two of Ebenezer's stable boys convince Charlotte to move to CA and buy some land.
- She decides to do it and tells Ebenezer that someday he should come out there too.
- She tells him her real name and he shares that she reminds him of a lost daughter.

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

On-going classroom products:

Map: Create a map of the United States and California. Use the map to track Charlotte as you read the novel.

Add Sacramento to your map.

Create a separate map of the Sacramento Delta area they describe in the reading, pages 80-81

EXPLORE

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

Open Mind Portrait

Add to your OMP of Charlotte. What do you think she is thinking and feeling as she decides to move to California? As she learns what Ebenezer thinks of her? Add 5-7 new thoughts to your OMP.

STEP SEVEN: SHORT STORY GUIDELINES

Read the revision questions and revise your story as needed. Pay particular attention to VOICE.

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

Key Questions

1. Frank and James return from California. The author compares them to what? What is driving their excitement?
2. The men are excited about the gold. What drives Charlotte to want to move?
3. Who does Charlotte remind Ebenezer of? How does that make her leaving harder?
4. In what ways does Charlotte show compassion to Ebenezer?
5. Does Ebenezer know she is a girl?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 84:

Charlotte didn't want to lose Ebenezer, either. He had been good to her. He had let her make her own way. He had protected her, like a daughter. "I just bet when I get my place you could come out and start a livery," said Charlotte. "You heard them boys talkin'. Sounds pretty exciting, don't it?" His eyes perked up a little at the prospect. "And I'll need you out there," she said. "I aim to get a bit of land. Why, I can't run a big place by myself..."

EXTEND

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

Charlotte sees that moving west will give her more opportunities to do what she wants to do and will be one step closer for her to reach her goals.

Using information from today's reading write a 2 paragraph argument in which you either support Charlotte's and her decision to move to California or Ebenezer and his desire to keep her in Providence. Evidence to support your thesis must come from today's reading pages 82-85. Support your claims with logical reasoning. Maintain a formal style throughout your writing.

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

Riding Freedom, Day 10



Outcomes for Today

- W1. Write arguments to support claims with clear reasons and relevant evidence.
- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is the Sacramento River Delta?

The Sacramento Delta is an endless network of rivers, streams, and tributaries. During the gold rush this system not only was a source of gold but also of transportation to move it.

<http://www.eyewitnesstohistory.com/californiagoldrush.htm>

What is Women's Rights Convention?

The first women's rights meeting in the United States, held at Seneca Falls, New York, in 1848, itself followed several decades of a quietly emerging egalitarian spirit among women. At this convention, the delegates called for the right to vote, among other women's rights.

What a long road it would be to actually winning suffrage for women! Before the Nineteenth secured women's right to vote in the US, more than 70 years would pass.

<http://www.history.com/topics/the-fight-for-womens-suffrage>

In today's reading Charlotte arrives in Sacramento after weeks of travel. Once she arrives she sees a woman handing out handbills and talking about woman's rights. She listens to what the woman has to say and is very interested in woman getting more equal rights.

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

strongbox pg. 86	porters pg. 86	marshals pg. 86	handbill pg. 87	mockery pg. 89
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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. 86-92

Setting	Characters	Pages
Riverboat	Charlotte	85-86
Sacramento	Charlotte, James	86
Sacramento	Charlotte, James, woman's rights advocate	86-91
Stables	Charlotte, James, Frank	91-92

RESPOND

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

Students might mention

- Charlotte arrives in Sacramento and James meets her in town, she is relieved to see a horse;
- While riding through town, Charlotte talks to a woman about woman trying to get the right to vote;
- Charlotte, sees the woman as being brave;
- They get to the new stables.

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

Map: Create a map of the United States and California. Use the map to track Charlotte as you read the novel.

Using another color chart Charlotte's journey from the east coast to Sacramento.

EXPLORE

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

KWL Chart

What do you know about women and the right to vote?

What would you like to know?

What have you learned about woman gaining the right to vote.

STEP EIGHT: SHORT STORY GUIDELINES

They will write their final draft in two days. Today and tomorrow focus on capitalization, spelling, grammar and punctuation.

Option: peer editing

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

Key Questions

1. Charlotte, is on her way to Californian, she is one step closer to bringing her dream to reality. What does it feel like to have a dream close to coming true?
2. What did Charlotte learn by talking to the woman in front of the saloon? How might this interaction change her views? Why is it important to be an informed voter?
3. What response was that woman getting from most men? Why do you think it was like that?
4. Charlotte refers to the woman as being brave. What makes a person brave? What is the difference between Charlotte and the woman? Why does Charlotte think the woman is braver than she is?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 88

"With the men in the mines, many women are running the farms and should be able to make decisions that affect their properties and their families. Woman have already organized in the East, have already held a Woman's Rights Convention."

EXTEND

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

The woman on the street has a great argument/ reason for women gaining and needing the right to vote. **Write a one-paragraph counter argument that gives one clear and concise reason that woman should not be given the right to vote. Conclude by re-stating your opinion.**

Final Product

- Research voting rights and woman's suffrage. You may want to look at:

www.history.com

www.pbs.com

www.righttovote.org/Importance-of-voting.html

Based on your findings

- list 5-10 reasons voting should be considered one on of your most important rights.
- List 5-10 reasons voting should not be considered an important right.

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

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

KWL Chart

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

Character Based Literacy Program Lesson Plan

Riding Freedom, Day 11



Outcomes for Today

- W1. Write arguments to support claims with clear reasons and relevant evidence.
- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d.) Establish and maintain a formal style.
 - e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What are feral animals?

The term feral means anything that was once tame, that reverts back to its wild nature. In this instance the horses that they were using to run the stage were once tame and working animals. They were released for whatever reason and then had to learn to survive on their own. Because of this their wild nature returns to assist in their survival.

In today's reading Charlotte is shoeing a horse and gets kicked in the eye. Due to lack of doctor care and the techniques at the time, Charlotte will lose her eye.

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

feral pg. 93	shod pg. 93	reared pg. 93	retched pg. 93	ointment pg. 95
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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. 93-99

Setting	Characters	Pages
Doctor's office	Charlotte, doctor	93-96
Town	Charlotte, James	96-97
Stables	James, Frank, Charlotte	97-100

RESPOND

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

Students might mention:

- Charlotte got kicked in the eye by a feral horse.
- The doctor treating her knows she is a woman, and promises he won't tell anyone.
- She is not the first woman he has treated who is pretending to be a man;
- She could now only see out of one eye and had to retrain herself to drive the horses. She learns to drive by sound.

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

Open Mind Portrait

Add to your OMP of Charlotte. What do you think she is thinking and feeling as she learns she is going to lose her eye? How does her determination drive her? Add 5-7 new thoughts to your OMP.

EXPLORE

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

Postcard.

Write a postcard from Charlotte to either Vern or Hay. Share with them her experiences and her challenges. On the front sketch a picture from today's reading.

STEP NINE: SHORT STORY GUIDELINES

They will write their final draft in tomorrow. Finish correcting capitalization, spelling, grammar and punctuation.

Option: peer editing

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

Key Questions

1. How did Charlotte react when she learned that the doctor knew who she was? What was the doctor's reaction? Why did he understand what she was going through? How do other woman deal with the inequality? What are the choices they have?
2. What is the difference between seeing and vision? What does Charlotte realize she needs to keep? Why?
3. Who does she look to for guidance? How can a person give guidance when they are not there?
4. What did Charlotte decide to do?

9. Analyze Analyze the key paragraph.

Key Paragraph, Page 97

“Silent tears stung the cuts and scrapes on her hurt eye and blurred the other. How am I going to get where I’m going if I can’t see? She thought.”

EXTEND

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

What is the difference between vision and sight? Can you have one without the other? Think about Charlotte and her sight. Think about what her vision is. Do you think she can get what she wants if she stays focused on her vision?

Write a 1-2 paragraph argument in which you defend her need to stay focused on her vision. Give logical reasons and examples to defend your statement. Write with a formal style. Conclude with a statement that supports your viewpoint.

Final writing product

Continue to research suffrage.

What did woman have to endure in order to gain their right to vote.

Highlight 5-7 key facts.

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

Riding Freedom, Day 12



Outcomes for Today

- W1. Write arguments to support claims with clear reasons and relevant evidence.
- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d.) Establish and maintain a formal style.
 - e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What does the phrase, “practice makes perfect?”

The idiom practice makes perfect refers to doing something over and over again to perfect your technique.

The famed Vince Lombardi coined the quote, “Practice does not make perfect. Only perfect practice makes perfect.” This expands on the above idiom and means that practice is great but if you are practicing something incorrectly, you will never exceed. He believes that the only way to do your best is to practice a skill or technique perfectly, over and over again.

In today's reading Charlotte realizes that she will not be able to reach her dream unless she is able to drive the stage again. She begins taking teams of horses out to re-train herself and her eyes so she can drive again. She tells herself that she will approach James and Frank when she has driven 10 perfect runs.

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

reluctantly pg. 103	frantic pg. 106	iron-capped pg. 106	clacked pg. 106	clamoring pg. 107
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READ

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

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

p. 101-107

Setting	Characters	Pages
Stage	Charlotte and horses	101-102
Stage office	Charlotte, James, Frank	102-103
Stage	Charlotte, James, passengers	103-107

RESPOND

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

Students might mention:

- Charlotte knows that she won't be able to fulfill her dream if she can not drive;
- She practices, re-trains her eye, and learns the road so she can prove she is fit to drive;
- She takes James and some passengers on a run. It is stormy. She does great and saves the passengers lives;
- James knows she is fit to drive.

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

EXPLORE

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

Open Mind Portrait:

Add to your OMP of Charlotte. What do you think she is thinking and feeling as she relearns to drive the stage, saves the passengers, and proves her worth to James? Add 3-5 new thoughts to your OMP.

Plot Profile Chart

Create a Plot Profile Chart. On the bottom of the chart list 10 significant facts from today's reading. Rate them on a scale of 1-10 based on their intensity. You can use this chart to summarize the reading.

STEP TEN: SHORT STORY GUIDELINES

WRITE FINAL DRAFT. Students are striving for a clean, accurate copy.

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

Key Questions

1. Charlotte begins to drive again and practice. How did she start her practice at the beginning? Why was that not successful? How did her strategy change over time? Why is it important to change how you pursue a goal over time?
2. What are James and Frank's main concerns over her driving? What does she have to fall back on?
3. How does she respond to the man who wanted to stay in the coach? Why is safety imperative? Do you think she is concerned about the man, her reputation, or about the team and coach? Explain.

9. Analyze Analyze the key paragraph.

Key Paragraph Page 101:

"Charlotte had been proving herself her whole life and she wasn't about to stop now. She didn't care if Frank and James caught on to what she was doing...Charlotte drove back and forth over her route and memorized every rock and tree. She set a goal for herself."

EXTEND

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

In what way do you admire Charlotte's persistence? She has a vision of the life she wants and she keeps going after it, despite the obstacles. Why is it important to stay vision and goal focused despite the obstacles that come your way?

Write a one-paragraph argument in which you defend Charlotte's need for persistence? Is her persistence about driving horses or about something bigger? Use examples from the reading to support your claim? Conclude by stating why she needs to be persistent

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

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

3g6 Plot Profile Chart

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

Character Based Literacy Program Lesson Plan

Riding Freedom, Day 13



Outcomes for Today

- W1. Write arguments to support claims with clear reasons and relevant evidence.
- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d.) Establish and maintain a formal style.
 - e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What does it mean to foreclose on a property?

If a property owner can no longer make the payments on their property the bank can foreclose on it. Which means that the bank can resume ownership, resell the property, and the previous owner has to move.

In today's reading Charlotte finds a piece of property to buy. She learns that the neighbor's husband has died and she cannot keep up with the payments. Charlotte decides to purchase the property for Margaret so she will not lose her home.

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

commotion pg. 108	jangling pg. 109	rancid pg. 110	corrals pg. 111	coop pg. 111
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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. 108-121

Setting	Characters	Pages
Stage/stables	Charlotte, girl, ranch hands	108-110
Watsonville	Charlotte, Margaret	110-112
Watsonville Bank	Charlotte and the Bank President	113-115
Home	Charlotte and Hayward	115-121

RESPOND

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

Students might mention

- Charlotte becomes well known for being the best rider around.
- The public throws coins at her when she drives;
- She tries to inspire kids to drive;
- She finds some land in Watsonville and buys it.
- She does not want her neighbor to lose her land. She buys the parcel and Margaret helps tend her land and cook for her;
- Hayward comes to visit and puts up a "private property" sign.
- They spend time catching up and talking about their plans;
- Charlotte learns that Vern died.

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

- Add Watsonville to your map.
- Map of route: San Juan Batista to Santa Cruz

EXPLORE

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

Open Mind Portrait

Add to your OMP of Charlotte. What do you think she is thinking and feeling as she is able to buy her land? Add 5-7 new thoughts to your OMP.

Poster: Create a poster of Charlotte's land.

STEP 11: SHORT STORY GUIDELINES

OPTIONAL: Author's chair. Share stories aloud or in small groups.

OPTIONAL: ARTWORK on title page or throughout story as appropriate.

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

Key Questions

1. What changed for Charlotte after she helped save the passengers? How is this vastly different from how she started out?
2. Why was the bank after Margaret? Why was Charlotte compelled to help?
3. What did the banker say to Charlotte that was rather ironic?
4. How was Margaret and Charlotte's relationship mutually beneficial?
5. Charlotte and Hayward both had their leather bracelets. Why did they both keep them? What did they symbolize for them?

9. Analyze Analyze the key paragraph.

Key Paragraph pg 113

"Tell me about the land to the west, the small parcel where the widow lives.

"The wife can't pay so we're foreclosing. She hasn't got a cent. Hate to do it, but woman usually can't pay and after all, business is business."

EXTEND

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

Think about what it means to be a woman during this time? Life is hard and you work hard, yet you don't have the same rights. Do you think that the bank would have sold Charlotte the land if they knew she was a woman?

Write a 3-paragraph letter to the bank president in which you either agree or disagree with his viewpoint. Clearly state your view and the counterview point. Give facts from the reading and external sources and use clear transitions. Close by re-stating your viewpoint.

Final writing product

Continue to research suffrage.

What historical event leads to woman being treated more equally in the workforce? Why?

List 3-5 ways this event assisted the woman's movement?

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

Riding Freedom, Day 14



Outcomes for Today

- W1. Write arguments to support claims with clear reasons and relevant evidence.
- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d.) Establish and maintain a formal style.
 - e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is the transcontinental railroad?

In 1862, the Pacific Railroad Act chartered the Central Pacific and the Union Pacific Railroad Companies, and tasked them with building a transcontinental railroad that would link the United States from east to west. Over the next seven years, the two companies would race toward each other from Sacramento, California on the one side and Omaha, Nebraska on the other, struggling against great risks before they met at Promontory, Utah, on May 10, 1869.

What is the transcontinental telegraph?

workers of the Western Union Telegraph Company link the eastern and western telegraph networks of the nation at Salt Lake City, Utah, completing a transcontinental line that for the first time allows instantaneous communication between Washington, D.C., and San Francisco. Stephen J. Field, chief justice of California, sent the first transcontinental telegram to President Abraham Lincoln, predicting that the new communication link would help ensure the loyalty of the western states to the Union during the Civil War.

The push to create a transcontinental telegraph line had begun only a little more than year before when Congress authorized a subsidy of \$40,000 a year to any company building a telegraph line that would join the eastern and western networks. The Western Union Telegraph Company, as its name suggests, took up the challenge, and the company immediately began work on the critical link that would span the territory between the western edge of Missouri and Salt Lake City.

How did the invention of both affect stage travel?

Once both inventions and projects were complete the nation grew smaller. It was easier to communicate from one coast to the other. News traveled faster. Passengers could travel from the east to the west in a week relatively comfortably versus a month through the Panama Canal. Trade expanded as goods could be shipped easier.

In today's reading Hayward gets to Charlotte's house as they are catching up he tells her about working on the railroad.

2. Word Wall

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

citizens pg. 123	registered pg. 123	banter pg. 127	ruination pg. 127	ballot pg. 128
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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. 122-129

Setting	Characters	Pages
Home	Charlotte and Hayward	122-125
Watsonville	Charlotte and townsfolk	125-129

RESPOND

5. Timeline

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

Students might mention:

- Charlotte tells Hay she is going to vote (as a man) in the next election.
- He doesn't want her to get into trouble but can understand why she is doing it.
- He leaves to go bring his parents back to CA. He will be gone for a year.
- Charlotte goes to town and votes.

6. Map

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

EXPLORE

7. Activity

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

Open Mind Portrait

Add to your OMP of Charlotte. What do you think she is thinking and feeling as she continues to make plans with Hayward? As she gets to vote for the first time? Add 3-5 new thoughts to your OMP.

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

Key Questions

1. How does Charlotte feel about Hay? Why can't she go to help him move his parents?
2. Why is it so important for Charlotte to vote? What will she be able to prove?
3. In what ways does Charlotte continue to have courage?

9. Analyze Analyze the key paragraph.

Key Paragraph page 129:

"This was something she could do for that woman who stood up in front of all those laughing men and passed out handbills on the saloon steps. Something for those women out front who were pretending they didn't mind that they couldn't vote. For Vern, who hadn't been allowed to speak up and should have been able to. And for that little girl outside who was already standing up for herself. "

EXTEND

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

In what way is Charlotte continuing to try to change the world for the better? Do you think her silent fight will be effective? Why or why not? **Write a one paragraph argument in which you state if you think her fight will be effective or not. Use facts from the reading, your own experiences, and other sources to support your viewpoint. Use formal writing style and language. Conclude by re-stating your viewpoint.**

Final writing product:

- Research civil responsibility. List 3-5 duties you feel are your most important responsibilities as a citizen.

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

Riding Freedom, Day 15



Outcomes for Today

- W1. Write arguments to support claims with clear reasons and relevant evidence.
- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d.) Establish and maintain a formal style.
 - e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is a historical fiction?

Historical fiction is a genre of writing that is set in a historical significant time, the characters and events pertain to historical events but a certain amount of fiction is infused in the writing either to add interest to the story or because there are not enough facts to complete a biographical narrative.

As we complete the novel the author details the historical significance of Charlotte Darkey Parkhurst.

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

mending pg. 132	coaxed pg. 132	filly pg. pg. 133	colt pg. 133	frantic pg. 133
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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. 130-138

Setting	Characters	Pages
Home	Charlotte, Ebenezer,	132-134
Notes from the author		135-138

RESPOND

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

Students might mention:

- Ebenezer came to help on the farm. He complained about the many things that needed to be done. Charlotte, knew he would stay;
- Charlotte's mare had twins—a male and a female.
- She decided to name one Vern's Thunder and the other Freedom.
- In the Author's Note we learn about the real Charlotte.

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

EXPLORE

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

Open Mind Portrait: Complete your OMP of Charlotte. What do you think she is thinking and feeling once Ebenezer arrives and she has her first colt? Add 3-5 new thoughts.

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

Key Questions

1. Why did Charlotte name her horses those names? How do names affect how people and things are treated? Are names important?
2. Why do you think the author wanted to share Charlotte's story?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 138:

In the words of her obituary, "Who shall longer say that a woman can not labor and vote like a man?"

EXTEND

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

What do you think the significance of this last quote is? Was it a surprise that this book was about a real person? Optional: Send an email to the author telling her how you liked the book. You may choose to do a little more research about the author as well.

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

Riding Freedom, Day 15-16



Outcomes for Today

- W1. Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.

Final writing product

Day 10

Final Product

www.history.com

www.pbs.com

<http://www.righttovote.org/Importance-of-voting.html>

- Research voting rights and woman's suffrage.

Based on your findings

- list 5-10 reasons voting should be considered one on of your most important rights.
- List 5-10 reasons voting should not be considered an important right.

Day 11

Continue to research suffrage.

What did woman have to endure in order to gain their right to vote.

Highlight 5-7 key facts.

Day 12

Continue to research suffrage.

What historical event leads to woman being treated more equally in the workforce? Why?

List 3-5 ways this event assisted the woman's movement?

Day 13

Continue to research suffrage.

- What historical event leads to woman being treated more equally in the workforce? Why?
- List 3-5 ways this event assisted the woman's movement?

Day 14

- Research civil responsibility.
- List 3-5 duties you feel are your most important responsibilities as a citizen.

Day 15

Final writing product

Based on the research you have done on suffrage. Write a letter to the editor of your local paper or school paper. In it argue why you believe that voting should or should not be considered one of your most important civic rights. Use the facts you have found to support your argument. As you write acknowledge the opposing viewpoint. Use credible sources to help you defend your writing. Write in a formal style. Conclude your writing by supporting the viewpoint originally stated.