

Character Based Literacy Program Lesson Plan

Johnny Got His Gun, Day 1



Outcomes for Today

PREPARE

1. Background

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



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is democracy? It is a *government by the people*; especially: *rule of the majority. It's a government in which the supreme power is with the people and is exercised by them directly or indirectly through a system of representation usually involving periodically held free elections.*

2. Wordwall

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

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

sustained	disfigurements	advocating	insights	profiteers
-----------	----------------	------------	----------	------------

- 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

As today is day one look at the front cover, read the back cover and make predictions about the book.

4. Read

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

- ☐ Shared Reading RRP: Read, React, Predict every 2-3 pages
☐ Tape ☐ Partner ☐ Choral ☐ Silent ☐ Round Robin Reading

Foreword

Character Education at the Markkula Center for Applied Ethics
www.scu.edu/character

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

Prepare the timeline to be used to track important events

Timeline

materials:

- butcher paper or long rolls of shelf or craft paper
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Decide on the 5 most important events in today's reading.

1. Make a list of all the things that happened in today's reading.
2. Decide which are the 5 most important.

Step Two: Write each event as the next event on the timeline.

1. The timeline is a long [20 feet] running piece of paper, with a line running horizontally through the upper third.
2. At the beginning of the story, start at the far left edge, and then add 5 events or important details each day.
3. Write each event in the fewest possible words. Use bold print that can be read from a distance. Leave enough room for all of the chapters.

Step Three: Review the timeline each day before reading the next section.

1. Starting at the beginning of the story, read and review each event on the timeline before starting today's reading.
2. This will help you remember what happened in reading on previous days. If you missed parts, or all of the story so far, this will fill you in.

Variations for the Timeline

1. Create a space for each chapter on the timeline when you begin.
2. You could make a little timeline on the inside or outside of a file folder, or on a smaller roll of paper.
3. Instead of writing the events down, you could choose a picture or cut a symbol out of construction paper and post it out the timeline.

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

Mapping Joe Bonham's State of Consciousness

Throughout the book "Johnny Got His Gun" Joe Bonham goes in and out of consciousness. At times Joe is awake, thinking and trying to make sense of his current state and surroundings. The rest of the events are dream memories from Joe's past, which are oftentimes triggered by external stimuli.

A visual way to map Joe's state of consciousness would be to do this slight variation of the timeline each day.

- Write the suggested timeline events on the whiteboard.
- Have the students decide if the event takes place while Joe is awake and in the present, or if Joe is flashing back to a memory.
- Write the "Awake" events in red to be placed above the timeline.
- Write the "Memory + Dream" events in blue to be placed beneath the timeline.

EXPLORE

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

Create a KWL Chart on the events of the World War I

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

Materials:

- KWL Chart

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

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

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

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

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

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

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

Step Five: Review the chart when it is complete**Variations of the KWL Chart**

1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.
3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This can use the same strategy for a nonfiction topic, a problem or a case study.
4. You can do this individually, in pairs, in a small group, or as part of a large group.

KWL Chart

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

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

Key Questions

1. What is democracy?
2. Who is Cindy Sheehan and why do you think she was asked to write the foreword of "Johnny Got His Gun"?
3. What do you think Cindy Sheehan means when she says that she has been trying hard every day to stop more Cindy and Casey Sheehan's from being created for "the insatiable greed of the war machine."?
4. Who is Joe Bonham? What has happened to him?
5. Which war was, the fictional character, Joe Bonham involved in?
6. Based on the foreword do you think this book is an anti-war novel?
7. Do you believe a man should be willing to give his life for democracy? Why or why not?

9. Analyze Analyze the key paragraph.

Key Passage, Foreword

"Johnny Got His Gun is essentially a book about a man named Joe Bonham who lost his arms, legs, face, ears, hearing....everything, after a bomb dropped on him while fighting in World War I. The book is about his gradual understanding of the level of injuries that he sustained, ...and Joe's awakening to the fact that he wanted to use his disfigurements to stop other people from making the same mistake."

EXTEND

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

"Johnny Got His Gun" is the story of a man named Joe Bonham who had made the decision to fight for his country during World War I. During the war Joe sustained horrific disfigurements.

Assignment:

Write two to three paragraphs making a prediction on why Joe Bonham is considered to be a leader. Do you think it is because of his choice to fight for his country or for the way he lives after his injuries? Describe why you made your prediction?

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

Discuss:

The saying, *"Those who stand for nothing, tend to fall for anything"*, has been used by many great people.

What does this saying mean and how might it apply to you?

Character Based Literacy Program Lesson Plan

Johnny Got His Gun, Day 2



Outcomes for Today

PREPARE

1. Background

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



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is “Stream Of Consciousness” writing style?

“Stream of consciousness is a method of narrative representation of “random” thoughts which follow in a free-flowing style. Stream of consciousness is a form of interior monologue which claims as its goal the representation of a lead consciousness in a narrative (typically fiction). This representation of consciousness can include perceptions or impressions, thoughts incited by outside sensory stimuli, and fragments of random, disconnected thoughts. Stream of consciousness writing often lacks “correct” punctuation or syntax, favoring a looser, more incomplete style.”

2. Wordwall

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

rumpled (4)	curiously (4)	burden (7)	consideration(8)	entombed (9)
-------------	---------------	------------	------------------	--------------

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. 3-14

RESPOND

5. Timeline

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

- Joe Bonham feel nauseous and hears a ringing that sound like a telephone.
- In a dream-memory, he stumbles through the shipping room of the bakery where he used to work. His mother is on the other end of the phone.

- Mother tells Joe that his father has died and asks Joe to come home.
- Joe arrives home and sees his father is dead with a sheet pulled over him.
- Joe takes a last look at his father's tired, 51-year old face and feels pity for him. The memory ends.
- Joe slowly realizes that he is not hung over, but actually sick.
- Joe becomes scared, realizing that he is awake although he cannot see.
- Joe soon realizes that he is deaf, as he cannot hear the pounding of his heart.
- Joe remembers how his parents met and fell in love on a party line.*
- Joe feels sick as the sounds of the telephone and a lonely piano play heavily in his mind.

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.

Make an Open Mind Portrait that displays the thought and sayings thus far for Joe Bonham.

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

materials:

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

Step One: Create a large 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 head shot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

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

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

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

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

Variations of this Open Mind Portrait

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

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

Key Questions

1. The ringing sound that Joe hears in his head triggers what memory?
2. How does Joe feel about the passing of his father?
3. Does Joe view his father as a success or a failure? How do you know?
4. What is the first sense Joe realizes he has lost? How does he know?
5. Is there any reason Joe is happy to be deaf?
6. What clues did Joe give that let you know his parents were still in love?
7. How did Joe's parent's first meet?
8. Why do you think the first half of the book is titled "The Dead"?
9. How does Joe feel at the end of the chapter?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 9

"He drifted again. He was hurt. He was bad hurt. The bell was fading. He was dreaming. He wasn't dreaming. He wasn't dreaming. He was awake even though he couldn't see. He was awake even though he couldn't hear a thing except a telephone that really wasn't ringing. He was mighty scared."

EXTEND

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

Joe Bonham has just discovered that he is in a horrible mess that he must now try to make sense of.

Assignment:

Write two paragraphs describing if you think you think Joe should be happy to be alive, or angry that he was allowed to live? Argue the benefits of your point of view.

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

"No man is an island" What is the meaning of the statement?

Discuss:

What does this saying mean and how might it apply to you?

Character Based Literacy Program Lesson Plan

Johnny Got His Gun, Day 3



Outcomes for Today

PREPARE

1. Background

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



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is Aviation?

Aviation is the design, development, production, operation and use of an aircraft. Aviation is most commonly referring to heavier-than-air aircrafts like planes. Aviation is derived from avis, the Latin word for bird.

What is Nostalgia?

Is the desire to return in thought or in fact to a former time in one's life? It could be the desire to return to ones homeland or a sentimental yearning for the happiness of a former place or time.

2. Wordwall

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

pulp (15)	preserves (16)	aviator (19)	embroidery (21)	brogue (22)
-----------	----------------	--------------	-----------------	-------------

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. 15-24

RESPOND

5. Timeline

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

- Joe remembers when he was young, he used to run down to the store where his father worked late. His father would give him thirty cents, and Joe would order three hamburgers from the hamburger man then meet his father at home.

- One year, the aviator Lincoln Beechy came to town; it was the first airplane that Shale City ever saw.
- The whole city mourned when Lincoln Beechy died in the San Francisco Bay several months later.
- In the Shale City cigar store, the old men would sit and talk about the upcoming war.
- When Joe and his family move to Los Angeles Joe then becomes conscious of the war.
- Joe's father dies and soon after America enters the war.
- Joe then enters the war himself by joining the military.
- Joe thinks back regretfully about his entry in the war that turned out to have nothing to do with him in the end.

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.

Cube the “Who, What, When, Where and Why” of the events of today’s reading (pgs 14-25).

Analytic Cubing 4c12 Cubing Who, What, When, Where, Why

materials:

1. Use cubing format 4c12 Cubing Who, What, When, Where, Why
2. copied on 8.5 x 11 or 11 x 17 paper
3. cubing format 1c2 for cutting and folding directions
4. pencils, pens, crayons, markers
5. scissors, glue sticks or paste

Step One: Decide what you want to study and select a cubing form.

1. Decide what you want to study: a concept or idea, an event, something you’ve read, a thesis you want to make the case for, a topic or idea, a place, some event or period in history, a person, an action, or how something works or why it might not work.
2. 4c12 Cubing Who, What, When, Where, Why

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

1. Six of the squares will have a question or topic listed inside the square. Six of the squares are information squares and the others are flaps that will help the cube hold together when you assemble the cube. Fill out only the information squares: the ones that have something already printed in them.

2. In regard to your overall subject, answer the question in each box or write about the topic in each square. For example, if you are writing about an event, like a news story, you would use the 4c12 Cubing Who, What, When, Where, Why form. In the *Who* square write about who the story is about; in the *What* square write about what happened; in the *When* box write about when it happened; in the *Where* box, write about where it happened; in the *Why* box, write about why you think it happened.
3. In each square write the basic, important information you know about this question or topic. Depending on the size of the box, this might be anywhere from 1 to 5 sentences.

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

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

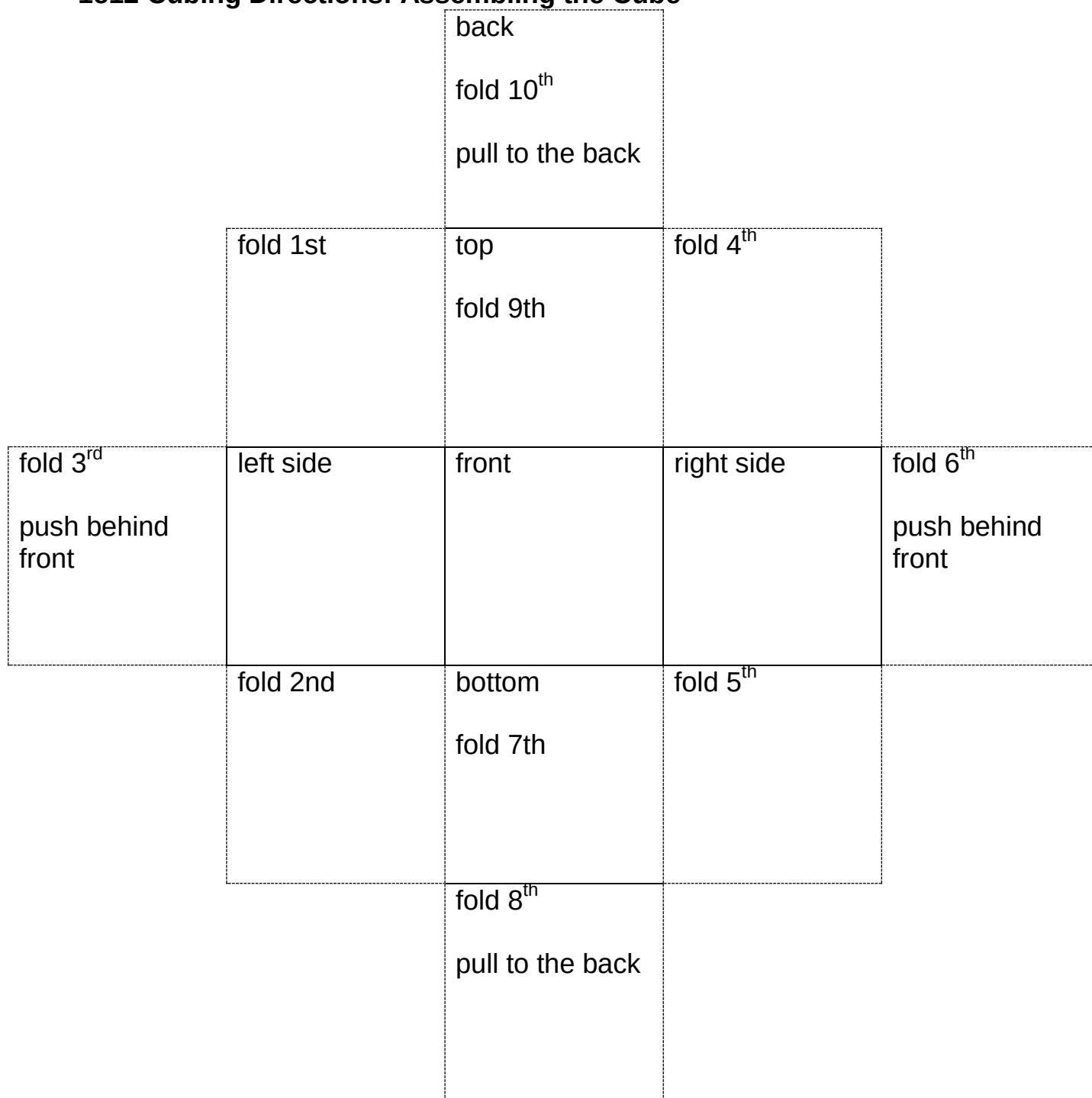
Variations for Cubing

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

Variations for Writing

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

1c12 Cubing Directions: Assembling the Cube



1. Answer the question in each un-shaded box.
2. Cut out the cube on each dotted line – do not cut any solid lines.
3. Crease each solid line back to make it easier to fold.
4. Put a little paste, glue, double-sided tape or a drafting dot on each shaded square.
Do not get paste or glue on the un-shaded squares.
5. Carefully fold the squares in the order specified, sticking squares to pasted surfaces underneath as you go.

4c12 Cubing Who, What, When, Where, Why

		Name			
		Who			
	What	When	Where		
		Why			

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

Key Questions

1. In Shale City what did Joe do every Saturday in the fall?
2. Who was the famous aviator that came to Shale City. Why was it a big deal?
3. What did the superintendent of schools say about the importance of planes in his invitation speech?
4. How did the people of Shale City feel about the passing of Lincoln Beechy?
5. What would Joe's mother do every year for his birthday?
6. Where would Joe and his friends go during the summers in Shale City?
7. When did Joe first hear about the war?
8. Did Joe join the military before or after his father passed away?
9. What are Joe's feelings now when he looks back about joining in the war efforts?
10. Why does Joe think to himself, "What do you care about making the world safe for democracy?"?

9. Analyze Analyze the key paragraph.

Key Passage, pg.24

He lay and thought of Joe Joe this is no place for you. This was no war for you. This thing wasn't any of your business. What do you care about making the world safe for democracy? All you wanted to do Joe was to live (24.)

EXTEND

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

Joe seems to carry a sense of nostalgia about his childhood in Shale City.

Write two to three paragraphs about a time in your life that causes you to experience nostalgia? What was the setting like? Who were some of the people around you? What made that time special?

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

Think about the statement, "*Your past does not equal your future*"

Character Based Literacy Program Lesson Plan

Johnny Got His Gun, Day 4



Outcomes for Today

PREPARE

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



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

In today's reading the word amputation is used several times.

What is Amputation?

Amputation is the removal of a body extremity (arm, leg, finger, or toe) by surgical measure, it is used to control pain or a disease process in the affected limb, such as gangrene.

What is trauma?

Any injury, whether physically or emotionally inflicted. "Trauma" has both a medical and a psychiatric definition. Medically, "trauma" refers to a serious or critical bodily injury, wound, or shock

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

suffocating (25)	exaggerate (30)	bureau (31)	vaguely (35)	vacantly (35)
------------------	-----------------	-------------	--------------	---------------

READ

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

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

p. 25-39

RESPOND

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

- Joe becomes conscious again, as if he is resurfacing after drowning.
- He feels a pinching on his left arm and realizes that they have cut his arm off.
- Joe realizes with panic that the ring his girlfriend, Kareen, gave him is on the hand that is now gone.
- Joe's memory of his last night with Kareen takes over.
- They kiss on Kareen couch and Kareen tells Joe not to go to war.
- Kareen's father, Mike comes home and orders them off the couch.
- In a moment of softness, Mike tells them to both go into Kareen's room to spend the night together before Joe leaves for the war in the morning.
- Kareen and Mike take Joe to the train station, where all the soldiers are leaving. Joe's mother and sisters are there as well.
- As Joe replays the memory of holding Kareen, it suddenly dawns on him that both of his arms are gone. He mentally cries out.

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

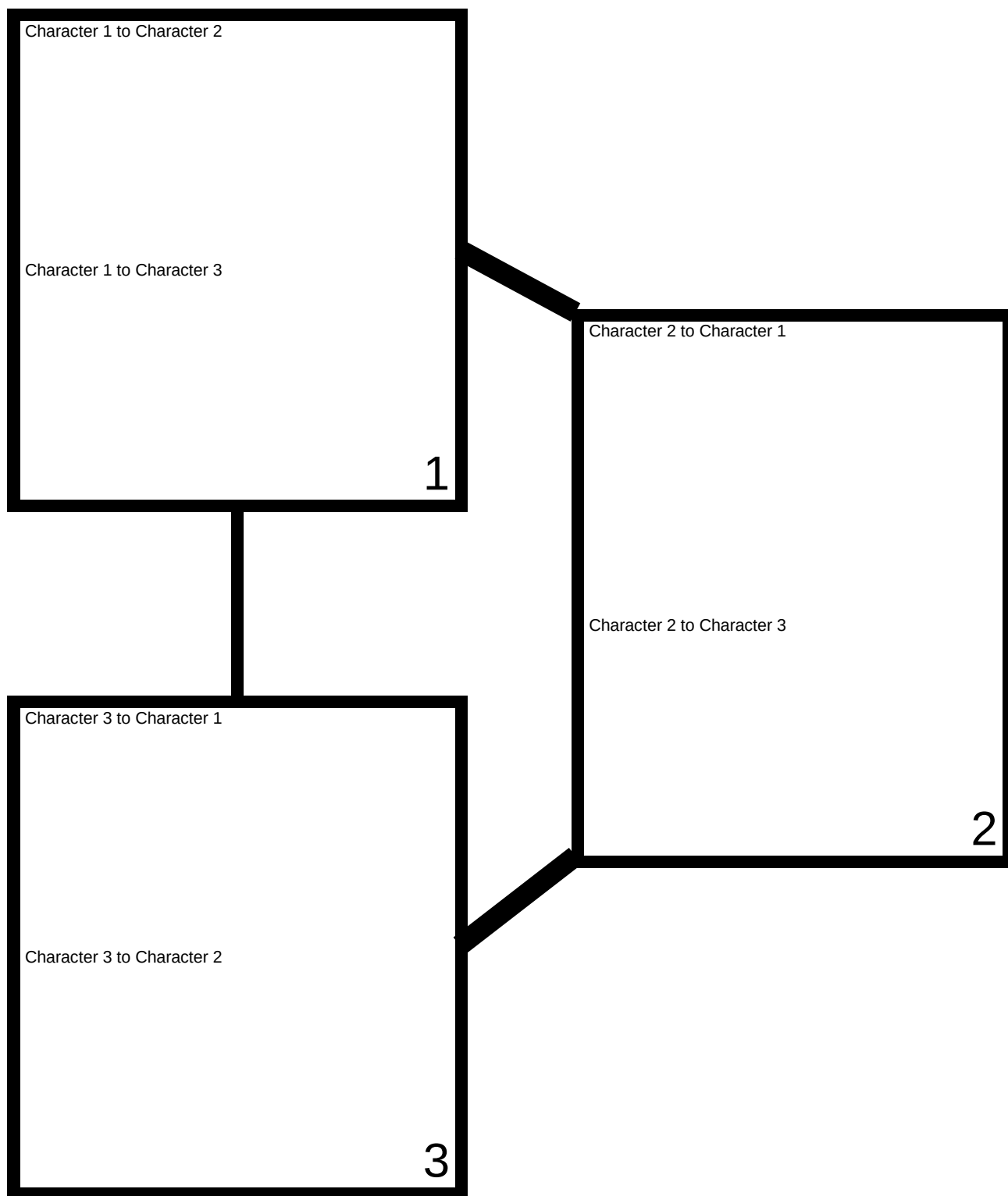
EXPLORE

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

Use the 5g6 Character Interaction Chart to plot the interaction of:

1. Joe Bonham
2. Kareen
3. Mike (Kareen's Father)

5g6 Character Interaction Chart



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

Key Questions

1. What feeling do you think Joe's dream of drowning represents?
2. What are some of the thoughts and feelings Joe has when he realizes they are removing his arm?
3. What did Kareen's father Mike do for a living? Did his work have an effect on his appearance?
4. Do you think Kareen's father Mike is a happy man? Why or why not?
5. Why do you think Mike allowed Joe to stay the night with his daughter?
6. What do you think the mother looking for her son at the train station might mean?
7. Why did her son join the army?
8. What does Joe realize at the end of the chapter that causes him to panic?

9. Analyze Analyze the key paragraph.

Key Passage, pg.36

"Don't get scared Kareen. It's all right."

"As that great patriot Patrick Henry said"

Johnny get your gun get your gun get your gun

"As that great patriot George Washington said "

"Goodbye mother goodbye Catherine goodbye Elizabeth. I'll send back half my pay and dad's insurance will hold out till I get back."(36.)

EXTEND

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

Our theme says "Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of."

Joe had made the decision to join the military and fight in a war because he felt it was his duty.

Write two to three paragraphs arguing if you feel it is your duty to fight for your country? Why or why not, defend your position?

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

Think about this statement:

What I am experiencing now is the sum of the choices and decisions I have made in the past. What I will experience in the future depends on the choices and decisions I make now. Happiness is a daily decision. – Om Shanti

Character Based Literacy Program Lesson Plan

Johnny Got His Gun, Day 5



Outcomes for Today

PREPARE

1. Background

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



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

In today's reading Joe flashes back to the time that his friend Howie and himself went to work as part of a railroad crew.

What was life like for a railroad worker in the 1900's?

Railroad workers put in long hours. In a 1907 law restricted train crews to 16 hours of work out of every 24. Well into the twentieth century, work was unsteady and unsafe. One railroad worker in every 357 nationally died on the job in 1889. Though some track workers preferred their outdoor work to regimented factories, turnover was high.

2. Wordwall

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

festered (43)	staggered (45)	impetuous (47)	Insinuating (51)	deliberately (51)
------------------	-------------------	-------------------	---------------------	-------------------

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. 40-55

RESPOND

5. Timeline

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

- Joe feels extremely hot and suddenly experiences a memory of working on the railroad one summer with his friend Howie.
- Joe and Howie decided to leave Shale City and join the railroad gang because their girlfriends cheated on them with a young man named Glen Hogan.
- They both return home after working only one day.
- Joe thinks back about hitting his friend Bill Harper when he told Joe that his girlfriend had messed around with Glen Hogan.
- Joe vows to apologize to Bill when he gets home.
- As Joe is walking home he passes by his ex-girlfriend house only to find her kissing Bill.
- Joe thinks back to how long ago that was, before he even moved to Los Angeles.
- He remembers getting a letter saying that Bill had died in the war.
- Joe feels like he has cooled down, but his thinking is still muddled.

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.

Fill out the Venn Diagram

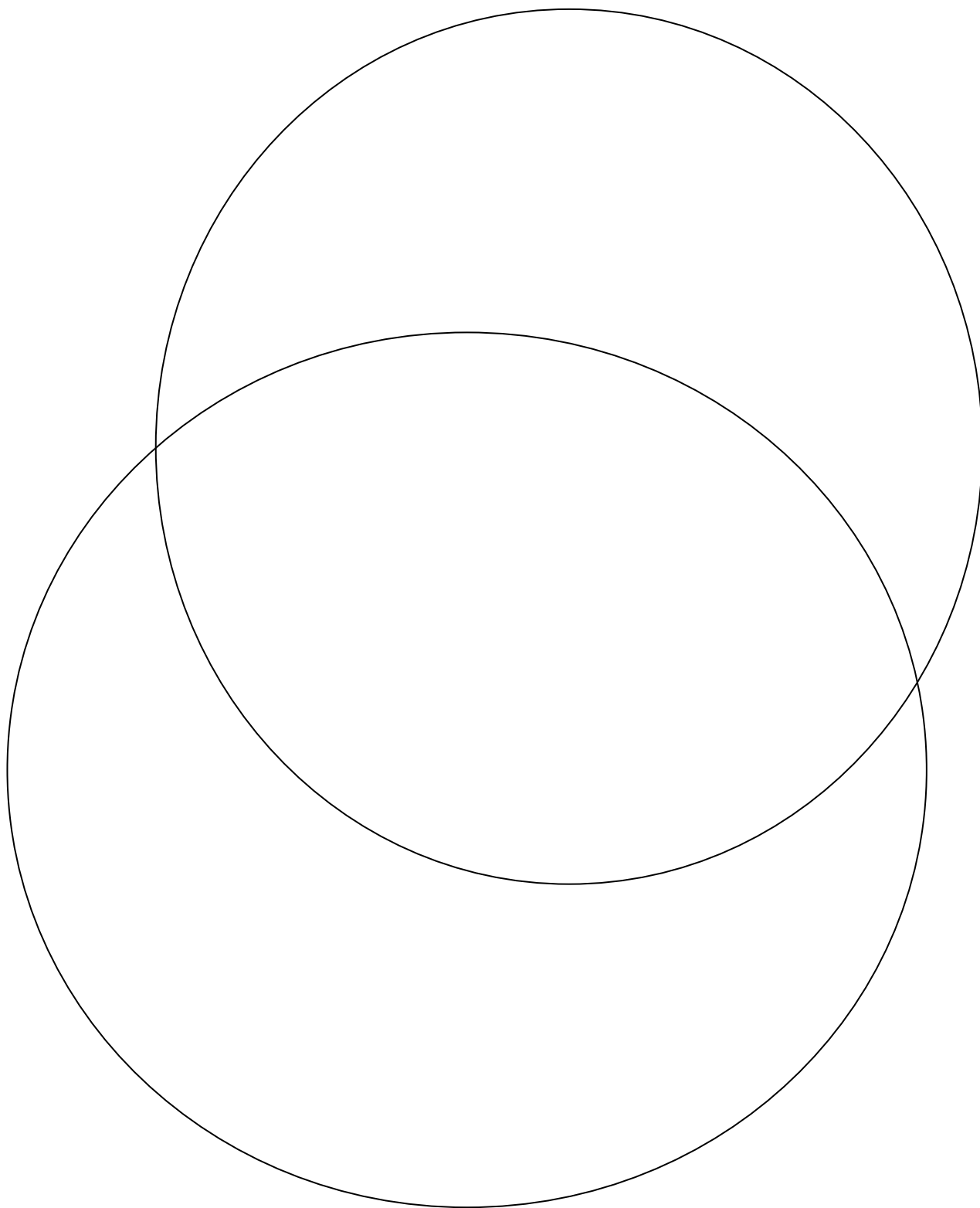
Both Joe and Howie had a girlfriend that cheated on them with Glen Hogan.

Assignment:

On the following Venn diagram plot the difference and similarities of Joe and Howie's reaction to the situation.

1. Where the 2 circles overlap, write the way these two are alike.
2. Where the circles are distinct, write down how each is different.

6g6 Venn Diagram Chart



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

Key Questions

1. Why did Joe and his friend Howie go work with the railroad work gang?
2. Why did they decide to quit after only one day of work?
3. Where was the first place Howie went when he arrived home from working?
4. What was Joe's reaction when his friend, Bill Harper, informed him that his girlfriend was messing around with Glen Hogan?
5. How did Joe discover that Bill Harper was telling him the truth?
6. How did Joe end up walking down his ex-girlfriend Diane's street?
7. What did Joe see when he was passing by Diane's house?
8. Did Joe stay in touch with Bill Harper?

9. Analyze Analyze the key paragraph.

Key Passage, pg.49

On my way home he had run into Diane and Glen Hogan just getting out of Glen's roadster and going in to Elysium theatre. Then he knew that Bill Harper had been telling him the truth. He knew that Diane had been cheating on him. (49)

And

"Then just across from her place he stopped still and quit breathing. Diane was there on the front steps with her arms around somebody and somebody's arms around her. They were kissing. He didn't do anything. He just stood there a little behind a tree and watched. He didn't want to watch and yet he wanted to watch more than anything else he could think of." (52.)

EXTEND

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

Joe is experiencing extreme physical and emotional pain? Oftentimes Joe's memories offer him comfort. In this chapter even his memories are causing him pain.

In your opinion, what is worse physical pain or emotional pain, and why? Which one is easier to heal? Which one would you try harder to avoid?

Write two to three paragraphs arguing your position.

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

What does the following statement mean?

"You can never really know a man until you have walked a mile in his shoes."

Character Based Literacy Program Lesson Plan

Johnny Got His Gun, Day 6



Outcomes for Today

PREPARE

1. Background

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



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

In today's reading Joe Bonham starts to experience extreme hopelessness and starts to panic. He tries killing himself by holding his breath.

What is panic?

Panic is a sudden sensation of fear which is so strong that it prevents reason or logical thinking, replacing it with overwhelming feelings of anxiety. Panic can also cause a person to become extremely agitated and display behaviors more consistent with an animal's fight-or-flight reaction.

2. Wordwall

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

cushioned (56)	sputtering (57)	smother(61)	panicky (61)	cartilage (63)
----------------	-----------------	-------------	--------------	----------------

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. 56-64

RESPOND

5. Timeline

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

- Joe feels as though he is floating in a river and talking to Kareen.
- Kareen starts to disappear and Joe starts to sink.

- He lays at the bottom of the shallow river, drowned, looking at the world above water, only a few feet up and yet unreachable.
- Joe reasons that he must have imagined himself drowning.
- Joe tries to move his legs and realizes that they are gone – they have both been amputated below the hip.
- He tries to scream, but he has no mouth, no tongue, and no palate.
- He works out that a large hole spans from his neck to forehead, and his eyes, ear, nose, and mouth are gone.
- Joe panics and mentally calls out to his mom to wake him.

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.

Start a KWL chart on World War I

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

Materials:

- KWL Chart

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

Key Questions

1. Who is Joe talking to as he is floating in the river?
2. What do you think Joe's dream about drowning in shallow water is suggesting about his thoughts or feelings?
3. How does Joe reason that he must have imagined himself drowning?
4. What does Joe realize when he tries to move his legs?
5. When Joe panics about his legs being gone what else does he realize?
6. Who does Joe mentally call out to at the end of the chapter?

9. Analyze Analyze the key paragraph.

Key Passage, pg.61

He began to smother and pant. It was as if someone had pushed a mattress over his face and was holding it there. He was breathing because there wasn't any air passing through his nose. He could feel his chest rise and fall and quiver but not a breath of air was passing through the place where his nose used to be. (61.)

EXTEND

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

Joe Bonham is discovering just how severe his injuries really are. He has discovered that he does not have a face and he become overwhelmed with the desire to kill himself.

In the theme "Leadership Requires Engagement" it says "Leaders develop and dedicate their talents to promote the common good." Do you believe Joe is demonstrating this even though he feels more helpless than ever throughout this chapter?

Assignment:

In a paragraph discuss Joe's approach to handling his devastating and helpless condition. Is he showing leadership qualities? Provide reasons for your opinion.

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

Think about the following statement:

"Your past does not equal your future. All you need to change your direction is a vision, a plan, and effort."

Character Based Literacy Program Lesson Plan

Johnny Got His Gun, Day 7



Outcomes for Today

PREPARE

1. Background

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



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

In today's reading Joe recalls working the busy Fridays at the bakery when they would hire extra help from the local Mission/employment center.

What is a Mission?

A mission or homeless shelter is a place where emergency shelter, food, and basic essentials are provided for homeless men, women, and families. Some missions (ie. Goodwill) provide housing placement services, job placement services, life skills classes ect. The goal is to help individuals to be able to transition from homelessness to independent living.

2. Wordwall

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

bedraggled (65)	ungallant (70)	cremation (70)	conscientious (75)	ingratitude (78)
-----------------	----------------	----------------	--------------------	------------------

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. 65-79

RESPOND

5. Timeline

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

- Joe remembers working the night shift at the bakery in LA.
- Friday nights were busy so they would have to call down help from the unemployment shelter.

- The extra workers were not that bright and usually smelled like disinfectant.
- One Friday night a Puerto Rican man named Jose shows up for work.
- Jose is a good worker, who came from New York City to find a job in a studio in LA.
- Jose says a rich girl in NY is in love with him, but the crew does not believe him, yet they do not confront him.
- On day Jose come with a letter from the girl asking him to marry her. Jose turns her down.
- Jose's second problem arises when he gets a job at a studio and does not know how to tell the current boss that he must leave.
- At the suggestion of a crew member Jose drops a rack of pies and gets fired.
- Joe awakens and still thinks that Jose is with him.
- Joe awakens fully and realizes that his is all alone.

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 Open Mind Portrait of a Character

Continue to add bubbles to the Open Mind Portrait that you have created for Joe Bonham.

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

Key Questions

1. Why does the bakery hire people for the unemployment shelter on Friday nights?
2. What do the people from the unemployment shelter smell like?
3. Who is Jose?
4. Why did Jose leave his job in New York to come to LA?
5. Why do people believe they can trust Jose?
6. Why does Jose not want to marry the rich girl from New York?
7. How come Jose does not want to tell Jody Simmons, his boss at the bakery, that he has found a new job?
8. How does Jose manage to get fired from the bakery?
9. What were Joe's thoughts and feelings towards Jose?

9. Analyze Analyze the key paragraph.

Key Passage, pg.68

Everybody at the Mission had a line. Everybody had been way up in the money and then wham something had happened and now they were in the Mission. Long ago the guys as the bakery learned that it was no use to argue with guys from the Mission....They had to stick to them. Their stories were their only excuse for being what they were, so in time the guys at the bakery came to accept the stories told by the guys from the Mission and say nothing. (68)

And

Nobody said anything. They just stared at Jose. From anybody else this would have seemed like more bull but from Jose they knew it was the truth. (71.)

EXTEND

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

The men that came from the unemployment center to work at the bakery had stories of how they once had it all and then somehow lost it all. Most of the men knew that they were just stories, but stories were all that some men had. Why did the other men from the unemployment shelter and the bakery believe what was said if Jose was saying it?

Write two to three paragraphs about somebody you know who is trustworthy. Give at least two examples of situations that this person has acted like in a trustworthy manner.

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

In your opinion, what qualities must a person have to be a person of great character? Honesty?, Compassion? Which quality is most important and why?

Character Based Literacy Program Lesson Plan

Johnny Got His Gun, Day 8



Outcomes for Today

PREPARE

1. Background

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



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

In today's reading Joe thinks to himself, what were the chances of something like this happening to him? He gives an example of reading about a lottery winner in the paper and thinking, that's good for them, but that could never happen to me.

What is probability?

Probability is a math term used to describe the mathematical chances of an event happening. It is a method used to determine how certain to be of an event to occur. The higher the probability; the more certain we can be that the event will occur. The lower the probability would mean a random event would be less likely to occur.

2. Wordwall

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

smothering (80)	writhe (81)	evidently (82)	dislodge (87)	quietude (93)
-----------------	-------------	----------------	---------------	---------------

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. 80-93

RESPOND

5. Timeline

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

- Joe struggles to regain control over his mind in order to think through the situation.
- He thinks about the why he was so unfortunate to live when others have died

with less serious injuries.

- He thinks of all the grotesque stories he has heard about survivors of war.
- Joe becomes tired from trying to remove the cloth mask from his face.
- Joe falls to sleep and dreams a rat is crawling over him and begins to chew on an open wound.
- Joe remembers during the war there was a Prussian soldier who had died and a rat was eating his face.
- Joe feels that rat eating at him now and knows there is nothing he can do.
- Joe feels himself running away and screaming and becomes tired.

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

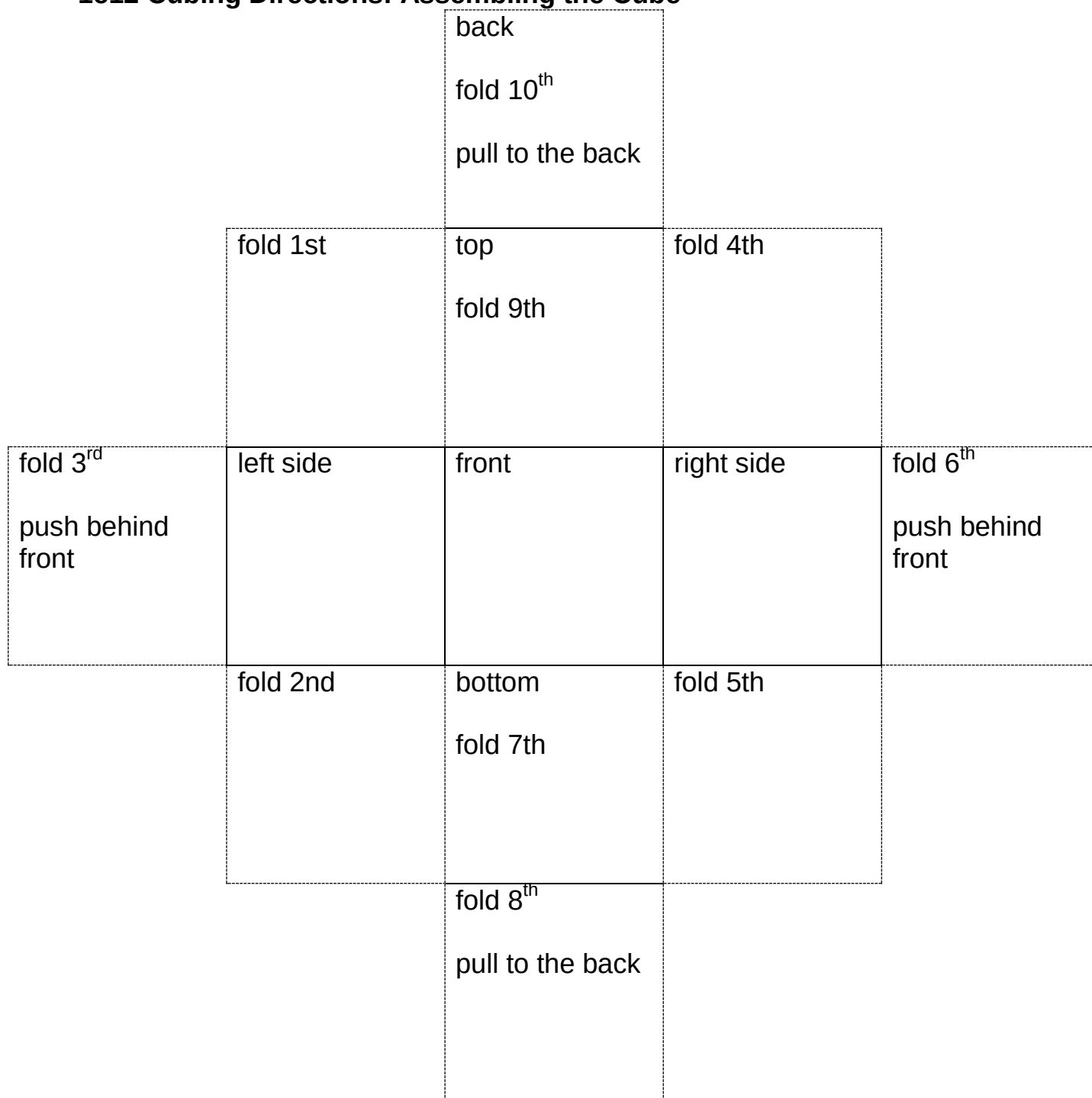
EXPLORE

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

10c12 Cubing Biography

Using the information in today's reading create a biography cube of Johnny's life.

1c12 Cubing Directions: Assembling the Cube



1. Answer the question in each un-shaded box.
2. Cut out the cube on each dotted line – do not cut any solid lines.
3. Crease each solid line back to make it easier to fold.
4. Put a little paste, glue, double-sided tape or a drafting dot on each shaded square.
Do not get paste or glue on the un-shaded squares.
5. **Carefully fold the squares in the order specified, sticking squares to pasted surfaces underneath as you go.**

10c12 Cubing Biography

Who is the 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?	

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

Key Questions

1. What does Joe do to try to occupy and “gain control” of his mind in the beginning of the chapter?
2. Why does Joe compare his condition to being back in the womb?
3. What were some of the grotesque stories Joe remembers hearing about survivors of war?
4. What does Joe try to remove from his face?
5. What does Joe feel is crawling on him?
6. What situation from the past does the rat remind Joe of?
7. How does Joe decide to deal with the rat?

9. Analyze Analyze the key paragraph.

Key Passage, pg.86

It was like reading in the paper that someone has won the lottery and saying to yourself there's a guy who won a million to one shot. You never quite believed that a man could win against such odds yet you knew he had...Now he was just the reverse. He had lost a million to one shot. (86.)

EXTEND

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

Joe feels defenseless against the rat that is crawling on him and gnawing at his wound? Do you think the rat real or a dream?

Write two paragraphs explaining why you feel the rat is either a reality or a dream. Argue why and give examples from the book that support your view.

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

Character Based Literacy Program Lesson Plan

Johnny Got His Gun, Day 9



Outcomes for Today

PREPARE

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



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

In this chapter Joe is tortured by the nightmares and the reality of his situation.

What is a Nightmare?

The common definition for nightmare would be an unpleasant dream that can cause a negative emotional response for the mind. But In the case of Joe Bonham it is not as important to know what a nightmare is opposed to what is causing a nightmare. A nightmare can have physical caused such as sleeping in an uncomfortable or awkward position, having a fever, or psychological causes such as stress and anxiety

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

manipulating (94)	concentrating (99)	oblivion (100)	distinguished (100)	solemnly (100)
-------------------	--------------------	----------------	---------------------	----------------

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. 94-100

RESPOND

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

- Joe feels the nurse cleaning him and redressing his wounds.
- Joe now knows that the rat was a dream.
- Joe wonders how, without the ability to move, he will get himself tired enough to fall asleep directly.

- Joe realizes that when he used to have nightmares he could calm himself down by realizing it was a nightmare and opening his eyes.
- Now Joe has no eyes, and he worries that there will be no way for him to distinguish between sleeping and waking.
- Joe works himself into a panic over his dilemma.
- Joe decides that he will no longer dream about the past when he is awake, but instead he will think very hard until his is tired and falls asleep.
- Joe tells himself he must be able to tell if he is awake or asleep or else he is less than nothing.

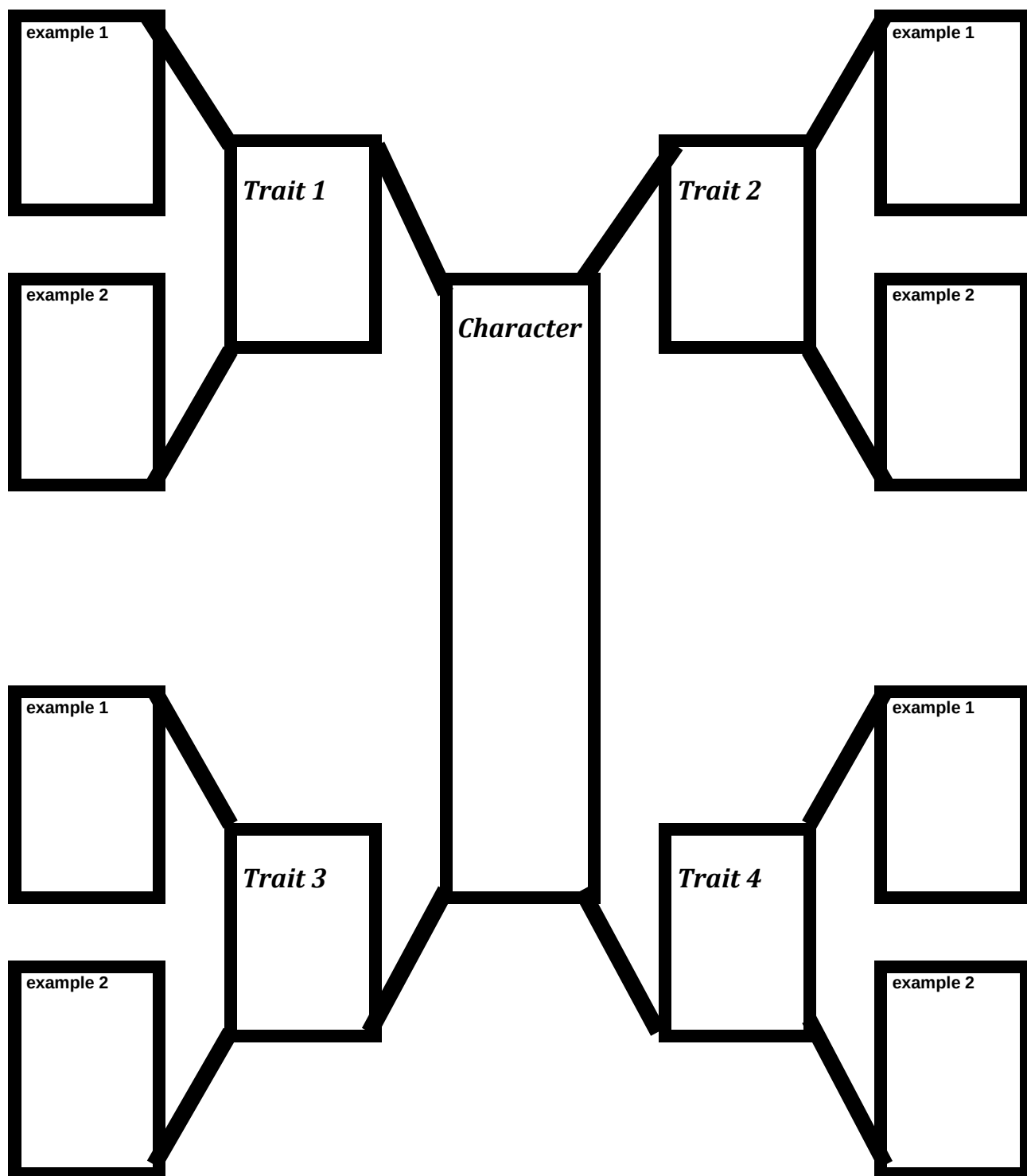
6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

EXPLORE

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

4g6 Character Profile Chart use Joe Bonham as the character to be profiled in the following chart.

4g6 Character Profile Chart



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

Key Questions

1. What is it that wakes Joe from his dream?
2. How does Joe know the rat on him was only a dream?
3. Does Joe worry about having the same dream?
4. Before Joe got blown up in the war how did he wake himself from a nightmare?
5. Why does Joe want a real way to tell if he is awake or dreaming?
6. Why does Joe work himself into a panic?
7. How does Joe decide that he will solve his dilemma of not being able to tell whether or not his awake?

9. Analyze Analyze the key paragraph.

Key Passage, pg.99

"He saw he had to do it. Because if he couldn't tell being awake from being asleep why he couldn't even considers himself a grown-up person." (99.)

And

"It made him nothing and less than nothing. It robbed him of the only thing that distinguished a normal person from a crazy man." (100)

EXTEND

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

Joe worries about not knowing the difference between being awake and dreaming. In fact, he believes he is less than nothing if he cannot tell the difference.

Do you believe that our dreams can help us understand our feelings?

Write two paragraphs arguing why or why not are dreams have any meaning?

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

Think about this statement:

Everybody lives in their own individual dream.

Character Based Literacy Program Lesson Plan

Johnny Got His Gun, Day 10



Outcomes for Today

PREPARE

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



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

In this reading Joe and his father go on a fishing trip and Joe contemplates why in a capitalist society his dad is considered a failure.

What is the definition of success?

The dictionary definition of success is the attainment of wealth, position, honors, or the like. Others believe that success can be very different from person to person. Although Joe Bonham's father maintained a garden that feed the family, he was always considered a failure because he did not produce excess.

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

extravagance (102)	glistening (102)	irrigate (104)	bantams (104)	practically (105)
--------------------	------------------	----------------	---------------	-------------------

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. 100-108

RESPOND

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

- Joe remembers camping with his father.
- Joe is fifteen and for the first time he wants to fish alone with his friend Bill Harper rather than his dad.
- Joe's father agrees and offers his very expensive fishing rod for Bill to use.

- Joe and Bill lose the rod while fishing and Joe has to tell his father.
- Joe's father has never made much money and is most likely going to be upset.
- When Joe tell his dad about losing the fishing rod his dad says let's not let this "spoil our last trip together"
- Joe awakens lonelier than ever.

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.

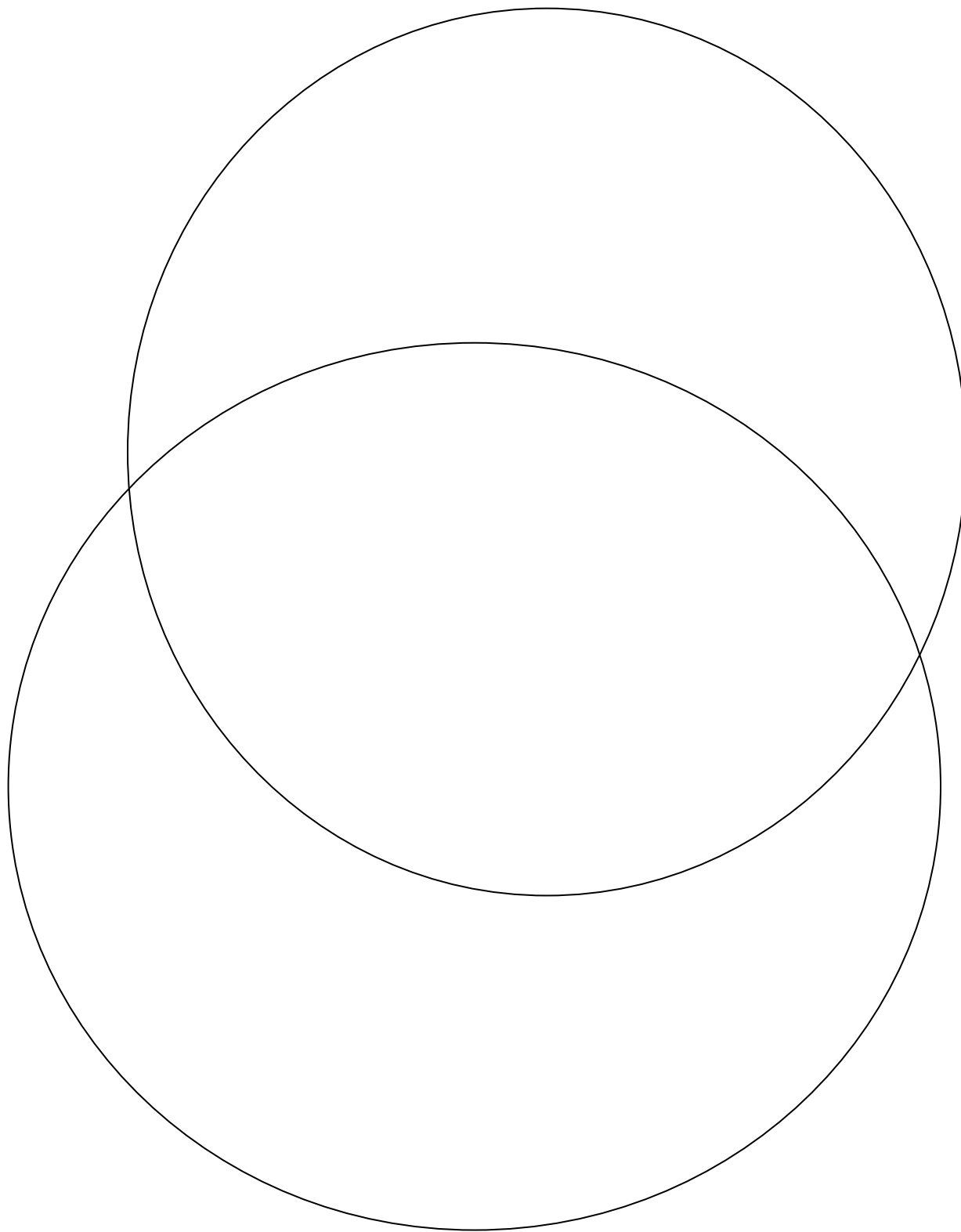
Complete 6g6 Venn Diagram

Using Joe and his Father fill out the following Venn diagram.

Fill out the Venn Diagram Box

1. Where the 2 circles overlap, write the way these two are alike.
2. Where the circles are distinct, write down how each is different.

6g6 Venn Diagram Chart



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

Key Questions

1. What is it that Joe wants to do differently this last year he and his father go camping together?
2. Why does Joe's father offer Joe's friend Bill to use his fishing rod?
3. How did Joe's father feed the family?
4. Did Joe consider his father a success or failure?
5. What must Joe tell his father after Bill and himself return from fishing?
6. How does Joe's father respond to the news that his prized fishing rod was lost?

9. Analyze Analyze the key paragraph.

Key Passage, pg.106

All these things they had and yet his father was a failure. His father couldn't make any money. Sometimes his father and mother talked together in the evenings about it...So-and-so had made a lot of money just by working in a chain shoe store until he got to be a manager. Everybody who went to California made money and was a success. But his father in Shale City was a failure. (106.)

EXTEND

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

Even though Joe's father produced enough food for his family to eat, he was still considered a failure by Joe.

Write two or three paragraphs arguing if Joe's father was really a failure. Give specific examples to defend your position.

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

Discuss: *Define your idea of success.*

Character Based Literacy Program Lesson Plan

Johnny Got His Gun, Day 11



Outcomes for Today

PREPARE

1. Background

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



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

In this chapter considers the meaning of intangible words like liberty.

What is liberty?

Liberty is a concept in political philosophy that means the condition of human beings being able to govern themselves, behave according to their own free will, and take responsibility for their actions.

2. Wordwall

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

decide (111)	decency (112)	bewildered (113)	barbarity (114)	yearning (117)
--------------	---------------	------------------	-----------------	----------------

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. 109-119

RESPOND

5. Timeline

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

- Joe reconsiders complicated issues like war, now that he consider about the war to himself, without outside influences.
- Joe wonders why he even went to war in the first place.
- Joe says to himself "Men go to war not truly knowing what they are fighting for".
- Joe muses that the army recruiters, unable to get people to sign up with vague talk about liberty, resorted to using the persuasion that women were endangered, being raped by the enemy.

- Joe is even skeptical of the idealist stance-that ideals are worth fighting for, or losing your life for.
- Joe is skeptical of ideals because they are not concrete and because dead men cannot talk and therefore confirm that an ideal truly was worth dying for.
- Joe says in his mind that he would trade democracy, honor, independence, freedom, and decency for his life back, because there is nothing noble about dying.
- Joe warns and imaginary other not to go to war for the words of others, because death is painful and grotesque and because there is nothing cowardly about wanting to live.

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.

Make a Story Prop or Sketch of the hospital room where Joe Bonham lives.

Story Prop

materials:

- *construction paper, or other stiff paper*
- pencils, pens, crayons, markers
- scissors, glue sticks if desired

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

Key Questions

1. How are Joe's thoughts about war different now that he does not have other people's opinions affecting him?
2. What is Joe's view on word like liberty, honor, and decency?
3. How does Joe feel army recruiters persuade young men to join?
4. Would Joe prefer to be called a coward or stay alive?
5. In Joe's opinion, do men know why they are going to war?
6. What does Joe think that army recruiters do to get people to join the army?
7. Why does Joe feel he can speak for the dead?
8. Who does Joe warn not to go to war?

9. Analyze Analyze the key paragraph.

Key Passage, pg.117

“He was a dead man with a mind that could still think. He knew all the answers that the dead knew and couldn’t think about. He could speak for the dead because he was one of them”(117.)

And

“What’s noble about being blind and deaf and dumb? What’s noble about being dead? Because when you’re dead mister it’s all over. You’re less than a bee or an ant less than a white maggot crawling around on a dungheap. You’re dead mister and you died for nothing. You’re dead mister. Dead.” (119)

EXTEND

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

In this chapter Joe considers complicated issues that surround war. He brings up deep thoughts and questions, for example, “In any other deal even like buying a car or running an errand you had the right to say what’s there in it for me?...But when a guy comes along and says here come with me and risk your life and maybe die or be crippled why then you have no rights.”

In a paragraph share your opinion as to how this example fits into your life. How do the views and opinions of others around you influence your decisions? Be sure to include specific reasons to support your opinion.

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

Discuss the following question:

“What can you do today to make your community a better place?”

Character Based Literacy Program Lesson Plan

Johnny Got His Gun, Day 12



Outcomes for Today

PREPARE

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



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

Why do you think part of the book is called “The Living”?

Answers will vary. The class may mention that the first half of the book Joe is learning about his injuries. As he comes to the realization of his situation he often compares himself to being closer to the dead than the living.

The title of the, “The Living”, second part of the book maybe foreshadowing that Joe will make a connection with other living people.

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

lunging (129)	blundering (133)	receded (135)	seared (137)	scorched (137)
---------------	------------------	---------------	--------------	----------------

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. 123-139

RESPOND

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

- Joe exercises his brain with multiplication series, grammatical cases, and as much as he can remember of the narrative of different books he had read.*
- Joe decides to start at the beginning with an idea and somehow teach himself something new.
- He decides to start with an idea that relates to telling time.

- Joe's first thought is to track the seconds, minutes, and hours between each nurse's visit until he gets to twenty-four hours.
- He realizes that this method is too complicated.
- Joe realizes that he can sense the outside world with his skin and decides that he should attempt to feel the sunrise.
- Joe reasons that the nurse probably does the heavy work in the mornings.
- Joe decides to count up the nurses visits until dawn and prepare to feel the change in temperature that accompanies sunrise.
- Joe executes his plan triumphantly feels the warmth and feels the warmth of the sunrise on his neck.

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.

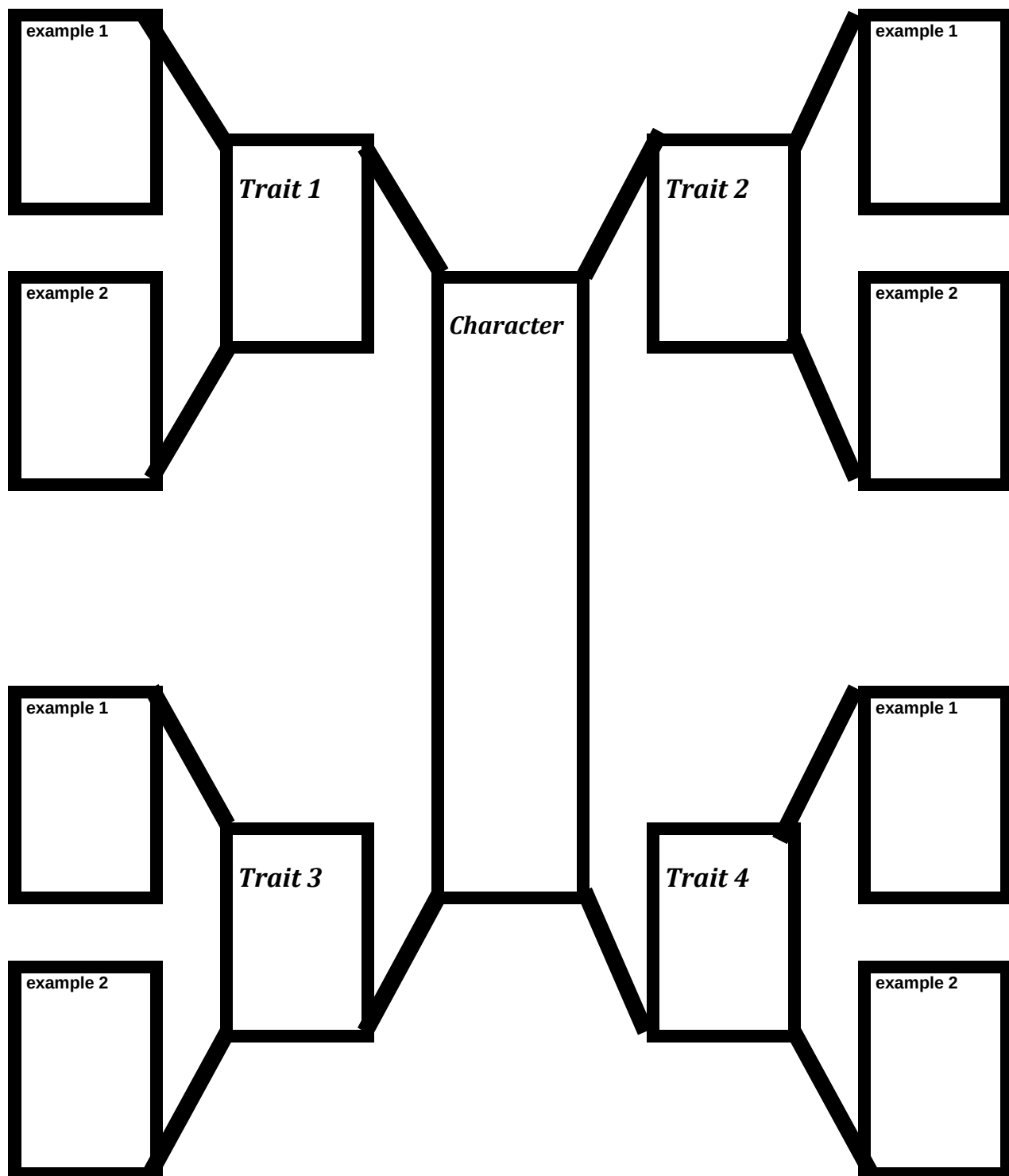
4q6 Character Profile Chart

Create a character profile chart on Joe Bonham

Open Mind Portrait

Create an open mind portrait of Joe Bonham based upon what we have learned about Joe to this point. How has Joe's thought process changed since the first chapter.

4g6 Character Profile Chart



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

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

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

Key Questions

1. What does Joe do to occupy his mind in the beginning of the chapter?
2. What new idea does Joe decide to teach himself?
3. How does Joe first try to track time?
4. Why does reason that the nurse changes his sheets in the mornings?
5. What realizes he has one last sense, what is it?
6. What did Joe decide to do to know when the next day starts?
7. How does Joe feel when his plan works?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 126

If you can keep track of time you can get a hold on yourself and keep yourself in the world but if you lose it why then you are lost too. The last thing that ties in with other people is gone and you are all alone. He remembered how the Count of Monte Cristo when he was put into his dungeon down there in the darkness kept a record of time. He remembered how Robinson Crusoe was very careful to keep track of time even though he never had any appointments. (126)

EXTEND

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

Joe decides he can become somewhat of a living person if he can learn to track time. Joe thinks back to what he knows, and realizes the keeping track of time is important whether or not you have human contact or appointments to keep. In a couple paragraphs share your opinion as to how Joe exhibits the theme. In what ways does the key paragraph provide information and support? Would you describe Joe as a leader in his own mind? Explain.

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

Character Based Literacy Program Lesson Plan

Johnny Got His Gun, Day 13



Outcomes for Today

PREPARE

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



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is Morale?

An intangible term used to describe the capacity of people to maintain belief in an institution or a goal, or even in oneself and others.

The second term applies particularly to military personnel and to members of sports teams, but is also applicable in business and in any other organizational context, particularly in times of stress or controversy.

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

conveyors (140)	prohibitionists (141)	sullen (142)	regiment (146)	morale (149)
-----------------	-----------------------	--------------	----------------	--------------

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. 140-153

RESPOND

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

- Joe celebrates his New Year's Eve exactly one year after he manages to keep time.
- Joe can tell when a new nurse comes on duty because he can tell her take off his sheet, look at him for the first time, and then cry or leave the room to get sick.
- Joe thinks of Kareen, as he left her when she was nineteen. Thinking of her is the only time he becomes homesick and wishes he was in an American hospital.

- Joe remembers when he was at war and a German soldier was killed and left hanging on the barbed wire not far from the English trenches.
- The German began to smell, so an English corporal passing through the area ordered the regiment's leader, Corporal Timion, to bury the German.
- The German was buried, but the area was shelled and the buried German resurfaced, hanging on the barbed wire again.
- The Englishmen then named the dead German "Lazarus."
- Several days later, the German body resurfaced again after shelling, and the English men opened fire on the body.
- A young English recruit snuck out on his first night of patrol and stumbled into the body of Lazarus.
- The young Englishman went permanently mad and was sent to a mental hospital.
- Joe imagines swapping minds with the young Englishman, who is probably no longer using his healthy body.

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.

Sketch the scene of the battlefield where Joe and the others were fighting during World War I.

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

Key Questions

1. What event does Joe celebrate in his mind?
2. How long has Joe been able to track time?
3. Why is Joe able to tell that a new nurse comes on duty?
4. What is the new nurse's reaction to the site of Joe?
5. What causes Joe to become homesick and long to be in an American hospital?
6. What nationality was the dead soldier that was stuck in the barbed wire near the Englishmen's trenches?
7. What was the nickname given to the dead German soldier that kept resurfacing?
8. What did the young English recruit that caused him to go mad?
9. Why does Joe wish that he could trade places with the English recruit that had gone mad?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 143

"All of these things were interesting they were important they kept him a very busy guy. He had made a new universe he had organized it to his liking and he was living in it."

And

"That's a very strong odor he said to Corporal Timlon. He's a Bavarian sir said Corporal Timlon they always smell worse. The colonel coughed and blew his nose and said very bad for the morale of the men very bad take a squad out tonight and bury him corporal." (149)

EXTEND

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

During the first half of the book Joe was discovering how horrific his injuries were and thinking about how close he was to the dead. The second half of the book is titled "The Living". What do you think is the reason for this?

In a paragraph or two explain some of the reasons the second half of the book is titled "The Living". Defend your position.

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

Character Based Literacy Program Lesson Plan

Johnny Got His Gun, Day 14



Outcomes for Today

PREPARE

1. Background

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



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is Morse Code?

Morse Code is a method of transmitting textual information as a series of on-off tones, lights, or clicks that can be understood by a person who is skilled with the form of communication without any special equipment. This method of communication is vitally important to Joe Bonham as it is his only chance to communicate with the outside world.

2. Wordwall

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

calculation (154)	frantic (155)	astonishing (155)	pilgrimages (158)	clutched (159)
-------------------	---------------	-------------------	-------------------	----------------

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. 154-164

RESPOND

5. Timeline

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

- Joe feels himself being prepared to have visitors.
- He feels four or five people come into his room.
- Joe feels a hand on his forehead and more hands folding down his blanket. Then he feels something being pinned onto his chest and someone kissing his head.
- Joe realizes that the visitors are generals decorating him with a medal.
- Joe becomes furious at the hypocrisy of the generals.
- Joe feels a vibration in his throat and he knows that he is making a sound they can hear.

- He feels the vibrations of the men leaving.
- Joe remembers telegraphing with Bill Harper over the wireless sets.
- Joe decides to tap his head in Morse code to try to get a message to his nurse.
- The nurse comes in, but does not understand his “SOS” message. She rests her hand forcefully on his brow to calm him down.

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

1. Create a new open mind portrait to illustrate the thoughts of the general that came to pin a medal on him.
2. Add bubbles to the OMP Joe Bonham you previously created

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

Key Questions

1. How does Joe feel about being prepared for visitors?
2. Does Joe know who is coming to see him?
3. How does Joe know that he is being visited by military generals?
4. Why does Joe become upset when he realizes that he is being given a medal?
5. Why do the generals leave Joe's room?
6. How does Joe get the idea to tap Morse code with his head?
7. Does the nurse understand the Joe is trying to communicate?
8. What does Joe's nurse do in reaction to Joe tapping out SOS?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 156

“He lay perfectly still because it was a very luxurious feeling to be so completely redone. His body glowed and his sheets were cool and crisp and even his scalp felt good. He was afraid to move for fear he would spoil the good feeling.” (p.156)

“Tentatively he raised his head from the pillow and let it fall back again. Then he did it twice quickly. That would be a dash and two dots. The letter d. He tapped out SOS against his pillow. Dot-dot-dot dot dot dot-dot-dot. SOS. Help. If there was anybody in the whole world needed help he was the guy and now he was asking for it.” (p.164)

EXTEND

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

In the beginning of this chapter Joe felt wonderful as he was prepared for visitors. By the end of the chapter Joe was furious that a military general tried to pin a medal on him.

In two or three paragraphs write why Joe felt angry about the general's attempt to pin a medal on him. Argue whether or not Joe should have got so upset about the situation.

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

Character Based Literacy Program Lesson Plan

Johnny Got His Gun, Day 15



Outcomes for Today

PREPARE

1. Background

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



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is a flashback?

A flashback is a involuntary recurrent memory, is a psychological phenomenon in which an individual has a sudden, usually powerful, re-experiencing of a past experience or elements of a past experience. These experiences can be happy, sad, exciting, or any other emotion one can consider. The term is used particularly when the memory is recalled involuntarily, and/or when it is so intense that the person "relives" the experience, unable to fully recognize it as memory and not something that is happening in "real time"

2. Wordwall

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

distinguishing (165)	hypnotized (165)	hesitancy (166)	crocheting (174)	rumbling (176)
----------------------	------------------	-----------------	------------------	----------------

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. 165-179

RESPOND

5. Timeline

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

- Joe has lost all track of time, as he is constantly tapping out messages.
- His day nurse continues not to understand, and instead tries to soothe his.
- One day, Joe feels a change of attitude in the touch of the nurse's fingers. There is a new tenderness and a strange kind of love.

- Joe remembers the first girl he was with sexually – Ruby
- All of the boys in town started with Ruby because she made them comfortable. Eventually all the boys felt ashamed of Ruby and would not speak to her again.
- Joe remembers Laurette, a prostitute at Stumpy Telsa's brothel.
- When Joe was younger, the boys spent time hanging around the brothel in curiosity, but later on Joe and Bill Harper decided to go inside.
- They sat in the parlor, ate sandwiches and talked to the girls, and then got up and left.
- One girl, Laurette, seemed to like Joe, and she talked to him about books.
- Joe often returned to see Laurette, but always before nine o'clock, when she got busy.
- Laurette gave Joe a pair of gold cufflinks for his graduation.
- Then there was a girl named Bonnie whom Joe ran into in Los Angeles. They had gone to the same school in Colorado.
- Joe also remembers a woman named Lucky who was one of the few American prostitutes overseas. Joe would visit her in her room; she would be naked crocheting a doily and they would gossip.
- Lucky was making money to send home to his six-year-old son on Long Island.
- Joe thinks about Lucky's comforting female, American presence.
- The chapter ends with Joe feeling weak and ashamed. He wishes for peace and rest.

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

EXPLORE

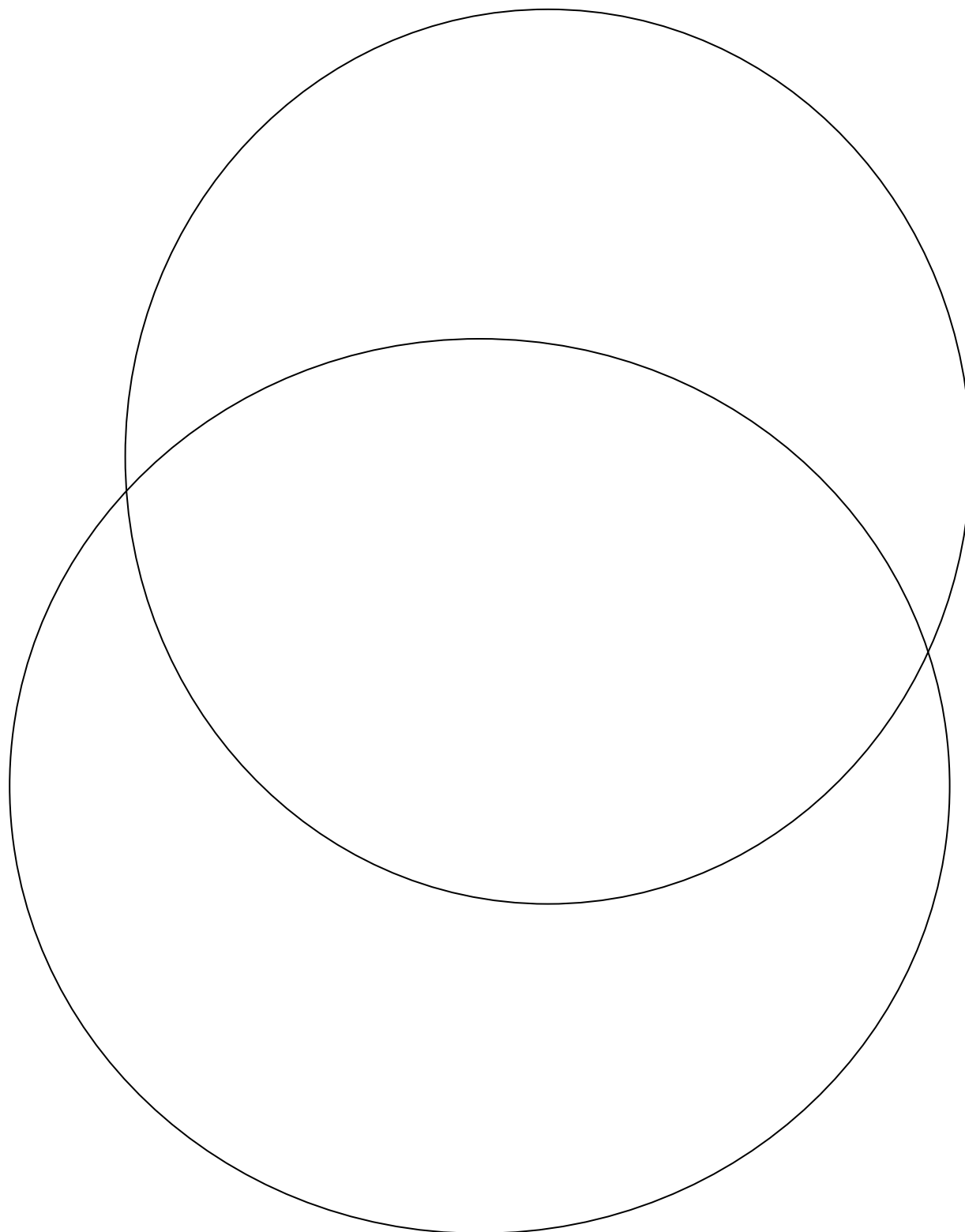
7. Activity Explore the reading more deeply with a visual or oral language activity.

6v6 Venn Diagram

Fill out the Venn Diagram Box to compare Kareen and Laurette

1. Where the 2 circles overlap, write the way these two are alike.
2. Where the circles are distinct, write down how each is different.

6g6 Venn Diagram Chart



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

Key Questions

1. Why has Joe lost track of time?
2. Does the day nurse understand that Joe is trying to communicate?
3. What does the day nurse do in an effort to calm Joe?
4. Why was Ruby Joe's first sexual partner?
5. Who was Laurette?
6. What did Laurette buy Joe for his graduation?
7. Did Laurette love Joe?
8. What lady did Joe met and have breakfast with regularly in Los Angeles?
9. How did Joe know Bonnie?
10. Who was Lucky?
11. Why was Lucky sending money to Long Island?
12. What are Joe's feelings at the end of the chapter?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 177

America expects every man to do his duty France expect every man to do his duty England expects every man to do his duty every doughboy and tommy and poilu and what the hell did they call the Italians? Anyhow they're expected to do their duty too. (177)

EXTEND

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

The theme of the quarter is Leadership Requires Engagement and we define it as "Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of".

In a couple paragraphs share your opinion of how a citizen who serves in the military exemplifies the theme of Leadership Requires Engagement based people you have known that have served. Refer back to the key paragraph to provide your evidence in your argument.

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

Character Based Literacy Program Lesson Plan

Johnny Got His Gun, Day 16



Outcomes for Today

PREPARE

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



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

In today's reading Joe thinks about how he can relate to people throughout history who have been imprisoned.

What does it mean to be imprisoned?

Imprisonment refers to being physically confined and usually deprived of a range of personal freedoms. Joe Bonham compares his physical imprisonment to the confinement of slaves throughout history.

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

gouging (181)	shackles (183)	monument (183)	plotting (185)	mutilated (183)
---------------	----------------	----------------	----------------	-----------------

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. 180-185

RESPOND

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

- Joe continues tapping in the hopes that someone will finally understand.
- He has begun to think about himself as a prisoner and the nurse as his jailor.
- Thinking of all different slaves and their fates throughout history, Joe realizes that he is like them.

- Joe, to , has been uprooted from his home and forced to fight against other slaves, like in the ancient Coliseum in Rome.
- Joe's fate is even worse because he cannot die.
- Joe senses a male doctor coming in the room. The doctor injects Joe with a sedative and Joe realizes they are trying to shut him up.
- Joe tries to fight, but becomes weary. Joe realizes that they have "won again."

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.

CD Project

Your novel deals with many complex issues and themes that are present throughout many people's lives. For this reason, there are many places where we may find the same theme being discussed and/or expressed in another way (i.e. art, film, music, dance, etc.). For this activity, you will create a CD (fake) that reflects the same themes present in your novel. The songs that you choose to include on this CD will be songs that illustrate the different issues present in this novel. You may choose songs from any genre (rock, alternative, oldies, etc.); the only requirements are that the songs **MUST** deal with the issues present in the novel. Below are guidelines that you must follow in order to create your CD.

Your CD Project must include...

- a) Three songs that deal with the themes and issues in the novel.
- b) The names of the artist who sings the song.
- c) A quote from each song that directly relates to the novel.
- d) One important quote pulled directly out of the novel that relates to the song.
- e) An explanation on how the quotation relates to the issues in the novel.
- f) Illustrated CD cover.

Use the chart below to organize your ideas and prepare to make you CD Project.

	Song #1	Song #2	Song #3
Title of Song			
Name of Artist			
Copy a quote from the song that relates to the issues in the novel. Explain how the quote from the song relates to the issues in the novel.			

Inside of the CD cover:

Song Title #1 Artist Quote from song ----- Paragraph: How quote relates to issues in the Book	Song Title #2 Artist Quote from song ----- Paragraph: How quote relates to issues in the book	Song Title #3 Artist Quote from song ----- Paragraph: How quote relates to issues in the Book
--	--	--

Cover of CD:

The CD cover must include...

- CD Title
- A picture, collage, drawing, symbol, etc.
- Quotation from the book (Use proper grammar and identify the speaker).

Title (Illustration) “Quotation” - speaker

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

Key Questions

1. What is Joe constantly tapping his head?
2. What does Joe compare himself to in this chapter?
3. Why does Joe feel the ancient Roman slaves were luckier than him?
4. Who is the new presence that Joe senses has entered his room?
5. Why does the male nurse sedate Joe?
6. Does Joe want to be sedated?
7. Why does Joe say that they have 'won again'?

9. Analyze Analyze the key paragraph.

Key Passage, pg.185

"They were plotting against him out there in the darkness. They had tried every way on earth to make him be still but he had out-fought them he had kept right on tapping. So now they were doping him. They were forcing him to be silent. They didn't want to hear him. They weren't interested in anything but getting his off their minds. He shook his head frantically to try to tell them that he didn't want to be doped. Then the needle was withdrawn and he knew it didn't matter whether he wanted it or not." (185.)

EXTEND

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

Joe continues to struggle to be heard by tapping out Morse code. The hospital staff does not understand that Joe is trying to communicate. This causes Joe a massive amount of frustration and anxiety.

At one point Joe's nurse disagrees with her supervisor about sedating Joe.

In a paragraph or two argue whether you believe it is more important to follow orders or to follow what you believe to be right. Give examples to reinforce your position.

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

Character Based Literacy Program Lesson Plan

Johnny Got His Gun, Day 17



Outcomes for Today

PREPARE

1. Background

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



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

In today's reading Joe has a vision of Christ playing cards with some men that are about to board a train that will take them to eternity.

What is a vision?

A vision is much like a dream, but is usually spiritual in nature. Visions are made up of inspirational things or predictions of the future. In religious circles visions are believed to come from a supernatural being or deity.

2. Wordwall

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

enormous (186)	dissolved (187)	superstition (190)	souvenir (191)	hollering (193)
----------------	-----------------	--------------------	----------------	-----------------

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.186-194

RESPOND

5. Timeline

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

- Sedated, Joe experiences an array of images in his mind.
- He has a dream vision that begins with the same woman he remembers hearing the train station before he left for the war (from Chapter ii)
- The woman is looking for her sixteen-year-old son, who was given the option in Tucson to go to war to get out of jail.

- Joe sees that the woman's son is Christ, coming up through the desert from Tucson.
- Christ comes into the railway station and sits down to play cards with Joe and several other men.
- One man points out that Joe does not belong with them because he will not actually die in the war.
- Joe explains what will happen to him and the men leave him alone because his fate is worse than theirs.
- The men get up and board the train.
- Christ takes leave of them, as he has many other men to see before they die.
- Joe feels lonely on the train with the men going to their deaths, so he jumps off.
- He runs across the desert to the figure of Christ and throws himself at Christ's feet.

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.

**Make an advertisement trying to recruit a person to join the army as a soldier.
Glamorize the conditions of an army soldier.**

Advertisement for Future Dream Property

materials:

- stiff paper 9x12 to 11x17
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Make a list of the details of the property

1. Read pages that the advertisement will cover.
2. Make a list of the details in the reading such as weather, location, people, houses, etc.

Step Two: Write an ad with a clear illustration

1. Write an appealing ad in 1 or 2 paragraphs detailing all of the information and making it sound interesting.
2. Illustrate the ad with a picture that would sell the property.

Variations for the Ad

1. Write the ad as if it were used in the future or in the past.
2. Prepare the ad as a magazine ad with an emphasis on visuals.
Or do it as a billboard, TV ad, radio ad, etc.
3. This process can be used for detailing any solution to a defined problem, and is a great pre-writing activity for a problem-solution essay.

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

Key Questions

1. What has caused Joe to have such vivid dreams during this chapter?
2. Who does Joe hear calling out at the train station?
3. Who does the woman's son turn out to be?
4. Why does Christ come and visit with the men playing cards at the train station?
5. Why does one man point out that Joe belong with them?
6. Why do the men soon leave Joe alone?
7. What causes Joe to exit the train?
8. Why does Joe run across the desert in his dream?

9. Analyze Analyze the key paragraph.

Key Passage, pg.189

It seemed like there must be a little room somewhere off from the station and they were playing blackjack there waiting for the train to go. He didn't know the other guys and they didn't know him but it didn't seem to make any difference. Outside the crowds were yelling and the bands were playing and here he was with four or five guys in a quiet little room and they were playing blackjack when Christ came up from Tucson and walked in on them. The guy with red hair looked up and said you play black-jack?"(189.)

EXTEND

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

In Joe's drug induced dream he sees Christ come and calmly visit with a group of military men playing cards. Christ is portrayed as being calm and non judgmental.

In our theme Leadership Requires Engagement it says, "Leaders develop and dedicate their talents to promote the common good."

In a paragraph or two describe how in Joes mind Christ serving as a leader to the soldiers that are about to be taken to the unknown.

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

Character Based Literacy Program Lesson Plan

Johnny Got His Gun, Day 18



Outcomes for Today

PREPARE

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



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

In today's reading Joe experiences communication with one of his caretakers.

What is communication?

Communication is the activity of conveying meaningful information. Communication requires a sender, a message, and an intended recipient, although the receiver need not be present or aware of the sender's intent to communicate at the time of communication; thus communication can occur across vast distances in time and space. Communication requires that the communicating parties share an area of communicative commonality. The communication process is complete once the receiver has understood the message of the sender.

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

efficient (195)	hesitation (196)	reprieve (197)	repetition (198)	hysterical (199)
-----------------	------------------	----------------	------------------	------------------

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.195-208

RESPOND

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

- Joe awakens from his drugged state already tapping “SOS” again.
- After a moment, Joe stops tapping as he realizes that he has a new day nurse.
- Joe expects her to immediately inspect his mangled body and then start to cry or run out of the room in disgust.
- Instead, she places her hand on his forehead in a way no one else has—without fear or disgust.
- Joe prepares to tap to the new nurse, but before he can, she opens his shirt and moves her finger repeatedly over his chest in a design.
- Joe concentrates and realizes that she is tracing the letter “M”.
- She traces out “Merry Christmas”. Joe joyously signals his comprehension and life bursts in on his mind.
- Joe retells the story of the birth of Jesus in his mind, in his own words.
- The story ends with Mary hugging her child close and feeling “pain and fear” for the baby as the angels and wise men approach.

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

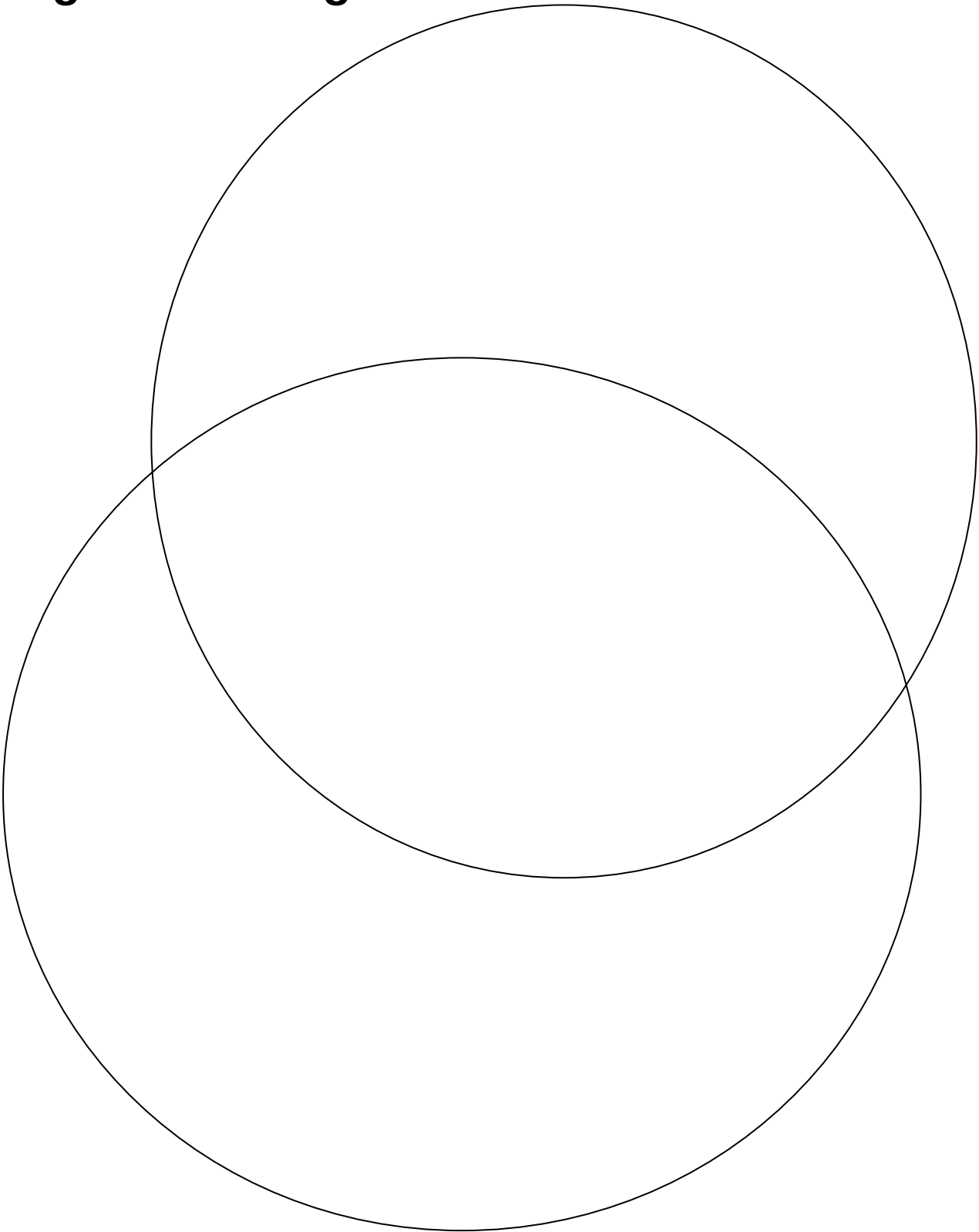
EXPLORE

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

6g6 Venn Diagram

Fill in the following Venn Diagram comparing Joe's first day nurse with her replacement.

6g6 Venn Diagram Chart



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

Key Questions

1. Why does Joe stop tapping “SOS” briefly in the beginning of the chapter?
2. Is Joe’s new day nurse disgusted by his appearance?
3. How does Joe know that she is not afraid of his appearance?
4. What message does the nurse communicate with Joe by tracing letters on his chest?
5. How does Joe feel about the nurse communicating with him?
6. What memory does the message from the nurse trigger to Joe?

9. Analyze Analyze the key paragraph.

Key Passage, pg.195

“He lay there not thinking of anything his brain aching and throbbing and his head tapping against the pillow. SOS. Help.

And then as his mind sharpened and began to think instead of only to feel he stopped his tapping and lay still. Something very important was happening. He had a new day nurse.”(p.195)

And

“And Joseph said there’s a light around the head of our baby and shine that is soft like the moonlight. Mary nodded as if she weren’t a bit surprised and said I think there must be a light like that around the heads of all newborn babies they’re so fresh from heaven.” (p.206)

EXTEND

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

Joe has experienced a massive amount of frustration and has now finally communicated with others around him. Was the response of the nurse and others anything like Joe had anticipated?

In two or three paragraphs discuss how the first day nurse never knew that Joe was trying to communicate? How is the new day nurse different? What are some of the thoughts and feeling Joe Bonham may be experiencing at this point in the novel? Give specific reasons for your opinions

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

Character Based Literacy Program Lesson Plan

Johnny Got His Gun, Day 19



Outcomes for Today

PREPARE

1. Background

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



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

2. Wordwall

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

confidence (209)	deliberately (210)	scarcely (211)	merciful (212)	reassuringly (213)
------------------	--------------------	----------------	----------------	--------------------

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. 209-218

RESPOND

5. Timeline

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

- Joe slowly begins tapping "SOS" again.
- The nurse first tries to make Joe comfortable and sees what he might be asking for.
- Joe shakes his head in response to each attempt and the nurse stops and waits.
- Joe taps again and this time the nurse taps his head back.
- Joe nods excitedly and the nurse leaves the room
- Joe anticipates that crowds of people are going to want to come and see him try to communicate.
- The nurse returns to the room with only one man who's heavy finger taps on Joe's forehead, "WHAT DO YOU WANT?"

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.

Create a Magazine Layout based on the story of Joe Bonham.

Magazine Layout

materials:

- stiff paper 9x12 to 11x17 or butcher paper
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Imagine you are on the editorial team for *People* magazine.

1. You have been assigned to do the cover story
2. You will have the cover and 5 pages to cover the story.
3. Decide on your take on the story: what is it really about? What title will you give the overall story.

Step Two: Create the cover for the magazine.

1. Decide on the size of the pages and then lay out the cover in this size.
2. Decide what text, pictures or other images you will bring together to make sure the cover conveys your take, or central impression, or thesis about the story.
3. Create the cover.

Step Three: Decide what will be on each of the 5 pages.

1. Decide what the main idea will be for each page.
2. Remember that each page must relate directly back to the cover.
3. Use the first page to introduce the basic facts about the story [the setting and characters] and the last page to bring it to conclusion [the resolution of the plot].

Step Four: Make each of the pages and assemble the story.

1. Make each of the pages filling in the words, pictures and images.
2. Assemble the cover and pages like a magazine or in a wall display.

Variations for the Magazine

1. Choose a different magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine.
2. Instead of making the magazine, you could do a design for the magazine detailing which words and pictures should appear in each spot. This should be specific enough that a designer could make the magazine pages from your specifications.
3. Bind the cover and pages together to form a mini-book.

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

Key Questions

1. How does the nurse first respond to Joe tapping his head?
2. How did the nurse figure out that Joe is trying to communicate by tapping his head?
3. Who does the nurse leave the room to get?
4. What are some of Joe's thoughts as the nurse goes to get another person to interpret Joe's message?
5. What message does the man tap on Joe's forehead in Morse code?

9. Analyze Analyze the key paragraph.

Key Passage, pg.212

While he tapped he was praying in his heart. He had never paid much attention to praying before but now he was doing it saying oh please god make her understand what I'm trying to tell her. I've been alone so long god I've been here for years and years suffocating smothering dead while alive like a man who has been buried in a casket deep in the ground and awakens and screams I'm alive I'm alive I'm alive let me out open the lid dig away the dirt please merciful Christ help me only there's no one to hear him and so he is dead.(212.)

EXTEND

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

In this chapter Joe is making a desperate attempt to communicate his SOS message. He does not want to be sedated he wants to be heard, yet nobody understands that he is trying to communicate with Morse Code by tapping his head against the pillow.

Write two or three paragraphs arguing what you would do differently then Joe Bonham. What are some of the things that Joe has done that you might have done the same? If you were in Joe's position is there anything that you could do that would be a positive contribution to your community?

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

Character Based Literacy Program Lesson Plan

Johnny Got His Gun, Day 20



Outcomes for Today

PREPARE

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



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is an exhibit?

An exhibition, in the most general sense, is an organized presentation and display of a selection of items. In practice, exhibitions usually occur within museums, galleries and exhibition halls, and World's Fairs.

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

translated (219)	disappointment (219)	binoculars (221)	exhibition (224)	anatomy (224)
------------------	----------------------	------------------	------------------	---------------

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.219-232

RESPOND

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

- Joe is taken back by the man's Morse code question "WHAT DO YOU WANT?"
- He wonders if the hospital staff are really asking what they can give him.
- The hospital staff should know that what Joe wants is to have parts of his body back-an impossible thing, which makes their question seem cruel.
- Joe realizes that he cannot ask to be taken outside the hospital, as that would cost money that he does not have.

- Then he realizes that he can pay his own way by serving as an educational exhibit for people, teaching them about the horrors of war.
- Joe taps out the request to the man.
- Joe imagines being taken into parliaments and congresses and left in a glass case. The desk as a reminder to the men when they make policies that support wars.
- Joe imagines being taken into churches and cathedrals as evidence of the murderousness of God's children.
- Joe imagines he will show everyone, because they are all fools.

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.

When Joe Bonham eventually dies, how will he be remembered? Express your opinion of how Joe should be remembered by creating an Obituary and Gravestone for him.

Obituary

Create an obituary for Joe Bonham.

Gravestone

Design a gravestone for Joe Bonham.

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

Key Questions

1. What are Joe's first thoughts when the man taps the message "What do you want"?
2. What would Joe want if it were possible?
3. How does Joe believe he can manage to get seen by people outside of the hospital?
4. Why does Joe want people in parliaments and congress to see him?
5. Why does Joe want people in churches and cathedrals to see him?
6. Do you think Joe's idea is a good one?
7. Do you think Joe's idea would have an impact on communities if it is granted to him?

9. Analyze Analyze the key paragraph.

Key Passage, pg.231

Take me into your churches your great towering cathedrals that have to be rebuilt every fifty years because they are destroyed by war. Carry me in my glass box down the aisles where kings and priests and brides and children at their confirmation have gone so many times before to kiss a splinter of wood from a true cross on which was nailed the body of a man who was lucky enough to die. (231.)

EXTEND

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

Joe would like to be taken out into society and viewed as an exhibit. In Joe's mind his disfigured form would cause people to think twice before they started or joined a war.

In a paragraph or two describe the type of impact that Joe's idea would have on people in congress, parliament, churches, and cathedrals if he is allowed to be shown as a visual representation of war? Describe in detail the effect it would have on people and the communities at large.

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

Character Based Literacy Program Lesson Plan

Johnny Got His Gun, Day 21



Outcomes for Today

PREPARE

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



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is hopelessness?

Hopelessness is the belief that nothing can go right or get better in relation to the outcome of the events and circumstances in one's life. It is the expectation that events will turnout for the worst.

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

tumultuously (233)	superior (233)	abandoned (236)	prevented (236)	desertion (237)
--------------------	----------------	-----------------	-----------------	-----------------

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.233-243

RESPOND

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

- Joe feels the Morse code man leave the room.
- Joe hopes that the man has merely gone to get a superior to get an answer.
- Joe feels the man returning and then feels a finger tap into his forehead, "What you're ask is against regulations who are you"
- The man continues tapping, but Joe is no longer paying attention.
- Joe's mind goes blank and he experiences sever emotional pain.
- Joe realizes that they want only to forget about him.

- Joe feels the man applying an alcohol swab to his arm. Joe realizes that they are sedating him again.
- +Through horror and disbelief, Joe realizes that they will not even let him talk. He taps slower and slower, why?, why?, why?
- All at once, Joe realizes why they will not let him speak. He has a vision of himself “as a new kind of Christ as a man who carries within himself all the seeds of a new order of things.
- Joe envisions the uprising that would occur if the horrible truth of war were common knowledge.
- The farmers, manufacturers, builders, and others would come together and refuse to be the ones who would die, insisting instead that it would be those who profit from warfare that would die.
- Peace-loving workers would no longer kill other workers; instead they would unite and use the guns of the ruling forces against those ruling forces in order to allow for peace.

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.

Revisit the KWL chart on WWI and fill in the Learn column describing what you have learned about the war.

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

Materials:

- KWL Chart

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

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

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

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

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

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

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

Step Five: Review the chart when it is complete

Variations of the KWL Chart

1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.
3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This can use the same strategy for a nonfiction topic, a problem or a case study.
4. You can do this individually, in pairs, in a small group, or as part of a large group.

Variations for Writing

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

KWL Chart

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

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

Key Questions

1. What was the Morse code mans response to Joe's request?
2. How does Joe feel about the response?
3. At this point does Joe feel there is any hope?
4. What does the response of the man allow Joe to realize?
5. What is Joe's additional request?
6. What is the hospital staff response to Joe's request to get out?
7. How does Joe feel about being sedated again?
8. Who does Joe envision himself being during his sedation?
9. What "truth" does Joe envision he has?
10. How does Joe envision the world if his knowledge of war was common knowledge?

9. Analyze Analyze the key paragraph.

Key Passage, pg.235

"The tapping went on against his forehead but he paid no more attention to it. Everything in his mind went suddenly blank hollow completely quiet. A moment of this and then he began to think about the message to make certain there was no mistake that it meant exactly what it said. And he knew it did" (p.235)

EXTEND

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

Although Joe's circumstances are some of the worst anybody could image, Joe was still trying to think of a way that he could make a positive impact on his community by using his disfigured body as an exhibit to prevent wars.

The theme of the unit "Leadership Requires Engagement " says, "Leaders develop and dedicate their talents to promote the common good." This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of."

In a paragraph or two describe how you think the book "Johnny Got His Gun" applies to the theme of this unit. Give specific examples.

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

Discuss the following quote from the book:

"You plan the wars you masters of men plan the wars and point the way and we will point the gun" (p.243)