

Character Based Literacy Program Lesson Plan

Three Musketeers, Introduction



The Three Musketeers is a historical fiction/romance novel that follows four friends as they journey through France and England as Musketeers, and elite fighting force of the king. This novel is historically relevant, but not factual. It is a classic story of good versus evil.

For the purpose of this lesson we are referring to:
The Three Musketeers by Alexandre Dumas
ISBN: 7678300595 published by Bantam

Classroom Products

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on:

Throughout the lesson characters have been suggested to focus on for the chart but they are subject to change as you see fit.

Open Mind Portraits

Were not suggested for many activities since the character chart is an on going class project. You can add them to the lesson as you see fit

Final Project:

Class Jury

Put Milady on trail as a class.

- Have one person act as the judge;
- Two students act as lawyers for both parties;
- And the rest of the students act as a jury.

Use the information in the text to hold a "mock trial" for Milady.

Once the trial is complete have the jury come up with an alternative sentence for her.

Final Written Product:

Many of the characters in this novel could be considered a leader based on basic definition—having someone follow you: the musketeers, the king, the servants, cardinal, duke, Lord de Winter. However, based on the quarter theme definition:

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.

Would you still consider many of the characters Leaders?

- Based on the above definition choose one character you would consider a leader.
- Write a 5 paragraph essay in which you use examples from the text and from the definition to support your claim that, that character is a great leader.
- Show support and be clear and concise in your response.

Special Reading Note

Chapter 37 pages 373-377 contain material for a more mature audience. *Pre-read these pages prior to reading with your class.* Feel free to skip these pages if you feel they are not appropriate for your class.

Character Based Literacy Program Lesson Plan

Three Musketeers, 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.

Who is Don Quixote?

Don Quixote is a middle aged gentleman from the region of La Mancha in central Spain. Obsessed with the chivalrous ideals touted in books he has read, he decides to take up his lance and sword to defend the helpless and destroy the wicked. After a first failed adventure, he sets out on a second one with a somewhat befuddled laborer named Sancho Panza, whom he has persuaded to accompany him as his faithful squire. In return for Sancho's services, Don Quixote promises to make Sancho the wealthy governor of an isle. On his horse, Rocinante, a barn nag well past his prime, Don Quixote rides the roads of Spain in search of glory and grand adventure. He gives up food, shelter, and comfort, all in the name of a peasant woman, Dulcinea del Toboso, whom he envisions as a princess.

In today's reading Don Quixote is referenced on several occasions. The main character of the novel d' Artagnan is compared to him in looks and stature as he is introduced in the novel.

2. Wordwall

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

shrewdness (ch. 1 pg. 2)	infallible (ch. 1 pg. 2)	insolent (ch. 1 pg. 5)	lunatic (ch. 1 pg. 9)	pugnacious (ch. 2 pg. 18)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Chapter 1-2; pages 1-25

RESPOND

5. Timeline

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

1. Panics were customary in the region. Everyone fought against one another;
2. A young man is given a odd looking horse, advice from his father, ointment from him mother and sent to join the Musketeers, an elite force favored by the king and by the cardinal;
3. d' Artagnan arrives at an Inn. He thought he was being mocked and made threats to a man in the Inn;
4. They fought and d' Artagnan was hurt. While he was recovering, the recommendation letter to the Treville that his father sent had been stolen;
5. He realizes it was taken by the man he fought with. He avenges justice;
6. He sells his horse, adorns his clothes, and goes to see Treville;
7. He encounters men putting each other through tests in the courtyard. Once he gets to the anteroom he listens to the Musketeers speak unfavorably of Treville, the king, and the cardinal;
8. d' Artagnan gives his name and relationship to the servant. He is let in to see Treville fairly quickly.

6. Map

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: d' Artagnan

EXPLORE

7. Activity

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

Cube:

As today is day one of reading. Cube the author. You can use this later to construct a biographical sketch. Use the information to gain perspective on the author and the time period the novel was written.

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

Key Questions

1. What was the social hierarchy during this time period? Why was chaos so normalized?
2. What did the horse say about d' Artagnan? Why was he ashamed to accept his father's gift?
3. His father gives him advice before he leaves. What is the value of his advice? What do you think is the most significant portion of it? What is the most significant piece of advice you have ever received?
4. What quality of d' Artagnan causes him to react? What advice would you give him to stop reacting so fast? Do you find yourself reacting before you should? What are the detriments and positives to that quality?
5. Milady, is briefly introduced. What qualities to ladies possess? What makes a lady, a lady?
6. On page 16, there is reference to Louis XIII and Treville. Louis tries to surround himself with men of d' Artagnan quality. What benefit is there to surrounding yourself with great people? It is said, "you can not pick your family, but you can pick your friends—choose wisely." Who have you surrounded yourself with? Why?
7. Men have to pass tests to become a Musketeer and to speak with Treville. What is the purpose of the tests?

9. Analysis Analyze the key paragraph.

Key Passage, pg. 3

"Don't be afraid of opportunities, and seek out adventures."

EXTEND

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

In today's reading d' Artagnan is given advice from his father and a recipe from his mother. On portions of his father's advice, "Don't be afraid of opportunities, and seek out adventure." That is very simple advice. But consider how many people run from opportunity.

Write a 3 paragraph essay detailing why people shy away from opportunity. What fears are associated with opportunity? How can opportunity be positive and negative? Why is it important to seek out adventure?

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

10c12 Cubing Biography

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

Character Based Literacy Program Lesson Plan

Three Musketeers, 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 the history of Small Pox?

The history of smallpox holds a unique place in medicine. One of the deadliest diseases known to humans, it is also the only disease to have been eradicated by vaccination.

Symptoms of a typical smallpox infection began with a fever and lethargy about two weeks after exposure to the *Variola major* virus. Headache, sore throat, and vomiting were common as well. In a few days, a raised rash appeared on the face and body, and sores formed inside the mouth, throat, and nose. Fluid-filled pustules would develop and expand, in some cases joining together and covering large areas of skin. In about the third week of illness, scabs formed and separated from the skin. Small pox has invaded countries for over 2000 years and has caused millions of deaths throughout history.

In today's reading, Athos, one of the Musketeers is wounded in battle. However, since no one wants to explain that to Treville. It is acknowledged that he is not feeling well. Treville focuses on Small Pox since it is such a radical disease—of the time.

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

demigods (ch. 3 pg. 26)	treachery (ch. 3 pg. 33)	insolence (ch. 3 pg. 35)	gallant (ch. 4 pg. 41)	pious (ch. 4 pg. 42)
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READ

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

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

RESPOND

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

1. Treville agreed to see D' Artagnan. He also called for three Musketeers, Athos, Porthos, and Aramis. Two of the three entered the room with D' Artagnan;
2. Treville was angered by the Musketeers. They are unruly and continue getting caught by the Cardinal's guards;
3. The Cardinal wants to take over overseeing the Musketeer's;
4. Athos is not present. Treville wants to know if he has small pox. They do not want to tell him he has been injured in a fight;
5. Athos arrives and they are all yelled at. Athos falls unconscious. A doctor is called;
6. Once things are settled Treville speaks with D'Artagnan. He wants to know why he would arrive with no letter of recommendation;
7. Treville listens to his story, tells him not to pursue the man who stole from him, and agrees to refer him to the Royal Academy for free;
8. Treville becomes suspicious of him and tries testing him;
9. D'Artagnan sees the man who stole from him. He ran after him and hit Athos;
10. He continued trailing him and ran into Porthos and realized his golden belt was not what it appeared;
11. He stumbled upon Aramis trying to make amends he gets him in trouble with a ladies handkerchief;
12. He agreed to dual all of them one hour apart;

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: d' Treville

EXPLORE

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

Handkerchief

In today's reading Aramis is seen speaking to two of the Cardinals Guards. D' Artagnan is trying to make amends when he sees him. He reaches down to pick it up. It had a lady's initial on it. The men accused Aramis of having relations with her. In this time period handkerchiefs were a symbol of wealth and prosperity. Many of them were adorned beautifully and were symbolic of the one who carried it. Create your own handkerchief.

- Using a sheet of paper cut it into a 8 ½ x 8 ½ square.
- Create a handkerchief that represents you (what would you have in the corner. . .what kind of embellishments)
- Draw 3-4 items that accurately reflect who you are and what you represent.

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

Key Questions

1. Why did the cardinal want to take over the musketeers? How were the musketeers not being utilized effectively?
2. Why were the men trying to cover up for Athos? Why was an injury worse than possible death by disease?
3. Treville finally addresses D'Artagnan. He doesn't understand why he would arrive with no reference letter. What is his response? Treville agrees to help him; he refers him to the Royal Academy. Why would Treville make that referral? If someone told you, you needed to improve yourself as a lady or gentleman would you accept it? Why?
4. Treville is weary of D'Artagnan and puts him through another test. Why is there such a focus placed on men proving their worthiness? Do you think that men and women in our world should have to prove they are worthy to have a position of power? Why?
5. D'Artagnan ends up picking a fight with all three of the Musketeer leaders. What do you think he has to gain by fighting the men? What could he lose?
6. What does D'Artagnan learn about the three men? How can he use that information to his advantage?

9. Analysis Analyze the key paragraph.

Key Passage, pg. 34

"You are an honorable young man," said Treville, shaking d' Artagnan's hand, "but for the moment I can't do anything more for you than I've already offered. My house will always be open to you. Since you can visit me at any time, you'll be able to seize any opportunity that may arise, so I think that eventually you'll get what you want."

"In other words, sir," replied D'Artagnan, "you're going to wait till I've made myself worthy of it. Well, don't worry," he nodded with Gascon familiarity, "you won't have to wait long."

EXTEND

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

D'Artagnan is very confident. He is willing to accept Treville's assistance but understands that he is going to have to prove his worth before he can accept more responsibility. He understands that he has to become worthy.

When one has to prove worth and work hard to attain something they typically value it more. Treville wants to ensure that D'Artagnan values his place as a musketeer. In recent history we have placed less value on worth and worthiness. Which some would argue is a cultural demise.

Explain to the reader why it is imperative to start placing value on ones worth when they are working for something and also why it is important to allow people to work hard for an item or ideal before they earn it. Use 3-4 paragraphs defend the need for hard work, high standards, and a solid work ethic. Can those attributes be taught?

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

Character Based Literacy Program Lesson Plan

Three Musketeers, 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 falconry?

Falconry is the art of flying trained birds (falcons or other birds of prey) after a wild animal. The bird is released and waits while the hunter and their hounds flush the wild prey out of the bush. Once the wild game takes flight the falcon sweeps in, captures the prey, lands and waits for the hunter to give it a reward. The hunter gets the game, the bird of prey gets to hunt and a reward. This is a form of hunting used mostly in royalty but is actively used today in various different countries.

In today's reading Louis the XIII is generally board and frustrated. He refers to Falconry as one of the forms of hunting he uses. In order to utilize this form of hunting the hunter needs to have the wealth to obtain the birds, maintain them, and train them to hunt. It is a sport for those with wealth and time.

2. Wordwall

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

eloquent (ch. 5 pg. 51)	apprentice (ch. 6 pg. 53)	arrogantly (ch. 6 pg. 58)	adversary (ch. 6 pg. 59)	agitated (pg. 60 pg. 60)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Chapter 5-6; pages 43-70

RESPOND

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

1. D'Artagnan knew no one in Paris. He decided to meet Athos and try to apologize prior to his dual;
2. Athos's "second" arrives, it is Aramis and Porthos. He did not know that D'Artagnan was scheduled to fight them at one and two o'clock. D'Artagnan did not have a "second" because he didn't know anyone else;
3. The three were determining the rules of their duel when the cardinals guards arrived;
4. The guards were going to arrest the men when they challenged them to a fight;
5. D'Artagnan offered to help his three adversaries to prove himself worthy;
6. They fought well and won. The four became respected friends;
7. Treville had to publicly admonish the men although he was happy with the outcome;
8. Treville had to show support of his men by claiming that the guards picked a fight with his men and they were defending themselves;
9. The men were sent for by the King. While they were waiting they got into another duel with one of the guards that resulted in another near death;
10. Treville continues to cover for his men;
11. The men meet with the king who offers D'Artagnan a large sum of money. He takes it and shares it with his friends;
12. They were not told they had to stop fighting they were scolded and told they needed to not kill so many people in a short amount of time.

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: Porthos

EXPLORE

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

All the King's Hobbies

Study the king's hobbies described on page 64-65.

- Choose one to investigate further.
- Sketch the hobby;
- In 1 paragraph detail/summaries the hobby and the tools used for it.

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

Key Questions

1. The men in the book are described as being part of the noble class. What is nobility? What does it mean to live a noble life? Can you be noble and have little money?
2. D'Artagnan realizes that he acted without thinking and the result of that could be death. What are the benefits of "thinking" before taking action? Why is it so hard for people to; stop, think, think, think, and then act?
3. Page 51 describes a dueling code. Why is there a code for dueling? Is there a modern day "code" for war? Why? What is the benefit? If people choose to not follow this "code" what happens? Is it ironic that there is a "code" for war?
4. The king and Treville were playing cards. The king considers himself a parent to Treville, the cardinal, and the guards. As a reader would you consider his character as a "parent"? What qualities of a parent does he have? What is he lacking?
5. How does the king pass his time?
6. The men have now gotten in two duels. Were they fair fights? What was the reason for them? What does their behavior say about their character?
7. The men were summoned to see the king. What does the king ask them to do? Why is it acceptable during this time period to continue to duel?
8. What strategies does Treville use to keep his men from being hanged?

9. Analysis Analyze the key paragraph.

Key Passage, pg. 49

"Athos, Porthos, and Aramis stood shoulder to shoulder while Jussac drew up his soldiers in a line.

D'Artagnan made up his mind in an instant. This was one of those situations that decide the course of a man's life. He had to choose between the king and the cardinal, and once the choice had been made there could be no turning back. To fight would mean breaking the law, risking his life, and making an enemy of a minister more powerful than the king himself. D'Artagnan saw this clearly, but he did not hesitate. He turned to Athos and his friends."

EXTEND

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

D'Artagnan has to make a split second decision. He has to choose between two very powerful entities without a lot of time to weigh the pros and cons. A choice had to be made between religion and country and friend or foe. He chose to fight against the cardinal and to support the men who had set out to kill him. Do you think he made the right choice? Sometimes we are faced with choices and none of them are good. What do you do in that situation?

Write 2-3 paragraphs describing a time that you had to make a decision with limited opportunities or choices. What process did you go through to decide? What conclusion did you come up with? Be detailed and concise in your response.

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

Character Based Literacy Program Lesson Plan

Three Musketeers, 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.

What does it mean to be noble? How do you live a noble life?

In our reading being noble means to pertain to a distinct class based on your rank or title. The class can be determined through marriage, education, money, or birthright. The musketeers are a part of a higher order and nobility since they serve the king.

To live a noble life one must have an exalted moral and mental character and strive for excellence. Living a noble life means that you strive to be the best you can possibly be and live your life with high moral character and high ideals.

Consider this; one can live a noble life without being from the noble class. And just because one is born into nobility does not make them noble.

2. Wordwall

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

inferiority (ch. 7 pg. 73)	ostentatious (ch. 7 pg. 73)	coveted (ch. 7. Pg. 74)	rouge (ch. 7 pg. 77)	nobel (ch. 7 pg 77)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Chapter 7-8; pages 71-88

RESPOND

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

1. The men left the king. D'Artagnan consulted his friends. He wanted to know how he should spend his money;
2. The men encouraged him to get a servant;
3. He hired Planchet—he thought by appearance D'Artagnan had money. Once he saw his home he realized his employer was not what he seemed.
4. D'Artagnan convinced him to stay, reminding him that things would get better and if he was loyal—he would benefit;
5. The men spent much time together and supported each other;
6. D'Artagnan was an apprentice and shadowed the men whenever he had guard duty;
7. D'Artagnan was sent to the king's guard for training. The men out of loyalty went and supported him in his training;
8. They spent the money they had received from the king;
9. Using whatever contacts they had they lived off of the generosity of others;
10. D'Artagnan had little to give and he started to plan to make consistent money;
11. He was visited by his landlord, Bonacieieux. His wife had been kidnapped and he needed D'Artagnan's help. He knew he was a musketeer and could find his wife;
12. D'Artagnan agreed to help him.
13. D'Artagnan realizes that the man who stole the letter of recommendation and who kidnapped his landlord's wife is the same person;
14. He thought he had seen him in the street. He raced after him.

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon
- Their homes

Today focus on: the Musketeers servants. Descriptions are on pages 71-74.

EXPLORE

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

Postcard

Pretend you are D'Artagnan. You have left your family and been in Paris for quite some time. Long enough to secure housing, make friends, and become an apprentice. Write a postcard to your family giving them an update of your circumstances. On the opposite side, sketch a picture of some relevant detail of your journey. Make sure you properly address your card.

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

Key Questions

1. If you had just come into a large sum of money, who would you consult to help you spend it? Do you think his friends give him good advice and have his best interest in mind?
2. Athos's servant, Grimaud is described as, "his words were few but expressive; he always said exactly what he meant and nothing more, with no embellishments, frills, or embroidery." How is this type of communicator helpful? How can it be a hindrance? What type of a communicator are you?
3. D'Artagnan is described as being very curious in nature. He had a gift of intrigue. What is intrigue? What are the positives and negatives of being curious as a person?
4. D'Artagnan's servant Planchet realizes that his employer has no money and no steady income. He has a choice to stay with him as a loyal servant in hopes that he will one day become wealthy and reward his loyalty or leave and find employment somewhere else. Both choices involve risks. What would you advice Planchet to do? Why?
5. The men had run out of their money and left to their own devices started using their friends and acquaintances for food and money. The men are all skilled and educated. What other solutions could you come up with to save the men from begging?
6. If D'Artagnan helps his landlord find his wife what will his landlord do for him? How does D'Artagnan see this as an opportunity?

9. Analysis Analyze the key paragraph.

Key Passage, pg. 81

"His worry prompted him to begin trying to think of a way to improve their situation. He told himself that a coalition of four brave, enterprising, and vigorous young men should have a better purpose than swaggering in public, taking fencing practice, and joking in ways that did not always show great wit."

EXTEND

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

D'Artagnan begins to realize that there should be more to their lives than swaggering, practicing, and joking. He sees that there should be a bigger purpose and a better way to live. However, he is unsure of how to change their circumstances? Do you think that D'Artagnan is responsible for his friends, or should he work on making a difference in his own life first and then help his friends?

Write a 2-3 paragraph paper that details D'Artagnan's circumstances and the opportunities that are before him. Explain what solutions he has for his money issues. Tell if you think he should take care of himself or help his friends. Be detailed in your answer.

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

Character Based Literacy Program Lesson Plan

Three Musketeers, 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.

What is the Louvre?

In our reading the Louvre will be referred to more and more. The king and queen reside there. And Madame Bonacieux worked there when she was abducted.

The Louvre, in its successive architectural metamorphoses, has dominated central Paris since the late 12th century. Built on the city's western edge, the original structure was gradually engulfed as the city grew. The dark fortress of the early days was transformed into the modernized dwelling of François I and, later, the sumptuous palace of the Sun King, Louis XIV.

The reigns of Louis XIII and Louis XIV had a major impact on the Louvre and Tuileries palaces. The extension of the west wing of the Court Carrée under Louis XIII marked the beginning of an ambitious program of work that would be completed by Louis XIV and added to by Louis XV, resulting in the Louvre that we see today. However, following the completion of Versailles, royal interest in the palace waned, plunging the Louvre into a new period of dormancy.

2. Wordwall

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

customary (ch. 9 pg. 89)	deliberation (ch. 9 pg. 90)	prudence (ch. 9 pg. 93)	vigilance (ch. 10 pg. 97)	imbecile (ch. 10 pg. 98)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

RESPOND

5. Timeline

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

1. D. Artagnan returned to his apartment. He had lost the man he was chasing. Athos, Porthos, and Aramis met him back at his apartment;
2. He told them of his meeting with his landlord, Monsieur Bonacieux;
3. The men had to decide if they were willing to risk their lives for the money;
4. D'Artagnan realizes that this quest is about more than money. He sees that the queen is being tormented and abandoned;
5. They agree on a price and work out a strategy;
6. Monsieur Bonacieux, is arrested in his home. D'Artagnan does not stand up for him and drinks with his friends and one of the police men. D'Artagnan comes up with the groups motto, "All for one and one for all."
7. The police set a trap at the Monsieur's home. They trap everyone who comes in and questions them;
8. D'Artagnan sets up an area to listen;
9. He hears a altercation between the soldiers and a women. Finally, he leaves and goes to her rescue. He fights with the police;
10. D'Artagnan helps her escape. She helps him plan his alibi. He learns that she is Madame Bonacieux, the landlord's wife.

6. Map

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: Madame Bonacieux

EXPLORE

7. Activity

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

Family Crest

Think about your name and your family. What does your name symbolize to you?

- Create a family crest that has images that represent who you are
- Create a family motto that goes with your crest.

Use good judgment, representations must be school appropriate.

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

Key Questions

1. Pg. 90, “there is more to it than money! A woman has been abducted...” D’Artagnan has met with his friends to help save the woman. What would you do if someone asked you for help? Why? Would you be motivated by the money or by the need to help someone?
2. Pg. 93, “Let D’Artagnan do what he thinks best, said Athos. “I repeat that he has the best head of any of us, and for my part. I am ready to obey him.” How has he gotten respect of his peers? He is the youngest and has the least experience of his friends do you think it is difficult for them to follow his lead? Why? Have you ever felt that you were not taken seriously due to your age? What have you done to combat that?
3. The men have declared their motto, “All for one and one for all.” What is the significance of their motto? What is a motto? Do you have a personal motto? How can one benefit from a motto? (think about personal mottos, store mottos, and product mottos as you answer).
4. What is the purpose of the “mouse trap”? How can that be beneficial when trying to catch a criminal?
5. Madame Bonacieux is worried about her reputation when she is left at Athos’ home. What is a reputation? How can one small mistake ruin a reputation? Why is it easier to destroy a person’s reputation then to build one?

9. Analysis Analyze the key paragraph.

Key Passage, pg. 93

“Just a moment,” said D’Artagnan, motioning them to put back their half-drawn swords. “Courage isn’t what’s needed here, its prudence.”

EXTEND

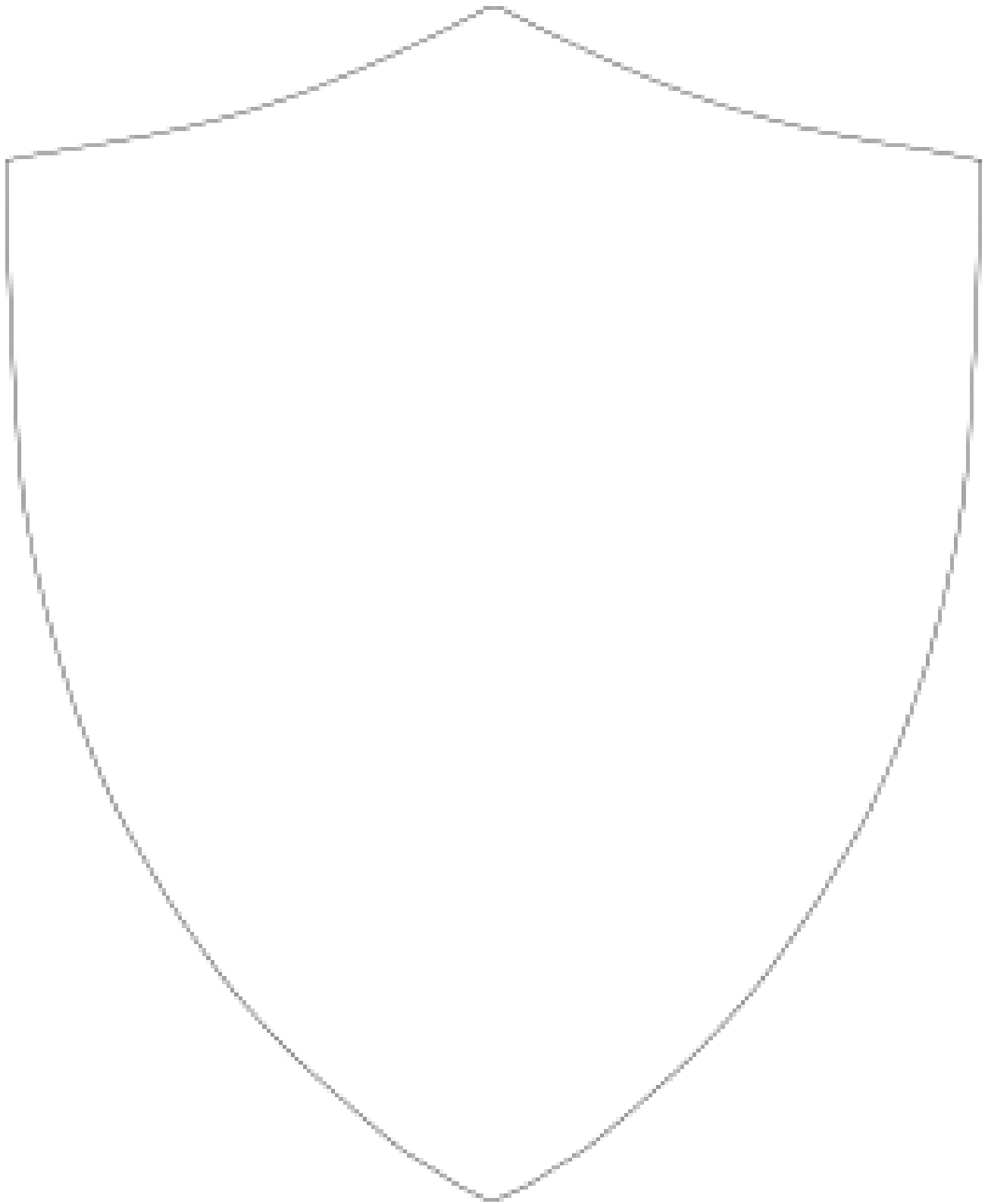
10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Think about D’Artagnan and his words. What is the difference between prudence and courage? In this situation the men were ready to stand up to the guards and charge them. D’Artagnan stopped his friends, realizing that if they fought the guards they would most likely be hurt, arrested, or killed—and not be able to help Madame Bonacieux.

In this situation he took the time to think about the entire situation and weigh his options before taking action. Is that a skill that is learned or does it just come naturally? How can that skill benefit all who use it?

Write a 2-3 paragraph paper to convince your reader that prudence is more important than courage. Be detailed. Give examples for your own experiences to help support your answer.

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



Character Based Literacy Program Lesson Plan

Three Musketeers, 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.

What is love?

Love has many definitions. It can mean profoundly tender, passionate affection for another person, a feeling of warm personal attachment or deep affection, *I love Jamison*. Or it can be a direct term of endearment; *I love chocolate*. The feelings of love can be superficial or more intense.

As we read today D'Artagnan falls in love with Madam Bonacieux. He swears his allegiance to her due to his love for her. Keep in mind he is 19-20 years old and has known her for, a day. But, he swears his allegiance to her. Would you consider making life and death decisions with someone you have known for such a short amount of time? Do you believe he is in love?

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

accosted (ch. 11 pg. 105)	solidity (ch. 11 pg. 106)	gait (ch. 11 pg. 108)	coquettish (ch. 11 pg. 111)	gallant (ch. 11 pg. 117)
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READ

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

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

Chapter 11; pages 105-121

RESPOND

5. Timeline

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

1. D'Artagnan left Monsieur Treville's, he was thinking about Madame Bonacieux;
2. During this time period men used women as a means of advancement;
3. D'Artagnan had given Monsieur Bonacieux over to the police and then didn't think to assist him once he met his wife;
4. D'Artagnan was lost in thought walking the streets of Paris and wanted to find one of his friends to discuss his new love;
5. He walked by Aramis's house and saw a woman in a cloak knocking on his window;
6. The woman was let in the home by another woman—they spoke quickly and the cloaked woman left;
7. The cloaked woman was Madame Bonacieux;
8. D'Artagnan caught up to the woman—he said he was sent to watch over her. He wanted to know how she knew Aramis;
9. D'Artagnan returned home to find that Athos had been arrested;

6. Map

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: Madame Bonacieux or Planchet

EXPLORE

7. Activity

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

Open Mind Portrait

Create an OMP for Madame Bonacieux. She seems to be a very secret woman. Add 5-7 thoughts based on the reading. What do you think she is thinking and feeling.

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

Key Questions

1. D'Artagnan is new to Paris, is young, is still an apprentice, and has very little money. What do you think he has to gain by knowing Madame Bonacieux?
2. D'Artagnan realizes that Madame Bonacieux has money. What are the issues of being in love with a woman who has money? Do you think their needs are different than one of lesser means? Why?
3. Madame Bonacieux went to Aramis's house. What role do you think he plays in her life? He wants to be a priest but has a woman in his home and is a Musketeer. Do you think his heart is really in the priesthood? What do you think he really wants?
4. Athos was arrested when he was waiting for D'Artagnan's home. What policies are in place so we don't continue this practice today?
5. D'Artagnan swears his love and pledges his devotion to Madame D'Artagnan. He is young and he has known her for a very short time. What does this act say about his character? Why was his behavior accepted in this time period?
6. Planchet swears his allegiance to D'Artagnan. His master has no money and is still an apprentice. Why do you think he has decided to be loyal to him? How will that benefit him later?

9. Analysis Analyze the key paragraph.

Key Passage, pg. 118

D'Artagnan stepped toward the door, then turned back to shore up his servant's courage.

"You won't be afraid to stay here, will you?"

"Don't worry, sir," said Planchet. "You don't know me yet: I am brave when I put my mind to it; the main thing is putting my mind to it, and I've done that now. Besides, I am a Picard."

"Good I am counting on you. I expect you to die rather than leave your post."

"Yes, sir. There's nothing I wouldn't do to prove my loyalty to you."

EXTEND

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

Planchet has declared his loyalty to D'Artagnan. He knows that D'Artagnan has no money, and is young. However, he realizes that his employer has talent and ambition. Do you think that talent and ambition should be taken into consideration when judging a person's character? Should one factor be considered more or less when judging a man's character?

Write 2-3 paragraphs detailing the factors that should be considered when judging a person's character. What happens when a person's character is out of balance for the positive or negative? Evaluate the process you use to judge a man's character?

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

Character Based Literacy Program Lesson Plan

Three Musketeers, 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.

Who is Anne of Austria?

Anne of Austria, French Anne d'Autriche (born Sept. 22, 1601, Valladolid, Spain—died Jan. 20, 1666, Paris), queen consort of King Louis XIII of France (reigned 1610–43) and regent during the opening years of the reign of her son King Louis XIV (from 1643).

The eldest daughter of King Philip III of Spain and Margaret of Austria, Anne was married to the 14-year-old Louis XIII in November 1615. Throughout his life Louis treated her with a cool reserve. In 1625 the English George Villiers, 1st duke of Buckingham, created a scandal at the French court by revealing his passion for the Queen. Her plight worsened as the powerful Cardinal de Richelieu, Louis XIII's chief minister from 1624 to 1642, sought to prevent her from exercising any influence over her husband. Anne took as her confidante the scheming Marie de Rohan-Montbazon, duchesse de Chevreuse. Anne and the queen mother, Marie de Médicis, failed in their attempt to persuade Louis to dismiss the Cardinal (the Day of Dupes, 1630).

After Richelieu declared war on Anne's brother, King Philip IV of Spain, in 1635, she remained sympathetic to the Spanish cause. Richelieu's spies kept her under surveillance, and in 1637 the Cardinal humiliated her by proving that she had been visiting the nunnery of Val-de-Grâce in order to conduct treasonable correspondence with Philip. Her status at court was enhanced, however, by the birth of her two sons, the dauphin Louis (the future Louis XIV) in 1638, and Philippe (later duc d'Orléans) in 1640. Through the provisions of his will, Louis XIII attempted to deprive her of her right to be sole regent for Louis XIV. Louis XIII died in May 1643, and shortly thereafter Anne had the will annulled by the Parlement of Paris.

As soon as she was declared sole regent, the leading nobles demanded the restoration of the privileges they had lost under Richelieu. Determined that her son should succeed to the absolute power that Richelieu had won for Louis XIII, she resisted these demands and took as her first minister the Italian-born Cardinal Jules Mazarin, one of Richelieu's most able associates. Anne and Mazarin were devoted to one another, and some historians have concluded that they were secretly married. Together they faced the series of revolts known as the Fronde (1648–53). The rebels forced Anne to dismiss Mazarin in February 1651, but, by faithfully following the Cardinal's instructions, she was able to divide her enemies. The rebellion virtually collapsed in October 1652, and Mazarin returned to Paris.

Anne's regency officially ended in 1651, when Louis XIV was proclaimed of age to rule. In 1659 France finally made peace with Spain, and the following year Louis XIV was married to Anne's niece, Marie-Thérèse, the daughter of Philip IV.

<http://www.britannica.com/EBchecked/topic/26258/Anne-of-Austria>

2. Wordwall

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

reputation (ch. 12 pg. 122)	ardent (ch. 12 pg. 126)	magistrate (ch. 13 pg. 130)	lamentation (ch. 13 pg. 133)	imperturbably (ch. 13 pg. 135)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Chapter 12-13; pages 122-138

RESPOND

5. Timeline

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

1. Madame Bonacieux escorted the Duke to the Louvre;
2. She used her knowledge of the Louvre to get him close to the queens chambers;
3. The queen loves him but does not want to show it. She does not want to risk her honor she tells him she does not want to see him again;
4. The Duke professes his love for her. Knowing her marriage is not strong he wants to sway her;
5. The Duke wants her to give him something to prove her love. She gives him a jewel box;
6. Madame Bonacieux escorted him out;
7. Monsieur Bonacieux was still in prison;
8. He was treated poorly and taken to the magistrate for questioning;
9. Monsieur Bonacieux learns that his wife has escaped;
10. He was questioned by the magistrate again. He learns that Athos also know D'Artagnan;
11. They were returned to their cells. Monsieur Bonacieux was put in a prison on wheels and removed from the prison.

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: George Villiers; Duke of Buckingham or Anne of Austria

Take Sides T Chart (protagonist vs. antagonist)

More and more conflict is starting to evolve in the novel. Create a "T" chart.

- Start listing the characters and their role in the novel based on the "side" they are on. Start with these characters:
- King
- Queen
- Duke
- Musketeers
- Treville
- Cardinal
- Monsieur Bonacieux
- Madame Bonacieux

Add to the chart as new information is provided.

EXPLORE

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

Open Mind Portrait:

Create an OMP for Monsieur Bonacieux. What do you think he is thinking and feeling as he is imprisoned and that his wife has escaped? Add 5-7 thoughts to your OMP.

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

Key Questions

1. Why would Madame Bonacieux risk everything she knows to act as a messenger to the queen? What do you think she has to gain?
2. At the beginning of chapter 12 the reputation of the queen and Madame Bonacieux are compared. It is stated that the reputation of a draper's wife does not matter. Why is one ladies reputation worth more than the other? Do you think there is a difference? What factors contribute to this difference? Would you be willing to risk your reputation for another? Explain?
3. What was the purpose of powdered wigs during this time?
4. At the beginning of chapter 13 the author changes his writing tone and person. Why do you think this style was chosen? What effect does it have on the reader?
5. The magistrate is described as having the features that cross a fox and a ferret. What traits do these animals have? Why do you think they were chosen? Is it an effective description? Why?
6. Why would Athos voluntarily go to prison for D'Artagnan? What role does the magistrate play?

9. Analysis Analyze the key paragraph.

Key Passage, pg. 127

"Silence!" said the Duke. "If I am happy because of an illusion, don't be cruel enough to take it away from me. You yourself have told me that I've been drawn into a rap, and it may cost me my life."

EXTEND

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

The Duke and Queen have met in secret and he keeps professing his love for her which she keeps trying to deny. He claims that it is OK for him to be happy because of an illusion of love.

Why do you think the Duke is willing to settle for an illusion? Would you be? Even if she returns his love is she in a position to act on it?

Write 2-3 paragraphs in which you define love and illusion. Defend the Dukes position—that it is OK to base your happiness on an illusion of love. You must defend the Duke's position regardless of your agreement of it.

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

Character Based Literacy Program Lesson Plan

Three Musketeers, 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.

What is a lady in waiting?

A lady-in-waiting is a woman appointed by the court to act as an assistant for a queen or princess. Ladies-in-waiting were often noble women from a high ranking family who had lower rank than the woman she served. Most ladies-in-waiting received no compensation for their services. They were considered more personal assistants than servants.

Their duties were varied from acting as a companion to being proficient in etiquette, language, dance, as well as the arts in order to help the queen participate fully in “queenly” pastimes.

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

alcove (ch. 14 pg. 144)	reveres (ch. 14 pg. 146)	anteroom (ch. 14 pg. 147)	haughtily (ch. 15 pg. 151)	placidly (ch. 15 pg 152)
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READ

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

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

Chapter 14-15 pages 138-157

RESPOND

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

1. Monsieur Bonacieux thought he was being taken to be hanged. He was taken to the office of the Cardinal to be questioned;
2. The cardinal realized quickly that he was not or could not be a conspirator;
3. He was asked questioned relating to his wife's business after she left the Louvre;
4. He saw the count and realized that was who abducted his wife;
5. The cardinal was informed that the Duke was in Paris and had seen the queen;
6. The cardinal absolved Monsieur Bonacieux of any wrong doing and gave him money. The Monsieur became a huge supporter of the king and cardinal;
7. D'Artagnan and Porthos informed Treville that Athos had been arrested;
8. Treville went to see him and was denied access;
9. He then went to the king who was in a meeting with the cardinal;
10. Treville disputed the accusations surrounding Athos's arrest and was able to give all his men alibis for the night he was arrested;
11. Treville asks that the King will provide a judge for Athos and asks that he be released;
12. Athos was released. Treville knows there is political maneuvering going on.

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Take Sides T Chart (protagonist vs. antagonist)

More and more conflict is starting to evolve in the novel. Create a "T" chart.

- Start listing the characters and their role in the novel based on the "side" they are on. Start with these characters:
- King
- Queen
- Duke
- Musketeers
- Treville
- Cardinal
- Monsieur Bonacieux
- Madame Bonacieux

Add to the chart as new information is provided.

EXPLORE

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

Cartoon

Sketch a cartoon of Monsieur Bonacieux on his way to see the cardinal and at his meeting with the cardinal.

- Create a four panel cartoon
- Depict both characters based on their description
- Summarize the reading

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

Key Questions

1. Page 140 gives a description of the Cardinal as he was depicted and as he was, a shrewd and gallant gentleman. Why do you think there was such a dichotomy in representations of the same man in history? What does this tell you about the accuracy of history?
2. The cardinal was described as an extraordinary man. What qualities make a man extraordinary?
3. The cardinal read the summary of Bonacieux's interrogation and looked at his face. He was able to discern that he was not a conspirator. What qualities do you think he was looking for? What qualities do Bonacieux possess? How will the cardinal use Bonacieux to his advantage?
4. The dropped handkerchief keeps being referenced. What do you think the handkerchief represents and why is it so important?
5. The cardinal refers to Bonacieux as "my friend" and then gives him money. Do you think there is sincerity in his reference to friendship? How can money and false friendship be a negative influence? What type of person is driven by this type of acknowledgement?
6. Treville is true to those who serve him. Do you think that his trust is warranted or do you think he being manipulated by his men?

9. Analysis Analyze the key paragraph.

Key Passage, pg. 155

"Since you regard the musketeers as suspect, Sire," said Treville, "they're guilty. I'm ready to resign my command. His Eminence has made accusations against my soldiers, and I am sure sooner or later he'll also make accusations against me, so I may as well go to prison now, to share the fate of Monsieur Athos, who's already been arrested, and Monsieur D'Artagnan, who will probably be arrested before long."

EXTEND

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

Treville uses logic and manipulation to defend his men. He offers to resign his command stating that; if the cardinal is accusing my men now sooner or later he will accuse me of something.

Do you think his logic and reasoning is accurate and solid in this passage?

Write 1 paragraph that evaluates his argument to the king and cardinal. Give additional arguments/reasoning you would use that you think would be more effective.

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

Character Based Literacy Program Lesson Plan

Three Musketeers, 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.

What is loyalty?

One who is loyal is devoted or attached to a person or cause.

In today's reading D'Aragnan claims his loyalty to Madame Bonacieux. Partly due to his love for her and also because of his duty to a great cause.

2. Wordwall

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

repugnant (ch. 16 pg. 158)	indulgent (ch. 16 pg. 160)	gilded (ch. 16 pg. 160)	prostrate (ch. 16 pg. 162)	odious (ch. 16 pg. 164)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Chapter 16-17 pages 157-180

RESPOND

5. Timeline

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

1. The king finds out the Duke had been in Paris. He suspects his wife of cheating on him;
2. He learns that the queen had written a letter—he thinks it is a love letter. He sends the cardinal to go and search for the letter;
3. The queen admits to writing the letter and refuses to let the cardinal search her;
4. She finally relinquishes and gives him the letter—he takes it to the king;

5. The letter was to her brother instructing him on battle plans; The king is overjoyed that the letter was not about love. But, realizes the queen is angry;
6. The cardinal advises him to throw a ball and requests she wear her diamond tags;
7. She is doomed knowing she gave the tags to the Duke and can trust no one;
8. Madame Bonacieux offers to help her and pledges her allegiance. She thinks Monsieur Bonacieux will help her;
9. She returns home to learn that he has become a cardinalist and supports the king and the cardinal. She learns she can not trust him;
10. They argue and part company.

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: Monsieur Bonacieux or the king

EXPLORE

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

Diamond Tag Collage

The diamond tags were given to the queen as a gift, she then gave the tags as a gift to someone else. The tags were given in each case out of love but they have strings attached. There is great value to them but the sincerity that is lost is invaluable.

- Create a "T" chart collage.
- On one side of the chart draw or create a collage of things you value that are tangible (i.e. cars, gardens, bikes, dogs, friends)
- On the other side of the chart draw or create a collage of things you value that are not tangible (i.e. love, laughter, honesty, trustworthiness etc.)

At the bottom of the chart explain which you value most and explain why.

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

Key Questions

1. Page 158, "The higher her position, the further she has fallen." That quote is similar to, "the higher they are, the harder they fall." What does this saying mean? What truth do you find in it? Explain?
2. The queen wants to refuse the cardinal's orders. Does she have a right to deny him access? If the king wanted the papers why not ask her himself? Why did he go through the formality?
3. The queen is described as a very lonely person. What circumstances make her life so lonely? Do you agree or disagree with her feelings? Why?
4. Why is the cardinal trying to stay loyal to the king and queen? What does he have to gain by this allegiance?
5. How does the description of the queen's mood affect the chapter and the reading? How does it make you want to react to her?
6. The queen learns that the ball was the cardinal's idea. Does it lose some value for her when she learns it was not her husband's idea? Why?
7. Why is Madame Bonacieux compelled to help the queen? Would you risk for her? Why?
8. When Madame Bonacieux learns her husband is serving the cardinal she is angered. Why is there so much animosity towards him? Should Monsieur Bonacieux support his wife? Why?

9. Analysis Analyze the key paragraph.

Key Passage, pg. 176

"I am not denying anything. But I'll point out to you that a minister's favor can end at any moment. Only a fool will count on it. There are powers higher than a minister's, and they don't depend on one man's whim or the outcome of an event. We should be loyal to those powers and no others."

EXTEND

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

In this passage the Bonacieux's are at home and arguing. The monsieur has announced his loyalty to the cardinal and Madame Bonacieux is stating that the cardinal's favor from the king is or can be short lived and that Monsieur should not count on him long term (once he has been used he will no longer be needed). She also feels that their loyalty should be granted to higher places.

Madame has a wisdom about her that is beyond her years. She is able to see the big picture and not get lost in money or acknowledgement from a person in high power. What powers do you think she is describing? Do you think she is correct in stating that they should be loyal to the higher powers? What trait does she discover about her husband's character?

Chose one person in the argument who you feel has a more valid argument of their loyalties, Madame Bonacieux or Monsieur Bonacieux. Explain why you support their viewpoint. In your conclusion detail or re-state one reason that their spouse should change positions or viewpoints.

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

Character Based Literacy Program Lesson Plan

Three Musketeers, 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.

Who is Dionysius I?

Dionysius I, also called Dionysius the Elder (born c. 430 bc—died 367), tyrant of Syracuse from 405 who, by his conquests in Sicily and southern Italy, made Syracuse the most powerful Greek city west of mainland Greece. Although he saved Greek Sicily from conquest by Carthage, his brutal military despotism harmed the cause of Hellenism.

After working as a clerk in a public office, Dionysius distinguished himself fighting in the war with Carthage that broke out in Sicily in 409. He took advantage of a crisis in the war to make himself tyrant in 405. Over the next eight years he ruthlessly consolidated and expanded his power. He built a wall around Syracuse and fortified Epipolae. The Greek citizens of Naxos, Catana, and Leontini were removed from their cities.

In today's reading Dionysius is referred to when, D'Artagnan uses some of the same strategies to get information from his downstairs neighbors. This enables D'Artagnan to have useful information to create his strategy with.

2. Wordwall

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

radiant (ch. 18 pg. 183)	regiment (ch. 18 pg. 183)	illustrious (ch. 18 pg. 186)	futile (ch. 19 pg. 192)	insistently (ch. 19 pg 193)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages.
Chapter 18-19 pages 191-196

RESPOND

5. Timeline

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

1. D'Artagnan arrives in the Madame Bonacieux's home after she has listened to the conversation between her and her husband;
2. He gives his opinion of her husband and then offers his service to the queen;
3. She questions his integrity and he tells her to seek the opinion of Treville, someone she respects;
4. She agrees to give him the information and money;
5. Monsieur Bonacieux arrives home with the stranger he encountered in Meung and her abductor;
6. D'Artagnan and Madame Bonacieux retreat to his apartment where he can hear their conversation;
7. D'Artagnan goes to Treville to tell seek guidance and ask for a leave of absence;
8. Treville grants a leave permit for all four of the men—"to rest" due to injury;
9. The men pack their things, make a plan, and get their servants and leave Paris.

6. Map

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: the man from Meung or Treville

EXPLORE

7. Activity

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

Title of Activity

Open Mind Portrait

Create an OMP of Madame Bonacieux. What do you think she is thinking and feeling as she accepts the mission for the queen, learns she can not trust her husband, and has to rely on D'Artagnan? Add 5-7 thoughts to your OMP.

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

Key Questions

1. Madame Bonacieux is concerned about D'Artagnan age. He offers to have someone vouch for him, his skills, and his character. Do you think age is relevant? Do you think that you need to be a certain age before you can make a difference for someone? Do you think there is a certain age that you are better able to make decisions? What is it? At what point are you really mature enough to make great choices?
2. D'Artagnan is thrilled she is going to trust him. What reason beside love, does he have for serving the queen? Do you think he motives are pure?
3. Madame Bonacieux gives him money that is from the cardinal. She says the money is respectable. What would make the money un-respectable? Would you re-consider taking money if it came from an un-respected source? Why?
4. Monsieur Bonacieux has evolved as a character. What changes have developed in him? What motivates him? Why do you think the author created him with those traits?
5. D'Artagnan goes to Treville to ask permission to leave. He starts to give details about the secret and Treville refuses to know. That takes skill and class. Would you be able to do the same thing? Why?
6. D'Artagnan tells Aramis that he saw the woman in his apartment. But concluded by telling him that he had told no one. This chapter is focused on trust. Why did the author place so much focus on trust when many of the characters are trying to deceive one another? What literary style is he using?
7. D'Artagnan decides not to tell them men all of the details of the mission. Do you think this is a wise choice? Would you blindly follow another without knowing that the consequences could be? Explain.

9. Analysis Analyze the key paragraph.

Key Passage, pg. 190

"We've sworn always to trust each other blindly. And besides, if you tell them you have complete confidence in me, they won't question my mission any more than you've done."

EXTEND

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

D'Artagnan and Treville work out some of the details of his mission. D'Artagnan swears that his friends have complete trust in him. Do you feel he earned that trust?

Using a primary source define trust. Do you feel that you have to earn trust or do you give it until someone gives you a reason to, not trust them? Which is a better strategy?

Write 2-3 paragraphs; in which you define trust and explain how you give and receive trust from others. Defend the process you choose to give trust?

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

Character Based Literacy Program Lesson Plan

Three Musketeers, 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.

What is shock? How does it affect your body?

Shock is a medical emergency in which the organs and tissues of the body are not receiving an adequate flow of blood. This deprives the organs and tissues of oxygen (carried in the blood) and allows the buildup of waste products. Shock can result in serious damage or even death.

In today's reading Aramis, who had been wounded could no longer continue on the ride. He was suffering from shock and his body was suffering. They had to support him which was hindering their mission.

In some cases you are able to continue on and do fantastic feat's when you body is in shock do to a mass of adrenaline flowing through your system. In this situation Aramis needed to heal and the shock was forcing him to stop.

2. Wordwall

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

cavalcade (ch. 20 pg. 196)	hindrance (ch. 20 pg. 199)	inexplicable (ch. 20 pg. 201)	tapestry (ch. 21 pg. 209)	sovereign (ch. 21 pg. 211)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Chapter 20-21 pages 196-217

RESPOND

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

1. The four adventurers left Paris and their servants travelled on another path;
2. They stopped to rest and met a man in an inn. He was very polite and their shared a toast. The man drank to the cardinal—Pathos toasted the king;
3. The two man began to fight the others left and continued on;
4. Along the route the men encountered workmen. Athos got into a verbal altercation with them. The men ran to the ditch and returned with muskets and began to fire;
5. They stopped to rest at an Inn. Plachet did not trust the inn keeper and offered to sleep by the door;
6. They woke to find Grimaud, Athos's servant being beaten by men and the horses were unable to be ridden;
7. Athos got in a fight with the four men an D'Artagnan and Plachet escaped;
8. They got to the seaside and the ports were closed. The Cardinal had closed them to stop travel between France and England;
9. D'Artagnan found a man who had a travel permit. Left him dead, and imposed as him so he could set sail;
10. D'Artagnan got to London and searched for the Duke;
11. They returned to the Duke's home and D'Artagnan told him of the mission and gave him the letter from the queen;
12. He realizes that two of the diamond tags have been stolen. He commissions a jeweler to make new ones;
13. He outfits D'Artagnan with horses, money, and instructions to return to England.
14. He returns to Paris with the tags and goes directly to Treville.

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: Duke Buckingham

EXPLORE

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

Plot Profile Chart

Many events occur in these two chapters. Create a plot profile chart for today's reading.

- On the bottom of the chart list ten events you feel are significant;
- Rate each event on a scale of 1-10 based on its intensity;

You can use this chart to write a summary of the reading.

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

Key Questions

- The servants are traveling with their employers. What are the differences in their travel standards? What is the expectation of each servant while traveling? What do they have to gain?
- Why are the men willing to separate? What are the benefits of this strategy?
- Historically, men and woman have carried important documents in their hats. What are some historical figures who used hats for that purpose? Why would they choose to do that?
- Why did the cardinal close the ports? What was he trying to accomplish?
- How does the class system present itself in this novel? Based on what you have read is there a huge disparity in the classes?
- D'Artagnan accepts the gifts and details of how to return safely knowing that sometime in his future he may have to go to war with the Duke. Would you be able to fight and protect your country and citizens knowing your "enemy" had helped save your life? Explain?

9. Analysis Analyze the key paragraph.

Key Passage, pg. 204

"Looking down at the handsome young man, no more than twenty-five, whom he was leaving dead or unconscious on the ground, d'Artagnan signed at the thought of the strange destiny that made men destroy each other for interests of people who did not know them, and often did not even know that they existed."

EXTEND

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

This passage shows the compassionate side of D'Artagnan. He and his friends have encountered many trials on their journey, and have left many wounded or dead in their wake. In this situation he realizes that the fate of the queen lies in his hands if he is not able to get on the ship. Instead of reason he attacks the man so he can get to London on-time. He realizes that no one knows exactly where he is going and what he is doing.

Why do people use others either figuratively or literally to get what they want? What other means could he have used other than force to get on the ship? Why are people willing to follow the lead or leadership of someone they know very little about? Are you willing to follow others because of an ideal?

Write 2-3 paragraphs in which you detail what you are willing to follow others for? Explain how you learn that the other person's ideals and morals are similar to yours? As you write think about groups you belong to or lead and items and people you may be asked to vote for. How do you really know you believe in the same things?

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

3g6 Plot Profile Chart

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

Character Based Literacy Program Lesson Plan

Three Musketeers, 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.

What is the value of “your word”?

“Keep your word” is an idiom that means just what it says. Do what you intend to do. Keep your promise. Your word is a contract.

The value of keeping your word is that you are true and honest when you give your word. Others know they can stand by you and trust you.

In the reading the Musketeers give their word to one another, D’Artagnan gives his word to Madame Bonacieux, Madame Bonacieux gives her word to the queen, etc. There is value placed on a promise and those who give their word do not take it lightly.

2. Wordwall

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

sinister (ch. 22 pg. 219)	deference (ch. 22 pg 221)	ingenious (ch. 22 pg. 221)	exemplary (ch. 23 pg 227)	gravely (ch. 23 pg. 228)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Chapter 22-23, pages 217-234

RESPOND

5. Timeline

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

1. All of Paris was talking about the ball;
2. The woman arrived and the dignitaries were put in place;
3. The king questioned the queen about her missing tags. She told him she valued them so much she did not want to lose them;
4. After their dance the queen changed her clothes and added the tags.
5. The cardinal hoping to catch her in a lie informed her that she was missing two tags not knowing that the tags were replaced by the Duke;
6. The king and queen were happy and the cardinal was extremely angry and looked like a fool;
7. D'Artagnan got home to learn that a letter arrived for him—it was from Madame Bonacieux asking him to meet her;
8. Planchet tried to warn D'Artagnan to be cautious to no avail;
9. D'Artagnan went to see Treville and he was given another stern warning;
10. D'Artagnan insists on going to meet Madame Bonacieux even though he had been warned;
11. He meets his landlord Bonacieux, who was acting suspicious of D'Artagnan.

6. Map

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: Planchet

EXPLORE

7. Activity

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

Sketch

Based on the descriptions in Chapter 22, sketch the ball.

You can choose any scene you would like and use any medium of your choice.

8. Discussion

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

Key Questions

1. What was the role of merchants in the king's celebration? How do celebrations help local communities?
2. Why did the queen choose to leave the tags at the palace upon her arrival at the ball? Do you think she was trying to prove a point?
3. What emotions did the cardinal have when he learned the queen was wearing all twelve tags? What would you do or say?
4. Planchet seems to have good insight on people? Why does D'Artagnan choose to ignore his advice? Do you think it is his role to advise his employer? Why?
5. A letter arrived in their D'Artagnan's apartment. Do you think it is really from Madame Bonacieux or do you think it is a trap?
6. D'Artagnan has been advised by two trusted people to be weary of others and to leave town. Why is he ignoring this advice? What lesson is the author trying to teach? Why do you think D'Artagnan is failing to listen?
7. Treville says, "beware of an enemy who gives you presents." Page 229. What can you interpret from this quote? Why is he giving this advice?

9. Analysis Analyze the key paragraph.

Key Passage, pg. 226

"If you're afraid, Monsieur Planchet," said D'Artagnan, "I'll go without you. I'd rather travel alone than with someone who's trembling in his boots."

"You're being unfair to me, sir. You've seen me in action."

"Yes, but I thought you'd used up all your courage at once."

EXTEND

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

Planchet is a good and loyal servant. He has been with D'Artagnan from the beginning and follows his direction. However, he seems to have an underlying wisdom that he is not credited for. He has been courageous and he can read people's body language and facial expressions.

Why does D'Artagnan not heed his advice? What do you think Planchet will have to do to prove his loyalty? Why doesn't D'Artagnan take Planchet seriously?

Write a paragraph comparing the two men. Write about their similarities and their differences. If you had to choose to surround yourself with one of them, who would you choose? Explain with detail why?

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

Character Based Literacy Program Lesson Plan

Three Musketeers, 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 prudence?

The term prudent refers to being wise in the handling of political matters and the ability to exercise good judgment and common sense. A prudent person will also be careful in regard to one's own interests and careful about their conduct.

In today's reading D'Artagnan and Planchet are discussing their trip and some of the traits that Planchet has. Planchet wants to make sure that D'Artagnan knows that he is prudent and not "fainthearted".

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

rendezvous (ch. 24 pg. 236)	bungalow (ch. 24 pg. 239)	foreboding (ch. 24 pg. 239)	disreputable (ch. 24 pg. 244)	repugnance (ch. 24 pg. 245)
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READ

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

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

Chapter 24-26 pages 234-261

Note: *Today's read is longer than normal. You can alter it to fit the needs of your class.*

RESPOND

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

1. D'Artagnan went to meet Planchet at the guard's headquarters. The final horse had arrived. They set off together for the rendezvous;
2. They discuss Planchet's traits. Planchet sees them as strengths and D'Artagnan jokingly sees them as being fainthearted;
3. They reach the town and Planchet is sent to an inn to wait for him;
4. D'Artagnan walked to the bungalow and stood in the shadows waiting for a signal;
5. He climbed a tree outside the window to find the apartment had been destroyed in a fight;
6. He questioned a ferryman to see if he had witnessed a woman coming across the waters;
7. He returned to the bungalow to question the man who lives across the street. He gave an account about what he witnessed;
8. He went to find Planchet so he could return to Paris;
9. D'Artagnan went to Treville's home and told him what had occurred—he blamed the cardinal;
10. Upon returning home he ran into Monsieur Bonacieux. He realized that the Monsieur abducted his own wife;
11. D'Artagnan decided it was time to go and find his friends. He made a plan to leave with Planchet;
12. He found Porthos wounded in an Inn—he had incurred a large bill that the inn keeper wanted to be sure he could collect;
13. D'Artagnan left him to recover and learn about his other friends.

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: d' Artagnan

EXPLORE

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

No activity today due to the length of the reading.

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

Key Questions

1. Based on the definition of prudence and the novel's description of Planchet do you think he is prudent or fainthearted? Which would you rather be?
2. D'Artagnan decided to hide while he waited for Madame Bonacieux have you ever had to meet people in secret? What does that say about the meeting? Why would you choose to be with people and do things that you are ashamed of? Or why would you want to associate with people who are ashamed of you?
3. The home owner described Monsieur Bonacieux as "not a gentleman". How would you describe a gentleman? What makes a gentleman?
4. What does Monsieur Bonacieux have to gain by abducting his wife?
5. Planchet tries to warn D'Artagnan about their landlord. He bases his opinion on his face and body language. Do you feel this is a fair way to judge people? What qualities can you gather about a person by one quick glance? Explain?
6. What is Porthos waiting for? Is it right for the women in this novel to support the men financially?

9. Analysis Analyze the key paragraph.

Key Passage, pg. 242-243

"Remember that you promised not to repeat anything I said."

"Don't worry; I'm a gentleman, and a gentleman always keeps his word."

EXTEND

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

This exchange is between D'Artagnan and the man who witnessed her abduction. He was scared of the men and hoping nothing would happen to him. He was worried about Madame Bonacieux but did nothing to prevent her abduction. What type of a person allows a crime to be committed against another person and stands by and watches it happen?

Think about the "Leadership" theme. What should a leader have done in this situation? **Write one paragraph that uses clear and concise language that evaluates this man's behavior. Write one sentence at the end that clearly states what he should have done to take action.**

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

Character Based Literacy Program Lesson Plan

Three Musketeers, 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 a thesis?

A thesis is a proposition stated or put forward for consideration—one that would have to be proven and maintain strong against opposite viewpoints. An educational thesis would be original research on a subject in order to obtain an advanced degree.

In today's reading D'Artagnan had found Aramis at the Inn where he had left him. When he went to locate his room, D'Artagnan was informed that he was with the Jesuits and he was hosting them. Bazin, he servant was guarding the door—knowing that his employer was going to become a priest, which was his dream. Aramis was in a conference defending his thesis so he could further his career as a clergyman.

2. Wordwall

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

tribulation (ch. 26 pg. 263)	pious (ch. 26 pg. 264)	ordination (ch. 26 pg. 266)	heresy (ch. 26 pg. 268)	secular (ch. 26 pg. 270)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Chapter 26 pages 261-277

RESPOND

5. Timeline

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

1. D'Artagnan had remained quiet when speaking to Porthos and said nothing about his wound (how he got it) or the lawyer's wife, whom he was involved with);
2. He set off to find Aramis and found him in Crevecour at an Inn;
3. He was meeting with Jesuit priests—trying to further his education;
4. Bazin had gotten rid of all of his "musketeer" items to try and help him forget about his "other life";
5. The Jesuits, Aramis, and D'Artagnan argued about the merits of being a priest versus a musketeer;
6. Aramis sees the Jesuits out and returns to meet with D'Artagnan. They continue their discussion and D'Artagnan try to prove that he can still be a religious man and be a musketeer;
7. When that argument did not work he decided he should let Aramis know that he had received a letter from a certain "lady friend";
8. Aramis was thrilled and began to dance. He decided to support his friends as a musketeer instead of becoming a priest.

6. Map

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: Aramis or Porthos

EXPLORE

7. Activity

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

Your Theme

Choose one item or idea you feel represents you best. Sketch that item or idea. Using strong verbs create a motto or theme for you.

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

Key Questions

1. Aramis had decided to pursue his calling in the priesthood. His servant Bazin supported this decision. Why does Bazin want him to be a priest? What do you think he has to gain?
2. Bazin threw all of Aramis's belongings away. What purpose did this serve?
3. Do you think Aramis really wants to join the priesthood? Why hasn't he done so before? Why isn't he doing what he really wants?
4. Bazin had given away Aramis's belongings. He took up the dress, food, and habits of the priests—in a very short amount of time. If one of your friends had changed this drastically, what would you do?
5. Once Aramis receives the letter from his mistress. How does that change his desire to follow the church? Explain how doing the right thing for the wrong reason can be detrimental.

9. Analysis Analyze the key paragraph.

Key Passage, pg. 261

“D’Artagnan had said nothing to Porthos about his wound or the lawyer’s wife. Despite his youth, he was a discreet and tactful man. He had pretended to believe everything the vain musketeer told him, for he was convinced that no friendship could withstand the strain of having a secret discovered, especially a secret that was kept in order to save face and besides, knowing hidden details of someone’s life always gives us a certain moral superiority over him.

EXTEND

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

D’Artagnan wanted to make sure that Porthos although vain thought that he was believed. He feels that “no friendship could withstand the strain of having a secret discovered.” Everyone has secrets or limits on what they share with people. Friends included. Do you think that friendships can withstand secrets being uncovered, to what extent?

Write 1-2 paragraphs supporting or opposing D’Artagnan’s claim. Give details or examples to support your claim. You can use lessons from personal experience.

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

Character Based Literacy Program Lesson Plan

Three Musketeers, 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 cardinalist?

During the time period of this novel this was great divide in the European region surrounding religion. More and more people wanted to separate from the church. Those who supported the church and its business were referred to as Cardinalist. Those who supported the monarchy were referred to as royalist.

2. Wordwall

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

self-flagellation (ch. 27 pg. 277)	consolation (ch. 27 pg. 280)	despondency (ch. 27 pg. 281)	vengeance (ch. 27 pg. 283)	ferocious (ch. 27 pg. 287)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Chapter 27 pages 277-295

RESPOND

5. Timeline

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

1. D'Artagnan and Aramis were planning on searching for Athos. Aramis had noticed the beautiful horse and wanted to ride it. He learned that one of them was his;
2. As they were ready to ride—Aramis realized he was not ready to ride and needed to heal more;

3. Athos is described as an extraordinary man who had some “depression” issues;

4. D'Artagnan and Planchet arrived at the Inn where they were separated from Athos;
5. They questioned the inn keeper who told them of a trap that was set for them;
6. The inn keeper was given descriptions of four men (the musketeers) and told they were counterfeiters);
7. His staff was replaced by the authorities who were going to capture the men;
8. Athos fought well and then barricaded himself in the inn keeper's basement. The authorities were driven away wounded;
9. D'Artagnan informs Athos on the condition of the other men and they settle the bill with the inn keeper;
10. Athos tells D'Artagnan the story of the woman he married;
11. Athos was a lord and he married her. He was unaware of her background;
12. She was injured and he saw that she had been branded—she was a criminal;
13. He decided to hang her immediately.

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: Athos

EXPLORE

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

Setting Chart

Create a setting chart for today's reading by filling out the attached chart.

Once completed you can use the chart to write a short synopsis of the setting and mood it creates.

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

Key Questions

- Aramis was admiring the horses in the yard. D'Artagnan informed him that one was his. Why are magnificent horses (or in modern time) magnificent cars, a status symbol for people? If you compared the two forms of transportation which one should you value more? Why?
- Why is Bazin upset at Aramis's decision?
- Athos is described on pages 280-281 as an extraordinary man. What qualities does he exemplify that make him extraordinary?
- How were the men trapped? Why is the cardinal trying so hard to capture the musketeers?
- All of the musketeers had overstayed their welcome at the perspective inns they were at. How does the author use this to explain the disparity in classes?
- What was D'Artagnan's reaction when he learned about Athos and his wife? How would you have handled the situation?

9. Analysis Analyze the key paragraph.

Key Passage, pg. 282

"The mystery that hung over Athos's life made him still more interesting; he had never revealed the slightest clue to it, even when he was drunk, not matter how adroitly he was questioned."

EXTEND

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

Athos was describes as extraordinary and noble. He seems to be the wisest and in many ways the most knowledgeable of all of the men. He chooses to keep a good deal of his life a mystery.

Some would say that modern day societies are too forthcoming with information about themselves and should share less about their history and their life.

What are the positives and negatives to both approaches? Do you think that we could filter more information before sharing it with others?

Write one paragraph in which you describe Athos's approach to social etiquette. Explain how you think more people should follow his lead and filter information before sharing it publicly.

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

1g6 Setting Chart

Where	When
Time	Weather

Character Based Literacy Program Lesson Plan

Three Musketeers, 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.

What constitutes slander?

To slander someone means to defame or give false information in a malicious fashion.

In today's reading D'Artagnan and Athos had been drinking. Athos had told D'Artagnan a story about his wife. D'Artagnan was very troubled at what he heard and decided to speak to Athos about it in the morning. In the process of trying to get more information Athos told D'Artagnan that he often made up stories when he drank and wanted to make sure D'Artagnan knew not to use this information in slander.

2. Wordwall

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

engendered (ch. 28 pg. 295)	shrewdest (ch. 28 pg. 296)	pallor (ch. 28 pg. 296)	eccentric (ch. 28 pg. 299)	province (ch. 28 pg. 306)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Chapter 28-29 pages 295-317

RESPOND

5. Timeline

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

1. D'Artagnan was stunned by Athos's story. He returned to clarify details in hope he remembered something incorrectly;

2. Athos confirmed the details but informed him that it was the story of a “friend”, Athos also informed him that he had gambled their horses he knew that money was more valuable to them than beautiful horses;
3. D’Artagnan gambled to get his tack back. The men used their servants horses and started the journey to pick up their friends;
4. All of the men sold or lost their horses but they had a sum of money;
5. They returned to Paris to learn they were being called to battle. They needed to purchase their equipment;
6. The men had all seen D’Artagnan’s ring and were hopeful he would see it;
7. The men were searching through town to look for money or the goods they needed;
8. Porthos decided to call on his lady friend in church and ask her for financial support;
9. D’Artagnan followed him and saw the lady referred to as, “Milady”. He followed her.

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

Map

Create a class map of France during the 1600’s. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: Porthos

EXPLORE

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

Postcard

Pretend you are D’Artagnan. You have recently been called to battle and do not have the money to purchase your own equipment.

- Write a postcard home asking for financial help from your family.
- Be clear and concise when you ask them for your needs.
- On the opposite side sketch a picture that represents something from today’s reading.
- Be sure to properly address your card.

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

Key Questions

1. Why was Athos compelled to kill his wife?
2. What did the brand she word on her shoulder symbolize? Do you think branding criminals is a form of diversion when it comes to crime? Would you think twice before committing a crime if you knew you were going to be branded for life for your actions?
3. Do you think Athos had the right to gamble with his horse?
4. D'Artagnan wanted the horses so they would be recognized. Do you think that is the right reason for keeping them? Or is Athos's foresight correct that they need money right now not horses? What are the benefits of keeping the horses and what are the negatives?
5. What are virtues? Why are persistence and prudence considered virtues in this novel?
6. D'Artagnan gave his four friends wonderful horses and equipment. Is it proper or acceptable to give away or gamble a gift? What do you think the proper etiquette in this situation should have been?
7. The men need equipment to go to battle. What is there plan to fulfill their needs? If you were in their situation what would you do to get what you need?
8. Porthos is the only man who comes up with a plan to get his needed equipment. Evaluate his plan and determine a better solution?
9. The theme this quarter is leadership. Using the qualities of a leader develop a plan that will meet the needs of the men.

9. Analysis Analyze the key paragraph.

Key Passage, pg. 298

"...If you're only concerned about being recognized by someone, the saddle will take care of that—it's not a saddle that anyone could fail to notice. As for the horse, we'll think of some reason to explain his disappearance. After all, horses are mortal; let's say mine died of glanders or farcy."

EXTEND

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

D'Artagnan was flustered when he learned that Athos had lost the horses gambling. He wanted to him and his friends to be noticed. Athos realized that horses cost money to care for—which they did not have. He told D'Artagnan to keep the saddle and tack if he wanted to be noticed. Be Athos realized that they needed cash immediately.

Which man do you agree with? Athos, for realizing that the benefit of having a horse that is recognizable is far less than having money to eat with. Or D'Artagnan who wants to be recognized in battle and in Paris and knows that with recognition come a certain amount of power and fame.

Write 2-3 paragraphs stating whom you agree with. Give reasons that you support their viewpoint and use evidence to support your opinion. Be clear and concise when you write.

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

Character Based Literacy Program Lesson Plan

Three Musketeers, 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.

What is a dual?

A dual is an encounter between two or more individuals with equal numbers on each side that results in combat where both parties are equally armed. The purpose of which is to settle a point of honor between the parties involved. The duel was strictly organized and the rules of the duel agreed upon before the onset of the combat itself."

The injured party typically started the dual by orally challenging ones opponent, or asked to fight. Most dual's were done in private and were not publicized.

2. Wordwall

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

brusque (ch. 30 pg. 319)	deluding (ch. 30 pg. 319)	meddling (ch. 30 pg. 322)	concocting (ch. 30 pg. 324)	grandiloquent (ch. 31 pg. 331)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Ch. 30-31 pages 317-332

RESPOND

5. Timeline

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

1. D'Artagnan had followed Milady;
2. He tried to get Athos to follow her with him and he declined;
3. D'Artagnan and Planchet set off after Milady. Planchet was sent to learn who she

- was. He spoke to her servant; Planchet learned that the servant (Lubin) was with the Count de Wardes who D'Artagnan fought when he went to England;
4. Milady's maid gave Planchet a note intended for someone else—the Count;
 5. Milady was fighting with a man (her brother-in-law) D'Artagnan interrupted. He was the man he lost his horse to gambling;
 6. They decided to dual;
 7. One of the men died in battle. His money was given to the servants;
 8. D'Artagnan wanted to be introduced to Milady. She kept crossing his path and he was intrigued;
 9. D'Artagnan continued to visit Milady. Her maid continued to get him to notice her.

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: Milady

EXPLORE

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

Beginning Middle End Chart

Fill in a Beginning, Middle, and End chart for today's reading.

Use it to write a summary of the reading.

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

Key Questions

1. Why did Milady continue to cross D'Artagnan's path? Why did he start to obsess about her?
2. The author notes future historical facts on page 320, "*after passing the house where Louis XIV was to be born ten years later.*" What affect does this have on you as you read? What was the author's purpose for including this information?

3. The Frenchmen and the Englishmen fought because they were “personal” and “national” enemies? What factors contributed to this rivalry?
4. Page 327, “*You expect me to take an enemies money? What kind of a man do you think I am?*” It was expected that a man would keep money in war if he killed or maimed a man. D’Artagnan thought that Athos should do the same in the dual. Why would Athos be above taking the money? Do you think it was acceptable for him to give it to the English servants not their servants? What would you have done?
5. Lord Winter took D’Artagnan to meet Milady. Do you think she should be trusted? What to D’Artagnan have to gain by meeting her? Why doesn’t he heed any of the warnings that his friends have given him about her?

9. Analysis Analyze the key paragraph.

Key Passage, pg. 319

“No, Athos, you’re wrong. I love my poor Constance more than ever. I’d go to the ends of the earth to save her from her enemies if I knew where she was, but I don’t. All my efforts to find her have failed. In the meantime, I still have to go on living.”

EXTEND

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

D’Artagnan makes a choice to not dwell on the negative situation regarding Constance. He chooses to live and not get caught in a situation he can do nothing to change.

Do you think that the choice D’Artagnan made was correct? Do you think he should have dwelled on the situation trying to fix something he couldn’t or was “living” the right thing to do? Based on his choices which one do you think would be the hardest?

Write 1-2 paragraphs restating his choice and then supporting his decision to “live”. Explain in detail what it means to “live” through a negative situation.

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

2g6 Beginning-Middle-End Chart

Beginning	Middle	End

Character Based Literacy Program Lesson Plan

Three Musketeers, 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.

What are the basic elements of a Romance?

The elements of a Romance can be considered: quest, the centrality of love as a plot and character motivation, a mixture of immorality with an allegiance to chivalric values, a narrative packed with events, stock characters, and religion. Each of these elements is employed to great effect in *The Three Musketeers*.

The quest is the action, quest, or goal that gives the romance adventure.

Love is a motivating factor or force that the characters reckon with;

Chivalry the moral code that motivates the character's to defend their honor and the honor of women.

Narrative Eventfulness are the dramatic encounters that the characters have.

Stock characters refer to basic human stereotypes—greed, the old, discontented, etc.

Religion the use of religion can be a historical undertone or used to support the age old theme of good vs. evil.

2. Wordwall

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

integrating (ch. 32 pg. 332)	opulent (ch. 32 pg. 333)	gastronomic (ch. 32 pg. 335)	overindulgence (ch. 32 pg. 338)	fickle (ch. 33 pg. 345)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages.
Chapter 32-33 pg. 332-350

RESPOND

5. Timeline

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

1. The dual did not change any of the plans the men had made. Porthos was able to luncheon with Madame Coquenard. He hoped to be able to see her money chest;
2. He was introduced as her, "cousin";
3. They sat for lunch and the meal was scanty. Porthos was upset—thinking he deserved better;
4. His intent was to get her to finance his battle needs;
5. D'Artagnan continued to fall in love with Milady—and didn't take anyone's advice to stay away from her;
6. Kitty, her servant, loved D'Artagnan and was willing to give him information;
7. D'Artagnan learns of Milady's love for Count De Wardes and wants revenge;
8. Milady keeps writing to the Count and her letters go unanswered;
9. D'Artagnan intercepts one of the letters and arranges to meet Milady.

6. Map

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: Kitty

EXPLORE

7. Activity

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

Character Interaction Chart

Based on today's reading fill out a CIC using D'Artagnan, Milady, and Kitty.

Analyze each characters interaction with the other.

You can use this chart to help write a character analysis.

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

Key Questions

1. Porthos is going to visit Madame Conquenard. What expectations does he have of his visit? What was the reality? Where are the differences? Should he have expected total honesty from a woman who was cheating on her husband?
2. Porthos was angered at the meal he was served. He refused to eat much of it. However, the clerks were amazed by it. What does it tell you about the differences in class during this time? Is it acceptable to ever refuse a meal when you are the guest?
3. Porthos is asking his Madame for his equipment. He is expecting her to give him the money, she wants to haggle for the items to get them cheaper. If you were the Madame would you trust him with your money or would you want to make sure it is spent correctly? Who do you agree with in this situation? Why? Explain.
4. Why would Kitty risk herself to warn D'Artagnan about Milady?
5. Once D'Artagnan knew the truth about Milady he began to use her. What does he have to gain?

9. Analysis Analyze the key paragraph.

Key Passage, pg. 343

"The second reason," she answered, emboldened by his kiss and by the look she now saw in his eyes, "is that in love it's everyone for himself."

EXTEND

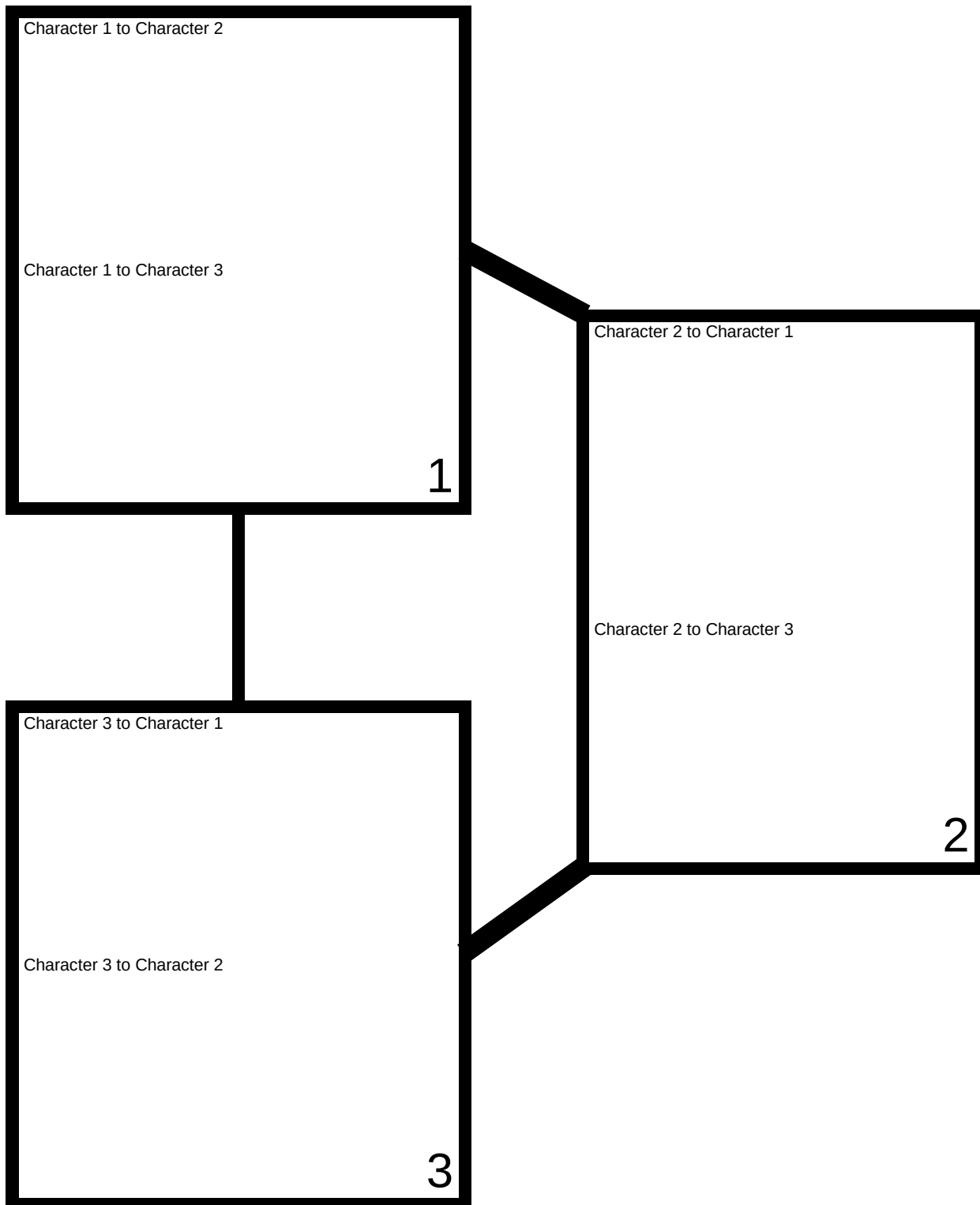
10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Kitty is explaining to D'Artagnan that Milady is not in love with him and that he needs to be careful—she is evil. She expands by telling him that, "in love it's everyone for himself." Do you agree or disagree with this statement?

Write 2-3 paragraphs in which you state your opinion and support it with personal examples or with examples from the reading. Make sure your conclusion is valid based on your facts.

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

5g6 Character Interaction Chart



Character Based Literacy Program Lesson Plan

Three Musketeers, 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.

What is a decision? What is the decision making process?

A decision is a choice between two or more alternatives. If you only have one alternative, you do not have a decision. Webster's 9th Dictionary adds some richness to the idea of choice by introducing the idea of uncertainty. It has this to say about the word "decide", the root of "decision"

Decide: to arrive at a solution that ends uncertainty or dispute



<http://decision-quality.com/intro.php>

The decision making process is a cycle that people go through almost instinctively for most decisions. However, for larger scale decisions we sometimes need to step back and process all sides of the decision prior to making a commitment.

In today's reading Athos makes it clear to his friends that he does not give advice because he wants them to come to their own conclusion based on the information given.

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

precious (ch. 34 pg. 350)	entice (ch. 35 pg. 359)	delirious (ch. 35 pg. 360)	intuition (ch. 35 pg. 364)	explicitly (ch. 35 pg. 365)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Chapter 34-35 pages 350-366

RESPOND

5. Timeline

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

1. Due to their military duties the friends were having a hard time finding time to get together. They committed to meeting once a week;
2. Porthos was met by his servant who said some of his equipment had arrived;
3. Aramis had gotten news from his servant that a man was at his home with news of his mistress;
4. Athos reminds D'Artagnan that he should not be visiting Milady;
5. The man who came for Aramis brought him word that his mistress had been detained but brought him notes and money sewn into his clothes. He claims the money is from a publisher of his poems;
6. Porthos's gifts had arrived—the horse that D'Artagnan had sold when he arrived and a mule. Porthos returned them immediately;
7. D'Artagnan returned to Milady's home. She was in a good mood. She rushed D'Artagnan out so she could receive the Count;
8. Milady gave D'Artagnan a sapphire ring (she thought he was the count), which he accepted;
9. They agreed to meet the following week.
10. D'Artagnan went to see Athos who was looking at the ring. Athos swears it is a family heirloom. D'Artagnan explains Athos who the ring was from;
11. Athos warns him against Milady.

6. Map

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: Aramis

EXPLORE

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

Decisions! Decisions!

The decision making process was discussed in today's background knowledge. Using the information given and the decision making chart create a chart that explains your decision making process. What steps do you go through to make large and small decisions? List the people who you use as a "sounding board" to make your decisions.

Write one paragraph that details how the decision making process is a leadership skill.

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

Key Questions

1. Do you agree with Athos—if someone asks for your advice to help with a decision should you help or just listen? Why?
2. Aramis receives a large sum of money from his mistress, but he lies about it. What is the purpose of his lie? Do you think he is being gallant or dishonest? Does it matter where the money comes from?
3. *"D'Artagnan took at a look at the two women and had to admit that Nature had made a mistake when she created them: she had given a vile, corrupt soul to the great lady, and a noble heart to the maid" page 359.* Based on his description of the two women which one do you consider to be a great lady? What makes greatness?
4. Kitty went to great lengths to protect D'Artagnan. Why would she risk all she had to cover for him? Is it because she loves him or loathes Milady? Explain?
5. When Athos saw the ring his was surprised. Is that the ring his mother gave him? Do you think Milady was the woman he was married to?
6. D'Artagnan is being cautioned about Milady by Athos, Kitty, and his other friends. Why does he choose to pursue his plan? What is it about our nature that causes us to have to experience pain ourselves?

9. Analysis Analyze the key paragraph.

Key Passage, pg. 350

"Athos, as usual, argued neither for nor against an idea. He believed in letting everyone make his own decisions. He never gave advice unless he was asked for it, and even then he had to be asked twice.

'As a general rule,' he had said, "people ask for advice only in order to not follow it; or, if they do follow it, in order to have someone to blame for giving it."

EXTEND

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

In this passage D'Artagnan explains how Athos tries to stay impartial in regard to giving advice. He has rules against giving it even when people or friends ask for his opinion.

Have you ever had friends ask for your opinion and then do the complete opposite? Have you ever done the same? Why ask for someone's impute if you have no interest in it?

Write 1 paragraph in which you explain how you react to a friend that does not follow your advice. List three reasons to give impute when people ask for it and three reasons to decline giving impute when friends ask for it.

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

Character Based Literacy Program Lesson Plan

Three Musketeers, 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 the significance of the Ring of Polycrates?

Go to:

<http://www.mainlesson.com/display.php?author=shaw&book=greeks&story=ring>

Read: The Ring of Polycrates

In today's reading the family heirloom that Athos's mother had given him and he in-turn gave to his wife, was given to D'Artagnan. D'Artagnan wants to return the ring to Athos since it had belonged to his family. Athos refuses since it had been in foul company but is willing to use it to purchase equipment for he and D'Artagnan to go to battle.

2. Wordwall

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

torments (ch. 36 pg. 368)	reluctant (ch. 36 pg. 372)	recriminations (ch. 37 pg. 373)	conceit (ch. 37 pg. 376)	desecration (ch. 38 pg. 383)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Chapter 36-38 pages 366-388

Chapter 37 pages 373-377 contain material for a more mature audience. Pre-read these pages prior to reading with your class. Feel free to skip these pages if you feel they are not appropriate for your class.

RESPOND

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

1. Milady waited for D'Artagnan in vain. He made her wait for his visit for 3 days. She sent him a note which he responded to verbally;
2. He returned to Milady and spent time with her—she claims she is falling in love with him;
3. She wants him to kill the Count. He is using her so he can get revenge for her behavior;
4. They spend the night together. She wants to know how he is going to kill the count. He encourages her to forgive the count;
5. He tries to get her to admit that she loves him. He decides to tell her how he had impersonated the count to gain access to her—he shows her the ring as proof;
6. She is angered and tries to kill him. While they are fighting he sees a fleur-de-lie brand on her shoulder;
7. He escapes through Kitty's room wearing a dress and bonnet;
8. He goes to Athos's house and explains what had happened and about the brand. They think she may be Athos's former wife who did not die;
9. They decide to use the ring to purchase their equipment;
10. Kitty arrives at D'Artagnan's house. She recognizes Bonacieux as a man who has visited Milady within the past two weeks;
11. Kitty is in danger. D'Artagnan asks Aramis if he knows anyone who needs a maid and gets her out of Paris;

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: Milady and Athos

EXPLORE

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

Ring Sketch

D'Artagnan has now been gifted two wonderful rings.

Using the details in the text or your imagination design a ring that you would consider to be priceless, to you.

- What would your ring be made of?
- Would it have designs or jewels in it?
- Would it have a family significance?
- What would it be worth, to you?

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

Key Questions

1. On page 370, the narration turns into third person. What is the purpose of this change? What effect is it intended to have?
2. "*You can win the battle but can you win the war?*" Explain the significance of that quote. D'Artagnan is convinced he can outwit Milady. Do you think that he is capable of winning "the war" against her or just "a battle"? Explain.
3. D'Artagnan has been warned about the women in his life repeatedly. Why doesn't he listen? What do you think he is trying to prove?
4. When D'Artagnan and Milady were discussing the Count she states, "*the exact degree of guilt doesn't matter.*" What can you interpret by this? Is there a degree of guilt? Explain.
5. What was the purpose of D'Artagnan confessing to Milady?
6. Aramis sends a letter to Madame de Bois-Tracy and seals it with his ring. What is a "seal"? What was it used for? What made them unique?

9. Analysis Analyze the key paragraph.

Key Passage, pg. 383

"...My mother gave it to me, and instead of treasuring it as a valued keepsake I gave it to that vile woman."

"Then take it back, my friend. I'm sure it means a great deal to you."

"Take it back after *she's* worn it? Never! That ring is sullied, D'Artagnan."

"Sell it then."

"I couldn't sell a ring that my mother gave me. That would be desecration."

"Then pawn it."

EXTEND

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

D'Artagnan and Athos are discussing the ring. Athos claims it is sullied and he won't wear it. But, he doesn't want to sell it. They decide to pawn it. Use the money to buy their equipment and then he can buy it back if needed.

Think about objects/things that we place value on. Are the things worthwhile or is it the memories attached to them that we value?

Write about your values? Explain in detail on item you value that has been handed down in your family. Does it have a monetary value or is it a memory that is cherished? Then write about a value or ideal that you possess. What is it? Use 2-3 paragraphs to describe and detail your "values".

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

Character Based Literacy Program Lesson Plan

Three Musketeers, 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.

Do leaders follow orders?

When you hear the term leaders you think that, leaders lead. However, in order to be an effective leader—a leader must listen and trust his associates to make decisions. In many cases effective leaders, surround them with top talent, motivate effectively, and step back and administrate their talent allowing them to do their jobs and lead effectively. Sometimes, leaders need to follow orders and follow the direction of the experts around them.

In today's reading D'Artagnan is invited to the Cardinals for a meeting. He had declined the first meeting he was called to. The cardinal was frustrated that D'Artagnan would not follow his orders to meet with him. In this situation D'Artagnan chose to decline an invitation to join the Cardinal's guard.

2. Wordwall

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

gravely (ch. 39 pg. 395)	vigorous (ch. 39 pg. 396)	treachery (ch. 39 pg. 396)	ominous (ch. 39 pg. 397)	ferocious (ch. 40 pg. 404)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Chapter 39-40 pages 389-405

RESPOND

5. Timeline

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

1. The four friends gathered at Athos's apartment. They all had their equipment, they were ready to go to battle;
2. Planchet arrived with two letters;
3. One was from Madame Bonacieux the other from the Cardinal;
4. The men thought it was a trap to go and see Madame Bonacieux but D'Artagnan was convinced it was her;
5. The other called for a meeting with the Cardinal;
6. He decided to go to each meeting. His friends developed a plan to save him from the Cardinal if needed;
7. The men left to meet Madame Bonacieux's carriage and ran into Treville. Treville warned D'Artagnan to not take any risks and keep his friends close;
8. D'Artagnan got to see Madame Bonacieux and knew she was alive;
9. The Cardinal offered to place D'Artagnan in command of his own company if he left the musketeers;
10. D'Artagnan refused to go into the Cardinals service. He was told that he would no longer have protection;
11. The men were ready to leave and each went to their own service. They were inspected and D'Artagnan marched to battle;

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: the Cardinal

EXPLORE

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

Sketch

Using the description on page 393 of Pathos, Mousqueton, Aramis, and Bazin on their horses.

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

Key Questions

1. The men gathered together. They had all gotten their equipment but were all anxious about their future. Why were they ill at ease? What were their main concerns?
2. The men spoke to Treville and he approved of their plan with the Cardinal. Why do they put so much credence in his advice and approval? Is there someone in your life you go to when you need guidance? Who? Explain why.
3. When D'Artagnan arrived at the Cardinals he was unsure of himself but he made sure he had a strong presence, "*he stood boldly in front of the guards with one hand on his hip, in a pose that had a certain majesty to it.*" Why was he concerned about his body language? What does he have to gain by arriving and being confident?
4. Why does the Cardinal want to have D'Artagnan on his service? What do you think he has to gain? What qualities does he see in D'Artagnan?

9. Analysis Analyze the key paragraph.

Key Passage, pg. 399

"I have been lenient with you not only because I have a natural sense of fairness," said the Cardinal, "but also because I have plans for you."

EXTEND

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

In many cases it is a blessing to have someone in power to acknowledge your work and make plans for you and your future. In this situation D'Artagnan does not respect or trust the Cardinal and will politely decline.

Pretend you are the Cardinal and you have to convince D'Artagnan that the position that is waiting for him holds many benefits.

Write 1 paragraph detailing the benefits that D'Artagnan will receive by being having his own command.

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

Character Based Literacy Program Lesson Plan

Three Musketeers, Day 22



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 does the military term, siege refer to?

The term siege refers to a military strategy in which the offense surrounds and blocks a city, town, or fortress in an attempt to capture it.

In today's reading the men have their first siege. Since D'Artagnan is in the guards his unit was the first wave in the siege.

2. Wordwall

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

Billeted (ch. 41 pg. 408)	Solitary (ch. 41 pg. 409)	Sortie (ch. 41 pg. 411)	Ruse (ch. 41 pg. 412)	Impregnable (ch. 41 pg. 416)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Chapter 41-42 pages 405-424

RESPOND

5. Timeline

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

1. The siege began and the Cardinal had political goals as the battle began;
2. D'Artagnan was separated from his friends when the king stopped in a different location;
3. He was lost in his thoughts for Madame Bonacieux and his decision to turn down the position as a commander when he was ambushed;

4. He knows the attack was ordered by Milady;
5. D'Artagnan was encouraged to lead a dangerous mission;
6. He left with three other men to scout their next battle;
7. They got to the bastion and realized it was guarded. Shots were fired and they retreated. He realized he was being attacked by one of his own men;
8. He fought both of the men. One was killed and the other wounded;
9. The wounded man told them they were sent by a woman to kill him. The other guard had a letter with instructions in his jacket;
10. D'Artagnan learns that Madame Bonacieux is safe and in a convent;
11. D'Artagnan receives a delivery of wine from his friends;
12. He sets a meal for his friends and was going to serve the wine they sent;
13. He learns the men had not sent wine. As he returns to the inn he finds one of the servants dead, poisoned from the wine.

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: Fourreau

EXPLORE

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

Open Mind Portrait.

Add to your OMP for D'Artagnan. What do you think he is thinking and feeling as he has had two attempts on his life from Milady? Add 5-7 new thoughts to your OMP.

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

Key Questions

1. *Since his arrival in Paris a year earlier, he had become involved in public affairs, but his private affairs, so far as love and fortune were concerned, he had made little headway. Page 408.* How do you balance success in both public/career and love life?
2. D'Artagnan was called on by his superior officer to lead a mission to the bastion. What qualities did he have to display in order to be chosen?
3. D'Artagnan receives bottles of wine from his "friends". He is thrilled to know they are safe. Would you question a delivery of that kind when you were in battle? They decide to not drink wine from an unknown source—why would they make that decision?

9. Analysis Analyze the key paragraph.

Key Passage, pg. 409

"D'Artagnan was not one of those uselessly brave men who seek a ridiculous death in order to have it said of them that they stood firm in the face of danger. And besides, courage was not called for here, since he had fallen into the ambush.

"If there is a third shot," he thought, "I'm lost!"
He began running..."

EXTEND

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

D'Artagnan had been ambushed and he realized he either needed to get out of the situation or die. He was not worried about running to stay safe.

There are times when we all should run and get out of a situation (we are being ambushed) but we decide to stay. Why aren't we willing to see the facts and run if needed to stay safe?

Do you think that a leader has to always lead or is it acceptable for them to retreat and re-plan or reorganize? Why do we think that leaders should accept an ambush? Think about major corporations who launch a new product or a friend who chose to stand up for their beliefs.

Write 2-3 paragraphs in which you evaluate this idea, is it the role of a leader to stay and lead regardless of the situation or is it acceptable for them to re-organize after an ambush?

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

Character Based Literacy Program Lesson Plan

Three Musketeers, Day 23



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 martyr?

A martyr is one who would rather choose to suffer death than to renounce religious principles. Or one who would make great sacrifices or suffers much in order to further a belief, cause, or principle.

In today's reading the cardinal is discussing the duke with Milady. They are referring to various people in history who have become martyrs for their cause. As you read think about recent worldwide events in which some people choose martyrdom for a cause.

2. Wordwall

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

entrenchments (ch. 43 pg. 425)	decisive (ch. 43 pg. 425)	diligence (ch. 43 pg. 426)	detractors (ch. 43 pg. 427)	absolution (ch. 43 pg. 430)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Chapter 43-35 pages 424-445

RESPOND

5. Timeline

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

1. The king was ready for battle. He had personal and professional reasons for hating Buckingham;
2. Due to lack of food and rough seas the English were not doing well—and

- were driven back;
3. The musketeers had limited duty since they were not involved in the siege;
 4. They were out riding and met the Cardinal. He asked them to escort him;
 5. They went with him to an inn where he met Milady;
 6. The men were able to overhear their conversation through the stovepipe;
 7. Milady, was instructed to go to Buckingham and blackmail him using the queen;
 8. Milady asks for an order authorizing her to do whatever required for the good of France;
 9. The cardinal departed, Athos road left telling them that he was going to scout the road;
 10. He returned to see Milady. He threatened to sacrifice her honor and tell of her brand;
 11. He made her give him the order that the cardinal had written for her;
 12. She road off with the men to Paris and Athos returned to the cardinal and his friends;

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: Athos and Milady

EXPLORE

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

Cartoon

Draw a cartoon that depicts/summarizes today's reading.

- Draw 6-8 scenes that are the most relevant;
- Create thought bubbles that help tell the story;
- Be creative.

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

Key Questions

1. “*The English needed good food in order to be good soldiers.*” Pg. 425, based on the above statement what does that tell you about the men fighting on behalf of the English? Why go into battle if you are not prepared to fight in all conditions?
2. Why did the musketeers have time to enjoy themselves? What role do they play in the battles? What is the role overall?
3. The cardinal knows that the musketeers are not “loyal” to him, but he also knows they are the best of the best. He still wants them on his service. Would you choose to surround yourself with great people if they don’t believe in your cause?
4. Athos was able to overhear the conversation between Milady and the cardinal. He immediately knew that it was his former wife once he heard her speak. How does hearing a voice, smelling something, or seeing something familiar affect memories?
5. The cardinal talks about the puritans becoming martyrs. What role do martyrs play in war? If someone wasn’t willing to sacrifice for a cause, is the cause worth having?
6. Why would Madame Bonacieux be placed in a convent?
7. Why did Athos return to Milady? Why he did he set her free? Do you think she can be useful to him?

9. Analysis Analyze the key paragraph.

Key Passage, pg. 429

“I know you gentlemen,” said the cardinal. “I know you’re not exactly friends of mine, and I regret it, but I also know that you’re brave and loyal gentlemen who can be trusted. Do me the honor of accompanying me, all three of you, and I’ll have an escort that even His Majesty will envy, if we should meet him.”

EXTEND

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

The cardinal respects the musketeers and D’Artagnan and wants them in his service. Is it possible to respect someone without liking them? Can you like someone and not respect them? Why would the cardinal want the men to serve him? If they do not respect him and his beliefs do you think they will serve him well?

Write 2-3 paragraphs explaining the difference between liking someone and the ability to show respect for them. Explain how one may not be able to serve someone if they do not believe in their cause. Give examples from the text and from your own experiences.

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

Character Based Literacy Program Lesson Plan

Three Musketeers, Day 24



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 Reveille?

Reveille is a bugle call sounded in the morning. Typically used to wake soldiers up or to call them to arms.

In today's reading reveille is referred to as the men tried to conference about the night's events and the information they had obtained, but they can not because too many other soldiers are around.

2. Wordwall

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

bastion (ch. 46 pg. 447)	accostumed (ch. 46 pg. 449)	isolated (ch. 46 pg. 449)	pantomime (ch. 46 pg. 451)	sentry (ch. 47 pg. 452)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Chapter 46-47 pages 445-468

RESPOND

5. Timeline

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

1. D'Artagnan found his friends—he wants the news to be worthy since he had been on-duty the night before;
2. They decided to go for breakfast at the inn so they could speak openly;
3. There were many men around—so they could not discuss their problem;
4. Athos made a bet with a man to spend one hour in the Bastion. He knew they

- would be able to speak openly;
5. The men made a plan to write and deliver letters to Count de Winter and to the queen, while they defended themselves in two attacks;
 6. They win the bet and Treville is thrilled that his men do so well. The cardinal wants them in his service. He tells Treville that he can make D'Artagnan a musketeer;
 7. The men are regarded as Cardinalist which will do them favors as needed.

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: Athos

EXPLORE

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

Flag

The men make a flag (to represent France) to fly over the bastion while they are there.

What do flags represent and symbolize?

Create a flag that represents you?

What would you choose to have on it?

What would the colors represent?

Would you have a flag protocol? What would it be.

Research proper flag protocol, for the American Flag. Write a short summary telling what you learned.

8. Discussion

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

Key Questions

1. The men were in the inn for breakfast. One of the other soldiers brought in a goose he wanted cooked. Do you think it was customary to bring your own food for a restaurant to cook? Why was this accepted?
2. What does Athos have to gain by making the bet he did?
3. Athos commanded Grimaud, his servant and he passively obey. He did not think to ask or question his command. Would you ever obey someone without questioning them? Would you ever be able to work for someone who had that expectation of you? Why?
4. Page 450, "*You know very well that the enemy's bullets aren't the ones we have to worry about most.*" What is meant by this statement? Whose are they most worried about? Why?
5. Page 454, "*But I won't survive anyway,*" said D'Artagnan, "*not with the enemies I have made...*" There is saying, don't burn bridges. What does that saying mean? Why does D'Artagnan regret some of his actions now? How do you fix a situation once damage has been done?
6. D'Artagnan wants to do something to warn Buckingham. The others consider him the enemy even though he has been very fair to them. At what point do you stop fighting for a cause? Is it possible to disagree about ideas of state and respect the people who live there? How? Explain?
7. The men leave the bastion and forget the flag they made. Athos returns to get it. Why do they honor their flag so much? What does our flag mean to you? How do you honor our flag?
8. D'Artagnan sells the queens ring then splits the money with his friends. If you came into a large sum of money what would you do with it?

9. Analysis

Analyze the key paragraph.

Key Passage, pg. 467

"Did you ask the names of the musketeers?"

"Yes, Monseigneur."

"Who are they?"

"Their names are Athos, Pathos, and Aramis."

"Those three again!" murmured the cardinal. "And the guard?"

"He's Monsieur D'Artagnan."

"That young rascal again! I must have those four men in my service..."

EXTEND

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

The four men have done great things and been noticed for their positive aspects and for their negatives. The cardinal is impressed with what they are capable of and wants them in his service, to the point that he promoted D'Artagnan. Even though the cardinal doesn't agree with the four men he can value them for their capabilities?

Think about qualities that you value in another person. List 5 of them.

Evaluate each quality and state why it is important to you.

Using a scale of 1-5 rank them based on importance to you (1 being lowest and 5 being highest)

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

Character Based Literacy Program Lesson Plan

Three Musketeers, Day 25



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 does the nautical term, tacking refer to?

Tacking a sailboat means changing the direction (or tack) of a sailboat by turning the bow of the boat up through the wind. In order to sail upwind you must tack back and forth across the wind.

In today's reading Milady is going to France. She was expecting a quick trip but delayed due to stormy seas. They had to spend time "tacking" the boat in order to travel up wind to England which delayed her journey by 9 days.

2. Wordwall

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

inventive (ch. 48 pg. 468)	dawdle (ch 48 pg. 476)	strenuously (ch. 48 pg. 480)	laborious (ch. 49 pg. 483)	scrutinizing (ch. 49 pg 484)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Chapter 48-49 pages 468-489

RESPOND

5. Timeline

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

1. All of the men contributed to the plan to get the letters out of camp;
2. They had to decide which servant to send. Each man wanted his own servant for various reasons. It was determined they would send Planchet and Bazin;

3. Aramis wrote the letters to Lord de Winter and to a messenger for the queen to tell them what was happening;
4. They set timelines for Planchet and Bazin to follow so they could get paid;
5. Bazin returned with news from the queen;
6. It was almost curfew for Planchet and he still had not returned. At exactly 8:00 he arrived with D'Artagnan's coat and was welcomed by the men. With a very short response;
7. Milady was set-back on her journey due to weather;
8. Once she arrived—her ship was greeted by the Royal Navy. She was escorted off the ship;
9. She was taken by carriage to an unknown location and she could not get information from the officer who was with her;
10. She arrived at a castle that was isolated. She was taken to her room which was similar to a cell;
11. She realizes that she is being kept prisoner in the home but does not know why.

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: Planchet or Bazin

EXPLORE

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

Postcard

Pretend you are Planchet and have been sent on a mission.

- Write a postcard and send it to D'Artagnan.
- Tell him about your journey and the experiences you encountered.
- On the opposite side sketch a scene from the reading.
- Make sure you properly address the card.

8. Discussion

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

Key Questions

1. What were the differences and strengths among the servants? Based on the information on page 469 which would you choose for the journey?
2. Each of the men has strengths and weaknesses. In today's reading Aramis writes the letters on behalf of the men—his strength is his writing. Why is it important to know the people who are around you, both their strengths and weaknesses? How can we benefit each other by knowing this information?
3. Planchet arrived in time to deliver his information and with his master's coat. Athos is impressed with him and offers him a job in his service. D'Artagnan and Planchet value one another and trust one another. Can you have one of these traits without the other? Explain? Can that kind of relationship be duplicated? Why is theirs so strong?
4. Why did Milady accept her circumstances? She had never had such treatment before—why wasn't she weary of the changes when she arrived?

9. Analysis

Analyze the key paragraph.

Key Passage, pg. 469

"Take Planchet. He's brave and resourceful: that gives him two of the four qualities."

"Gentlemen," said Aramis, "the most important thing we have to decide is not which of our servants is the most discreet, the strongest, the most resourceful, or the bravest, but which of them loves money most."

EXTEND

10. Write

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

In this selection the men are trying to decide which servant is worthy of the mission. They all have positive traits and qualities but Aramis realizes that they will succumb to threats and divulge information if not properly motivated . . . in this situation the proper motivation is money.

Think about all of the intrinsic and extrinsic things that motivate you. **List the top three motivators you have in each category.** As you evaluate your list do you feel it is more or less important to be motivated intrinsically? **Write 1 paragraph defending your claim. Use details and examples.**

11. Close

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

Character Based Literacy Program Lesson Plan

Three Musketeers, Day 26



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 blockade?

A blockade is a war maneuver to cut food, supplies, people, and information off from one particular area by force. Blockades typically last over time to help wear the people and government down by making survival difficult.

In today's reading the ports of England have been blockaded making it difficult to get in or out of the country. All ships have to provide a manifest listing their supplies and passengers to the port before being accepted. Because of this, Lord de Winter knew precisely when Milady was arriving.

2. Wordwall

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

ardent (ch. 50 pg 489)	inherent (ch. 50 pg. 491)	viper (ch. 50 pg 495)	antagonism (ch. 51 pg. 497)	gnawed (ch. 51 pg. 500)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Chapter 50-51 pages 489-506

RESPOND

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

1. Lord de Winter arrived at the castle to speak with Milady;
2. She underestimated him and his power; not realizing he knew much about her past;
3. Due to the information D'Artagnan gave him and his own fact finding she was shocked the he knew about her previous husband, the cardinal, and that she had been branded. He also knows she wants an inheritance;
4. The lord explains that she will be kept captive and instructs Lt. Felton to keep her locked up. He is strict with his instructions—to not be swayed by her looks;
5. The cardinal was still involved in battle and had intercepted a letter to the Duke of Buckingham telling him that the people of La Rochelle were in trouble and could not fight much longer;
6. The people were starving and all food went to the officers;
7. The musketeers were still on limited duty and had been at the beach discussing their plans and a letter that D'Artagnan had received;
8. The cardinal had found them and was angered that they were using their servants as look-outs. He questions them about the letter;
9. They make Athos's servant Grimaud eat the letter but give him wine to wash it down with.

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: Lord de Winter

EXPLORE

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

Advertisement—Help Wanted

As the reading progresses the servants play a more developed role than they did in the beginning. Pretend you are one of the musketeers and need a new servant. Create an advertisement listing desired qualifications.

- What is the name or title of the position;
- What is the minimum skill level accepted;
- What skills are desired;
- What is the pay;
- Add any additional information;
- Who should they contact for the job?

Be creative. Add information you feel is pertinent.

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

Key Questions

1. Why was Milady impressed with Athos's speed and effectiveness at organizing a counter attack on her?
2. Milady starts to rush toward the Lord during their conversation. She is angry and yells for a servant. If you were in the situation she finds herself. What is the best way to get what you need?
3. When she set out to meet the Lord do you think she considered him dangerous? Why is it important to judge people on their character not on their surface qualities?
4. The Cardinal keeps muttering that he wants the men in his service. Do you think he is sincere? How could having them in his service benefit him? Is there any benefit for the men?
5. What news does D'Artagnan receive about Madame?
6. What changes have occurred in the men since the beginning of the novel? What do you attribute the change to?

9. Analysis Analyze the key paragraph.

Key Passage, pg. 499

"Those leaders had a large supply of grain but did not share it; they had adopted the principle that it did not matter how many woman, children, and old men died, as long as the men who were to defend their walls remained strong and healthy."

EXTEND

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

The cardinal had sent a propaganda campaign to the citizens of La Rochelle. The city allowed the soldiers to have the bulk of the food and supplies leaving little for the elderly, women, and children. What is the strategy of the English officials? What is the strategy of the Cardinal in this situation? Who do you think has more power? What is the desired outcome of both sides?

Write a 2-3 paragraph essay in which you evaluate the strategy of the cardinal and the Royal Army. Be detailed. Conclude your paper by stating your opinion of the campaign in 1-2 sentences.

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

Character Based Literacy Program Lesson Plan

Three Musketeers, Day 27



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 are virtues?

A virtue is considered moral excellence and righteousness; goodness. A virtue is a good habit that enables us to act according to right reason, enlightened by faith.

In today's reading we meet Felton who is a Puritan and extremely virtuous. Milady sees this as a weakness and uses his beliefs to find a weakness in him.

2. Wordwall

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

inflict (ch. 52 pg. 507)	impunity (ch. 52 pg. 507)	implacable (ch. 52 pg. 508)	stoical (ch. 52 pg. 509)	debauchery (ch. 53 pg. 516)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Chapter 52-54 pages 507-528

RESPOND

5. Timeline

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

1. Milady is being held captive by Lord de Winter she is still cursing D'Artagnan for his role in her demise;
2. She decided to plan her escape and to revenge Madame Bonacieux, Buckingham, and D'Artagnan;

3. Felton brings her a bible from Lord de Winter. She learns that Felton is a Puritan;
4. She sees this as his weakness and starts to denounce Catholicism;
5. She continues to play on his weakness and pretends to be sick and pretends to want to kill herself;
6. Each time Lord de Winter dismisses her claims and states, “she is evil do not fall for her tricks.”
7. She claims that she is in the hands of the enemies. She starts singing wonderful hymns;
8. Lord de Winter continued to visit her and gave her details of her sentence;
9. She tries to get information from Felton and fails. He claims he doesn’t know anything.

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

Map

Create a class map of France during the 1600’s. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: Felton

EXPLORE

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

Postcard

Pretend you are Milady and are being held captive. Send a postcard to the Cardinal asking for assistance. On the opposite side sketch a scene from today’s reading.

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

Key Questions

1. Page 507, Milady starts to blame D’Artagnan for her downfall. She is frustrated that he has thwarted most of her missions. She blames him for her misfortune. Do you think that he is to blame? Explain. What other factors contributed to her downfall?
2. Milady concludes that the men guarding her are soldiers and based on the speed in which they obey orders Felton is strict page 509. Why is it important

- for her to know her enemies? How could she potentially use this information for her benefit?
3. What is happening between the Catholics and Puritans during this historical period?
 4. What was her intent by singing? Why would she choose to use religion to soften her captives? To what extent could you use religion to keep you out of trouble?
 5. Milady uses whatever means necessary to use people. She says what they want to hear and she can act anyway needed (much like a chameleon). Do you think her life would be exhausted trying to keep up with her lies? Why?
 6. Lord de Winter has the opportunity to sentence her to death. Instead he chooses to exile her. Why wouldn't he send her to a jury?

9. Analysis Analyze the key paragraph.

Key Passage, pg. 522

"You'll have to speak to my master," said Felton. "Neither pardon or punishment is in my hands. God has given that responsibility to someone higher than myself."

EXTEND

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

Felton is trying to talk Milady out of "killing herself". He talks about punishment and that he is not to judge-he is to follow orders. In his belief system there is another judge and it is not he.

Do you think that people are truly impartial? Can they judge someone fairly or is judgment based on our belief system and our past experiences?

Write 2-3 paragraphs in which you expand on this statement, "Are people capable of being impartial?" As you write choose one side of the issue and defend it. Use your own personal experiences to help support your claim.

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

Character Based Literacy Program Lesson Plan

Three Musketeers, Day 28



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 the difference between revenge and justice?

Revenge is the act of seeking vengeance for a wrongdoing. To seek punishment for a wrongdoing with a vindictive spirit.

Justice is a quality of being just, righteous, or equitable. To be morally right.

In today's reading Milady is convincing Felton that she is victim. As she tells her story Felton being very religious is angered by her situation. He accepts that she wanted revenge against her enemies and vows to help her get it.

2. Wordwall

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

austere (ch. 55 pg. 528)	impious (ch. 5 pg. 532)	blasphemously (ch. 55 pg. 535)	inarticulate (ch. 56 pg. 540)	docile (ch. 56 pg. 546)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Chapter 55-56 pages 528-548

RESPOND

5. Timeline

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

1. Felton visits Milady's room. He finds her holding a rope made of handkerchiefs;
2. He is convinced that she is going to try and kill herself and he tells her she is going to commit a sin;

3. She speaks of losing her honor. Felton is starting to lose his ability to be impartial;
4. He tells her that he will pity her if she can prove that she is a victim;
5. Lord de Winter appears and tells Felton not to believe her claims;
6. On the fifth day Milady convinces Felton to come and see her and she will tell him her story;
7. He arrives and she tells him about her past. In the process she wrongly implicates the Duke of Buckingham and Lord de Winter;
8. She shows him her brand to convince him further;
9. She uses a combination of religion and guilt to convince Felton that she is a victim.

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: Milady or Felton

EXPLORE

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

Found Poem

Using words from the chapter create a Found Poem.

- Use between 15-20 words
- Your theme or topic should be honesty or honor.

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

Key Questions

1. Do you think Milady would have been treated or guarded differently if she had been guarded by a woman? Why?
2. Felton does not believe that Milady is horrible. If he has spent 10 years with Lord de Winter, and sees him as a father figure, does he not trust him?
3. What were the basic differences between Puritans and Catholics? Why was

- she able to use these differences to her advantage?
4. Based on what you know of Milady so far. How would you characterize her? What are her traits?
 5. Based on your definitions of revenge and justice, from the background knowledge, which one do you have to gain more from? Why?
 6. How does she use religion to get what she wants? Historically, how has religion been used for gains? Explain.

9. Analysis Analyze the key paragraph.

Key Passage, pg. 530

“But I’ll lose something I value much more highly than my life: my honor!
And I’ll hold you accountable, before God and men, for my shame.”

EXTEND

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

Milady is using her performance skills to get what she wants from Felton. She claims that in her “capture” by Duke Buckingham, she risked losing her honor. How would you characterize honor? Is it possible to be shamed for something you don’t have?

Do you think someone of Milady’s character has honor to lose?

Write 2-3 paragraphs in which you define “honor” and “shame”. Explain how you can lose your honor without being shamed? Do you think that true victims feel shame? Explain.

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

Character Based Literacy Program Lesson Plan

Three Musketeers, Day 29



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 are traits of being a fanatic?

A fanatic would be a person with an extreme and uncritical enthusiasm or zeal for religion or politics. Fanatics are normally more extreme in their views and are willing to risk a great deal or die for a cause.

In today's reading Felton a young guard becomes engrossed in Milady to the point of being fanatical about her. He loses his ability to differentiate between fact and fiction and ends up losing everything: his friends, family, career, and possibly his life for her.

2. Wordwall

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

delirious (ch. 57 pg. 548)	feigned (ch. 57 pg. 549)	infamous (ch. 57 pg. 549)	diabolical (ch. 57 pg. 556)	consternation (ch. 59 pg. 571)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Chapter 57-59 pages 548-572

RESPOND

5. Timeline

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

1. Milady was able to play off all of Felton's weaknesses as she continued her story;
2. She explained how she was branded and was able to integrate fact and fiction

- into her story to make it even more realistic;
3. She was able to incriminate Buckingham who was already hated by most of the country;
 4. Lord de Winter found Felton in her room and removed him from service;
 5. Milady used the knife Felton had given her to stab herself. A doctor was sent for and it was a flesh wound;
 6. Felton returned with a pan to help her escape;
 7. He breaks her out of the castle and they escape in a chartered ship. He was dropped off in Portsmouth and she stayed on the ship. They were to meet again and escape together;
 8. Felton, knowing the guards at Buckingham's home was able to gain access to him;
 9. Upon his arrive he started accusing Buckingham of many misgivings;
 10. Buckingham tried to get him to leave;
 11. Another messenger arrived with news from the queen. Buckingham was stabbed;
 12. Lord de Winter arrived and had Felton arrested;
 13. Buckingham asked La Port to read the letter from the queen;
 14. Buckingham died, Felton stood outside and watched the ship Milady was on escape without him. He realized she had used him.

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: Duke Buckingham

EXPLORE

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

Plot Profile Chart

Use a PPC to chart the action of today's reading.

- Choose 10 items you feel are significant to the reading
- On a scale of 1-10 rate them based on their intensity
- Plot the action of the reading

You can use this chart to write a summary of the reading.

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

Key Questions

1. Milady told her story and she weaved fact and fiction together beautifully. How did her skill as a story teller make her more credible? What emotions did she use to make Felton more gullible?
2. Felton knew Milady five days and was willing to sacrifice his life for her. How does love or lust make people willing to risk their lives for another?
3. What does Felton have to gain by breaking Milady out? Why take such a risk?
4. She realized that Felton was beginning to get overzealous. How could that have risked her escape?
5. What do you think Felton was thinking and feeling when he realized he was been used by Milady?

9. Analysis Analyze the key paragraph.

Key Passage, pg. 562

“She tried to encourage him in his plan, but from the first words he said in reply she realized that the young fanatic needed to be cautioned rather than encouraged.”

EXTEND

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

Felton was one of Lord de Winters strongest guards and a trusted man. However, he had more extreme views and therefore easily trapped by Milady. Think about fanatics that are in the news or reported on. What traits do they all seem to have in common?

Write a paragraph in which you explain the basic principles of a fanatic. Explain the difference between being passionate about a topic or idea and a fanatic about it. Are there positive causes that people are fanatic about? Why does the term have such a negative connotation?

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

Character Based Literacy Program Lesson Plan

Three Musketeers, Day 30



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.

Who was Charles I?

The second son of James VI of Scotland and Anne of Denmark, Charles was born at Fife in Scotland on 19 November 1600. His father succeeded Queen Elizabeth I and came to the throne of England as King James I in 1603. Charles was created Duke of Albany at his baptism (December 1600) and Duke of York in 1605. He was placed in the care of Lord and Lady Fyvie until the age of four, then moved to England where he was brought up in the household of Sir Robert and Lady Carey. As a child, Charles suffered from weak ankle joints (probably the result of rickets) which slowed his physical development. He was also slow in learning to speak. He outgrew these defects, except for a slight stammer which he never overcame. His education was overseen by Thomas Murray, a Scottish Presbyterian who later became Provost of Eton. Charles was a serious student who excelled at languages, rhetoric and divinity.

Charles came to the throne amid pressure from English Protestants for intervention against Spain and the Catholic powers in the religious wars raging in Europe (the Thirty Years War, 1618-48). He allowed England's foreign policy to be directed by the unpopular Duke of Buckingham, who launched a series of disastrous military expeditions against Spain and France with the aim of indirectly assisting the Palatinate. Charles dissolved his first two Parliaments when they attempted to impeach Buckingham but he was forced to call a third because he needed funds to pursue his warlike policies. In 1628, Charles' opponents formulated the Petition of Right as a defence against the King's arbitrary use of his powers. Charles grudgingly accepted the Petition in the hope that Parliament would grant him subsidies, but in practice he ignored its provisions.

In today's reading Charles I is referred to since he is in power when Duke of Buckingham is killed.

2. Wordwall

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

incognito (ch. 60 pg. 573)	predestination (ch. 61 pg. 578)	penetrated (ch. 61 pg. 579)	candor (ch. 61 pg. 580)	machinations (ch. 61 pg. 582)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Chapter 60-62 pages 572-595

Note: Due to the length of today's reading there is no activity in the activity section.

Based on the reading level of your class you can shorten the reading to fit your needs.

RESPOND

5. Timeline

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

1. Nothing was happening for the king at Camp La Rochelle so he left with the musketeers to go to a festival in Paris;
2. The men accompanied the king and were able to take leave for 6 days when they arrived to search for Madame Bonacieux;
3. They reached an inn as a man on horseback rode swiftly out. D'Artagnan recognized him as the man who abducted Madame Bonacieux;
4. As they were about to follow him the stableman showed them a sheet of paper that had the name of a town on it;
5. Milady arrived at the Carelute Convent—the same one that Madame Bonacieux had been sent to;
6. She tries to befriend the abbess by telling her stories of the court and cardinal;
7. Once she realizes that she is in the convent with Madame Bonacieux she is refreshed and starts plotting against D'Artagnan again;
8. Milady convinces her that she needs to escape the abbey and that she is in danger. She tells her that D'Artagnan is not going to come for her;
9. The count finds Milady and he brings her news of the Cardinal. She tells him of her plan to escape;

6. Map

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: Milady or Madame Bonacieux

EXPLORE

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

Friend Advertisement

What makes a friend? Milady meets Madame Bonacieux and they are immediately best friends. Think about the friends you have made over time. Do you have trust for them immediately? Create an advertisement in which you advertise for a new friend. Your ad should contain the following:

- Title
- 5-7 qualities your friend should have
- Interest you want your friend to have
- Commitment level you need from your friend
- Your contact information

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

Key Questions

1. The king and cardinal were in battle. Why did the king leave? Would you choose to leave your men when they were in a battle zone?
2. Page 579, "*her life was like a storm cloud passing over the earth, leaving devastation and death behind it.*" What literary style is used in this passage? Why is it an effective description of Milady?
3. Milady speaks with the abbess and tries to learn about her belief system. The abbess stays pretty neutral until they discuss religion. How does Milady use religion to her advantage? Why are religion and politics topics people normally choose not to discuss?
4. Madame Bonacieux is trusting and gives too much information to the woman she just met. Why do people divulge too much of themselves? Do you think we should be more reserved when meeting people for the first time? What is an acceptable level of information exchange when meeting people?
5. Use the information on page 594 to re-write a short synopsis of the information she wants passed on to the cardinal. Why is all of it significant?

9. Analysis Analyze the key paragraph.

Key Passage, pg. 576

"We have money too," said Athos. "I haven't drunk up my share of the diamond ring, and Porthos and Aramis haven't yet eaten up theirs. But don't forget that the cardinal has told Milady to go to Bethune and that she brings disaster wherever she goes. If you were dealing with four men, d'Artagnan, I'd tell you to go alone, but since you'll be dealing with that woman, the rest of us will go too, and may God grant us that even with our servants there won't be too few of us!"

EXTEND

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

Athos is discussing their plan with D'Artagnan. He knows the destruction that Milady is capable of. Why has she been able to get away with her destruction for so long? Do you think she would have the same leverage if she were old or a man? How do looks and personality fool people?

Think about the roles and stereotypes that we all face on a daily basis. Think about how you stereotype others. How can stereotypes be helpful? How can they hinder people?

Write 1 paragraph in which you state the benefit of stereotypes. How can they be helpful? Where could they be useful? Be clear and concise.

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

Character Based Literacy Program Lesson Plan

Three Musketeers, Day 31



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.

Who is the abbess?

The abbess is the woman who is the superior to the nuns in a convent.

In our reading the abbess is referred to. She is the person who allowed Madame Bonacieux into the convent when she went into hiding and she allowed Milady to stay. Her role is to manage the convent and keep the nuns safe—all while trying to be welcoming to those who enter from the outside.

2. Wordwall

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

deception (ch. 63 pg. 596)	convent (ch. 63 pg. 597)	gallop (ch. 63 pg. 600)	stifle (ch. 63 pg. 602)	impatiently (ch. 64 pg. 612)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Chapter 63-64 pages 595-613

RESPOND

5. Timeline

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

1. Milady convinces Madame Bonacieux that the cardinal is going to send someone to take her from the abbey;
2. She is frightened since she knows the cardinal is an enemy;
3. Milady tells her that her brother is going to help her escape and she invites the

- Madame to join her;
4. Milady knows that Madame Bonacieux can be used as a hostage if she needs a bargaining tool;
 5. Lord de Winter finds the men on their journey and joins them in their quest;
 6. Milady hears the coach. She is set to leave and she hears hooves coming up the road. Madame Bonacieux is too scared to move;
 7. Milady poisons her and escapes;
 8. Madame Bonacieux dies in D'Artagnan's arms and he avenges her death;
 9. Athos creates a plan to find and kill Milady;
 10. He asks an unknown man to join them and he sends the servants ahead to scout the roads.

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: Athos or Lord de Winter

EXPLORE

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

Plot Profile Chart

Use a plot profile chart to chart the action and summarize today's reading.

On the bottom of the chart list 10 significant items to today's reading

Rank each event on a scale of 1-10 based on its intensity.

Use the chart to write a chapter summary.

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

Key Questions

1. What role does the abbess play in the death of Madame Boncieux?
2. Would you put all of your trust in someone you just met? In what circumstance?

3. Page 605 *“That would be futile,” said Athos. “There’s no antidote for the poison she uses.”* In this selection what poisons is Athos referring to? Why style of language is being used?
4. How does Lord de Winter find the men? What is his interest in Milady? Do you think he bears some responsibility in this tragedy since she escaped from him?
5. Athos finds the man in the red coat. In order to get to him he has to offer many people money to find him. How is money a motivator for some and not for others?
6. Why would the man that was to go with they stay masked?

9. Analysis Analyze the key paragraph.

Key Passage, pg. 601

“Milady was wrong to think that Madame Bonacieux might be suspicious: the poor woman was too guileless to suspect another woman of such treachery.”

EXTEND

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

Trust is a trait that must be earned. Basic human safety should come before the desire to trust someone. In this situation Madame Bonacieux is so trusting she doesn’t think that there are evil people around—even though she has been abducted.

“Hurt me once shame on you, hurt me twice shame on me.” Madame Bonacieux has been abducted and she has been sent to a safe place. She should be in a position now to try and keep herself safe, even if that means not being as trusting.

Think about this concept, *“Hurt me once shame on you, hurt me twice shame on me.”* Do you think there is a time when you have to be responsible for yourself? **Write a paragraph in which you detail and expand on the need for personal responsibility. What does that constitute? How do you balance the need to trust others and maintain your own sense of responsibility for yourself?**

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

3g6 Plot Profile Chart

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

Character Based Literacy Program Lesson Plan

Three Musketeers, Day 32



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 the role of a jury?

The jury's role is to determine what is factual in a trial. The role of the judge is to rule on the law.

In this chapter Milady is finally caught. Prior to her being executed the men try her and act as a jury. They state the facts against Milady and choose to sentence her to death.

2. Wordwall

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

torrential (ch. 65 pg. 614)	vengeance (ch. 65 pg. 616)	revelation (ch. 65 pg. 617)	chaotic (ch. 65 pg. 618)	superstitious (ch. 66 pg. 624)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Chapter 65-Epilouge pages 614-635

RESPOND

5. Timeline

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

1. The men started riding after dark. They met Grimaud who gave them details on Milady's whereabouts;
2. Lord de Winter and the man in the red cloak had joined them;
3. They found her in a small cabin near a river;

4. Athos went to look into the window and she saw him;
5. They entered the house and captured her;
6. They charged her for her crimes and sentenced her to death;
7. Grismaud and Mousqueton were leading her to the river and she started bribed them with money to help her escape—they were replaced;
8. They paid the executioner and he threw the money into the river;
9. He took her to the other bank and beheaded her. He then threw her into the river;
10. The men returned to Paris and D'Artagnan was arrested;
11. They all went with him to the Cardinal—who requested to see him. He was offered the rank of Lieutenant in the Musketeer guard. He could give to whoever he wanted;
12. The cardinal abolished him of his wrongdoings;
13. He offered the commission to all of his friends and they insisted he take it;
14. The cardinal was secretly relieved that Milady was dead.

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

Map

Create a class map of France during the 1600's. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel.

Character Chart (you will work on this throughout the novel)

Create a character chart of the characters in the novel. On the chart list:

- Name
- Personality traits
- Character traits (both positive and negative)
- Physical attributes
- Style of dress and weapon

Today focus on: Finish any of the charts that need to be completed or updated.

EXPLORE

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

Setting Chart

Create a setting chart for today's reading.

You can use the chart to write a descriptive paragraph about the scene in today's reading.

Class Jury

Put Milady on trail as a class.

- Have one person act as the judge;
- Two students act as lawyers for both parties;
- And the rest of the students act as a jury.

Use the information in the text to hold a "mock trial" for Milady.

Once the trial is complete have the jury come up with an alternative sentence for her.

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

Key Questions

1. What process did the men go through to hold a trial for Milady? Do you think that it was fair and just?
2. Do you think the executioner is a murderer? If you had to choose a punishment for Milady what would it be?
3. As the men sentenced her to die they all forgave her. What is the power in forgiveness? What happens if you choose not to forgive someone who wronged you? If you forgive do you have to forget? Explain.
4. D'Artagnan arrived to see the cardinal with the pardon in his pocket that he (the cardinal) had given to Milady. What literary device is represented? Why is it effective?
5. The four men's journey and trials ended in being in good favor with the cardinal. Did they have to sacrifice any of their ideals or values in order to earn that? Why does his favor mean more to them now?

9. Analysis Analyze the key paragraph.

Key Passage, pg. 622

"An executioner can kill without being a murderer," said the man in the red cloak. "He's the final judge, that's all."

EXTEND

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

Looking at the above statement Milady is calling the men murderers and the executioner states that he can kill without murdering. What is the difference?

Can you kill and not be a murderer? How can the executioner justify his job? Write 2-3 paragraphs in which you defend the executioner's role in the slaying of Milady.

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

1g6 Setting Chart

Where	When
Time	Weather

Character Based Literacy Program Lesson Plan

Three Musketeers, Final Writing Product



Outcomes for Today

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.

Many of the characters in this novel could be considered a leader based on basic definition—having someone follow you: the musketeers, the king, the servants, cardinal, duke, Lord de Winter. However, based on the quarter theme definition:

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.

Would you still consider many of the characters Leaders?

- Based on the above definition choose one character you would consider a leader.
- Write a 5 paragraph essay in which you use examples from the text and from the definition to support your claim that, that character is a great leader.
- Show support and be clear and concise in your response.