

Character Based Literacy Program Lesson Plan

Oliver Twist, Day 1



Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

Who is Charles Dickens?

Charles Dickens is much loved for his great contribution to classic English literature. He was the quintessential Victorian author. His epic stories, vivid characters and exhaustive depiction of contemporary life are unforgettable.

His own story is one of rags to riches. He was born in Portsmouth on 7 February 1812, to John and Elizabeth Dickens. The good fortune of being sent to school at the age of nine was short-lived because his father, inspiration for the character of Mr Micawber in 'David Copperfield', was imprisoned for bad debt. The entire family, apart from Charles, were sent to Marshalsea along with their patriarch. Charles was sent to work in Warren's blacking factory and endured appalling conditions as well as loneliness and despair. After three years he was returned to school, but the experience was never forgotten and became fictionalized in two of his better-known novels 'David Copperfield' and 'Great Expectations'.

Like many others, he began his literary career as a journalist. His own father became a reporter and Charles began with the journals 'The Mirror of Parliament' and 'The True Sun'. Then in 1833 he became parliamentary journalist for The Morning Chronicle. With new contacts in the press he was able to publish a series of sketches under the pseudonym 'Boz'. In April 1836, he married Catherine Hogarth, daughter of George Hogarth who edited 'Sketches by Boz'. Within the same month came the publication of the highly successful 'Pickwick Papers', and from that point on there was no looking back for Dickens.

As well as a huge list of novels he published autobiography, edited weekly periodicals including 'Household Words' and 'All Year Round', wrote travel books and administered charitable organizations. He was also a theatre enthusiast, wrote plays and performed before Queen Victoria in 1851. His energy was inexhaustible and he spent much time abroad - for example lecturing against slavery in the United States and touring Italy with companions Augustus Egg and Wilkie Collins, a contemporary writer who inspired Dickens' final unfinished novel 'The Mystery of Edwin Drood'.

He was estranged from his wife in 1858 after the birth of their ten children, but maintained relations with his mistress, the actress Ellen Ternan. He died of a stroke in 1870. He is buried at Westminster Abbey.

Source: http://www.bbc.co.uk/history/historic_figures/dickens_charles.shtml

Have students look at the timeline of Dickens life and notice the year he wrote Oliver Twist. Compare England's past with present day.

<http://www.victorianweb.org/authors/dickens/dickensbio2.html>

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

prudent	mortality	inducing	indubitably	interposed
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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 pp. 1-15

Setting	Characters	Pages
Work house in England in the 1800's	Oliver twist born, mother, nurse, surgeon	1-4
Same location	Oliver, Mrs. Mann, Mr. Bumble	5-15

RESPOND

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

Students might mention:

- Oliver's birth
- Oliver's mother dies after kissing him
- raised in an orphanage
- people treat him like dirt
- starts working in the work house on his 9th birthday

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

EXPLORE

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

Create a KWL Chart topic is Victorian Britain era between 1837-1901

Some suggested questions:

What were the main historical events at the time?

How was British society changing?

How did the industrial revolution influence British society?

What was the fashion like (clothes, houses)?

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

Materials:

- KWL Chart

Step One: Read the first segment pages 7-18.

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

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

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

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

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

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

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

Key Questions

1. What is the class system that is in place during this time?
2. How is Charles Dickens using names of people for a purpose?
3. What were you doing when you were 9 years old?
4. How are things the same today with orphans and how are they different?
5. What is the author trying to tell you about the people involved with these orphaned children?
6. Why is it so important to keep Oliver's father's identity a secret?
7. What was the significance of Oliver's mother not wearing a wedding ring?
8. Why does Olive work in a workhouse?
9. Why does Mrs. Mann oversee so many children?

9. Analyze Analyze the key paragraph.

Key Paragraph

"Well! You have come here to be educated and taught a useful trade," said the red faced gentleman in the high chair."

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

Write an argumentative paragraph that proves Oliver will not receive an education. How is education defined in this case? Support your claim with three examples from the reading.

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

1. What did you do for your ninth birthday?
2. What are orphanages like in the USA?

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

		Name			
		Who			
	What	When	Where		
		Why			

Character Based Literacy Program Lesson Plan

Oliver Twist, Day 2



Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

What were workhouses and children's homes like in Victorian times?

In 1861, 35,000 children under 12 lived and worked in workhouses in Britain. A workhouse boy, very like Charles Dickens's famous character Oliver Twist, reports on the living conditions for children. Conditions include work picking out old ropes, harsh discipline and punishment by whipping.

Watch the clip to learn more: <http://www.bbc.co.uk/learningzone/clips/workhouses-and-childrens-homes-in-victorian-times/13647.html>

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

stille	pursued	intimation	obliged	determination
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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 8 Pages 57-66

Setting	Characters	Pages
Roadside that leads to London	Oliver,	57-64
Reaching London	Oliver, Fagin, Jack Dawkins, Jew, Dodger,	64-66

RESPOND

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

Students might mention:

- Oliver is running away from the work house
- he walked over 20 miles in one day
- in the villages they warn people not to beg
- Oliver runs into some nice people who help him
- Oliver reaches London and is taken in by some boys and men

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

One possible activity:

- Have student create an open mind portrait of Oliver, what must be going through his head?
- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

Theme Charts

Create a class theme chart on the "Letdown of Charity." The Poor Law of 1834 required the poor to work for government assistance, as it was believed that poverty was a result of laziness. After each chapter bullet point examples of how the living conditions of the workhouses were the same appalling living condition the poor were hoping to escape.

Create a class theme chart on "Individualism vs. Community." During the time of the Industrial Revolution survival through of individualism out weighted the value of community. After each chapter, bullet point examples of characters looking out for their own personal interest as well as examples of selfless action of humanity.

Create a class theme chart on "Urban vs. Rural" perceptions. Throughout the novel, the city depicts a life of injustice and suffering whereas the countryside represents an

idealistic bliss. After each chapter bullet point examples of how the city represents injustice and how the countryside represents idealism.

EXPLORE

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

One possible activity: Map the distance Oliver walked

Directions

Map

Materials:

- Stiff paper 11 x 17 or bigger to make a map (or a printed map of the area)
- Push pins or something else to make the map
- Pencils, pens, crayons, markers
- Construction paper, scissors, glue sticks if desired

Step One: Find or make a map of the setting in the story.

1. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

Step Two: After today's reading, place a mark where the story left off.

1. Decide where the story leaves off [or ends] today—this is usually the location of the main character.
2. Put a pin or other marker at this spot.

Step Three: Add or mark important places in the story on the map.

1. Decide if any of the places in today's reading are important for this story.
2. Either add these places to the map or mark them.

Variations for the Map

1. If you are reading a book from a certain geographical location, you will want to have a map available.
2. Use a big map and a little map for specific places that are important in the story, like a particular place or property or smaller area.
3. Use a different kind of map like a smaller map or a topographic map.
4. Make up the map as you learn details in the story. This works well when the characters don't actually know where they are.

Variations for Writing

1. Write a description of the setting using the map as a guide.

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

Key Questions

1. What were workhouses and children's homes like in Victorian times?
2. Why does Oliver choose to walk 70 miles to London?
3. Can you compare this to experiences of immigrants?
4. Predict what will happen to Oliver in London?
5. Will he find a better place that treats him better?
6. Would you walk the 70 miles with no money or food to get somewhere better than the place you are in now?
7. How has Oliver been put in this situation?
8. Who are these new people who feed him and let him rest?
9. Are their names significant? What do they stand for?

9. Analyze Analyze the key paragraph.

Key Paragraph

"By degrees, the shutters were opened; the window-blinds were drawn up; and people began passing to and fro. Some few stopped to gaze at Oliver for a moment or two, or turned around to stare at him as they hurried by; but relieved him or troubled themselves to inquire how he came there. He had not heart to beg. And there he sat."

EXTEND

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

Write an argumentative paragraph to justify the law that throws beggars in jail. Include three reasons for the purpose of this law.

Or write an argumentative paragraph to persuade law officials to change the beggar law. Provide three reasons why this law should be changed. How should it be amended?

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

1. Describe a time when you wanted to move.
2. How do you help the poor?

Character Based Literacy Program Lesson Plan

Oliver Twist, Day 3



Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

What were social classes like in Victorian British Society?

Class is a complex term, in use since the late eighteenth century, and employed in many different ways. In our context classes are the more or less distinct social groupings, which at any given historical period, taken as a whole, constituted British Society. Different social classes can be (and were by the classes themselves) distinguished by inequalities in such areas as power, authority, wealth, working and living conditions, life-styles, life span, education, religion, and culture.

Early in the nineteenth century the labels "working classes" and "middle classes" were already coming into common usage. The old hereditary aristocracy, reinforced by the new gentry who owed their success to commerce, industry, and the professions, evolved into an "upper class" (its consciousness formed in large part by the Public Schools and Universities) which tenaciously maintained control over the political system, depriving not only the working classes but the middle classes of a voice in the political process. The increasingly powerful (and class conscious) middle classes, however, undertook organized agitation to remedy this situation: the passage of the

Reform Act of 1832 and the abolition of the Corn Laws in 1846 were intimations of the extent to which they would ultimately be successful.

Source: <http://www.victorianweb.org/history/Class.html>

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

coloured	countenance	perusal	vexed	menial
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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.

Chapters 20-21 pages 163-177

Setting	Characters	Pages
Walking on the streets to meet up with Sikes	Oliver, Fagin, Sikes, Nancy	163-170
Stormy street of London	Oliver, Mr. Sikes	171-177

RESPOND

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

Students might mention:

- The Jew informs Oliver he is going to Sikes
- Oliver is to read a book about thieves and treachery
- Oliver is tempted to call out for help but is warned not to
- Oliver meets up with Sikes
- Sikes takes him to his home

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

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

Theme Charts

Create a class theme chart on the "Letdown of Charity." The Poor Law of 1834 required the poor to work for government assistance, as it was believed that poverty was a result of laziness. After each chapter bullet point examples of how the living conditions of the workhouses were the same appalling living condition the poor were hoping to escape.

Create a class theme chart on “Individualism vs. Community.” During the time of the Industrial Revolution survival through of individualism outweighed the value of community. After each chapter, bullet point examples of characters looking out for their own personal interest as well as examples of selfless action of humanity.

Create a class theme chart on “Urban vs. Rural” perceptions. Throughout the novel, the city depicts a life of injustice and suffering whereas the countryside represents an idealistic bliss. After each chapter bullet point examples of how the city represents injustice and how the countryside represents idealism.

EXPLORE

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

One possible activity:

Have students draw a cartoon of Oliver being shipped off to someone else and the adventure he is taking with the scary book he has to read.

Directions

Give students some blank paper, have them create cartoon characters to represent: the Jew, Oliver, Nancy and Mr. Sikes. Have them create these characters based on their names. Then have them create at least 5 boxes that tell the story of Oliver going to Sikes. Each box should represent the stages of what Oliver is going through and what is on his mind.

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

Key Questions

1. What were social classes like in Victorian British Society?
2. Why is Oliver scared?
3. What kind of person do you think Oliver has become?
4. Who is Nancy? Is she good or evil?
5. Why does Dickens use the name “Jew?”
6. How is racism discussed in this book?
7. What kind of man is Sikes?
8. What does Sikes name imply?
9. What is the significance of the book Oliver is told to read on his trip to meet Sikes?

9. Analyze Analyze the key paragraph.

Key Paragraph

"Take heed, Oliver! Take heed! Sad the old man, shaking his right hand before him in a warning manner. He's a rough man and thinks nothing of blood when his own is up. Whatever falls out, say nothing; and do what he bids you mind! Placing a strong emphasis on the last word, he suffered his features gradually to resolve themselves in a ghastly grin, and, nodding his head, left the room."

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

In today's writing you will as Nancy, write an argumentative paragraph to convince Oliver not to scream for help. Write three reasons why he should keep quiet. What would happen if he yelled for help?

Or as Oliver, write an argumentative paragraph to convince Nancy to let him free. Provide three convincing reasons. What could Oliver do with his life if he was able to escape?

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

1. What book would you recommend Oliver to read?
2. Describe a time when someone helped you in need.

Character Based Literacy Program Lesson Plan

Oliver Twist, Day 4



Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

Who are Paupers from the 1500's?

In a legal and technical sense, *pauperism* denotes the condition of [persons](#) who are supported at public expense, whether within or outside of almshouses. More commonly the term is applied to all [persons](#) whose existence is dependent for any considerable period upon charitable assistance, whether this assistance be public or private.

This is in reference to a comparison of treatment of "Mrs. Corney's kittens are better treated than the paupers are treated."

Source: <http://www.newadvent.org/cathen/12327a.htm>

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

endeavoring	rouse	Remonstrance	irrelevant	improprieties
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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 25 pages 199-206

Setting	Characters	Pages
Fagin's Home	Mr. Fagin, Artful Dodger, Master Charles Bates, Mr. Chitling, Jew	199-202
	Toby Crackit, the above men, Oliver	202-206

RESPOND

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

Students might mention:

- gentlemen having poker game at Fagin's home
- there comes a messenger at the door
- the robbery has failed
- Sikes gets away
- leaving Oliver in a ditch, maybe shot?

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

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

Theme Charts

Create a class theme chart on the "Letdown of Charity." The Poor Law of 1834 required the poor to work for government assistance, as it was believed that poverty was a result of laziness. After each chapter bullet point examples of how the living conditions of the workhouses were the same appalling living condition the poor were hoping to escape.

Create a class theme chart on "Individualism vs. Community." During the time of the Industrial Revolution survival through of individualism out weighted the value of community. After each chapter, bullet point examples of characters looking out for their own personal interest as well as examples of selfless action of humanity.

Create a class theme chart on "Urban vs. Rural" perceptions. Throughout the novel, the city depicts a life of injustice and suffering whereas the countryside represents an idealistic bliss. After each chapter bullet point examples of how the city represents injustice and how the countryside represents idealism.

EXPLORE

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

One possible activity:

Have students retell the story.

Directions:

In their own words have students take this chapter and retell it. Have them use language they would use to describe the situation and what happened. What do students predict will happen next? Is Oliver really dead? These questions should be answered in the retelling of the students' story as well.

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

Key Questions

1. Who are Paupers from the 1500's?
2. How did the group at Fagin's house find out the robbery had failed?
3. What were the men talking about before the messenger showed up?
4. Who is Crackit and does his name of significance?
5. Why were the men at the house not involved in the robbery?
6. Did Oliver want to be involved with the robbery?
7. How did they treat Oliver when they thought he was shot?
8. Would you leave your acquaintance or co-worker to die without helping them?

9. Analyze Analyze the key paragraph.

Key Paragraph

"Bill had him on his back, and scudded like the wind. We stopped to take him between us; his head hung down, and he was cold. They were close upon our heels; every man for himself, and each from the gallows! We parted company, and left the youngster lying in a ditch. Alive or dead, that's all I know about him."

EXTEND

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

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

1. How would you feel if you were Oliver?
2. Describe a time when you were caught doing something wrong.

Character Based Literacy Program Lesson Plan

Oliver Twist, Day 5



Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

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d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

How did industrialization create new ideas of community and individualism?

The modern world was opening up new opportunities for those who would work hard enough to take them. A new breed of self-made man - never a woman - had emerged. Proud of his accomplishments, these nineteenth century yuppies encapsulated the spirit of this cut-throat capitalism, sitting at their desks, twanging their braces and figuring out how to make more moolah.

This spirit of competition extended even as far as science. *Charles Darwin's Origin of Species* (1859) described the theory of natural selection, or the survival of the fittest: the ultimate rat race. The nineteenth century was a world of free markets, free trade and laissez-faire government, with all moves towards paternalism - in areas such as public health and poor laws - fiercely resisted. It was every man for himself.

Source: http://www.bbc.co.uk/history/british/victorians/speed_01.shtml

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

insinuating	virtue	conjurers	cravat	assent
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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.

Chapters 43-44 pages 370-388

Setting	Characters	Pages
Fagin's home	Noah, Fagin, Artful Dodger, Mr Bolter, Master Bates, Noah	370-376
Dirty frowsy room on the upper end with a raised platform Judge sitting in the middle	Master Bates, Artful Dodger, Judge, onlookers, Noah	377-380
Fagin's Home	Fagin, Jew and Nancy, Sikes	381-388

RESPOND

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

Students might mention:

- Artful Dodger has been caught and is being tried
- Noah is sent to watch the trial and bring back news
- Artful Dodger is found guilty
- Nancy tried to be a good person
- Nancy ends up convincing Sikes she is their friend

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

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

Theme Charts

Create a class theme chart on the "Letdown of Charity." The Poor Law of 1834 required the poor to work for government assistance, as it was believed that poverty was a result of laziness. After each chapter bullet point examples of how the living conditions of the workhouses were the same appalling living condition the poor were hoping to escape.

Create a class theme chart on “Individualism vs. Community.” During the time of the Industrial Revolution survival through of individualism outweighed the value of community. After each chapter, bullet point examples of characters looking out for their own personal interest as well as examples of selfless action of humanity.

Create a class theme chart on “Urban vs. Rural” perceptions. Throughout the novel, the city depicts a life of injustice and suffering whereas the countryside represents an idealistic bliss. After each chapter bullet point examples of how the city represents injustice and how the countryside represents idealism.

EXPLORE

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

One possible activity:

Complete a Character Profile Chart for Oliver. Choose four key traits and provide an example for each trait.

Second possible activity:

Open mind portrait for Nancy. She tried to be a good person and help others but her training has been to be a criminal. These men who have trained her will kill her if she tried to escape.

Directions

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

Materials:

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

Step One: Create a large head shot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

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

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

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

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

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

Key Questions

1. How did the men react to the capture of Artful Dodger?
2. Did they think he would get away with it? Why?
3. If he were a person of means would he have a better chance of being acquitted?
4. How did Sikes get a message to Artful Dodger?
5. Why did Nancy want to leave?
6. What did she realize after Sikes whispered in her ear?
7. Who does Nancy really want to be?
8. Why does she make the decision to stay with the thieving?
9. Why does Fagin offer to help Nancy?

9. Analyze Analyze the key paragraph.

Key Paragraph

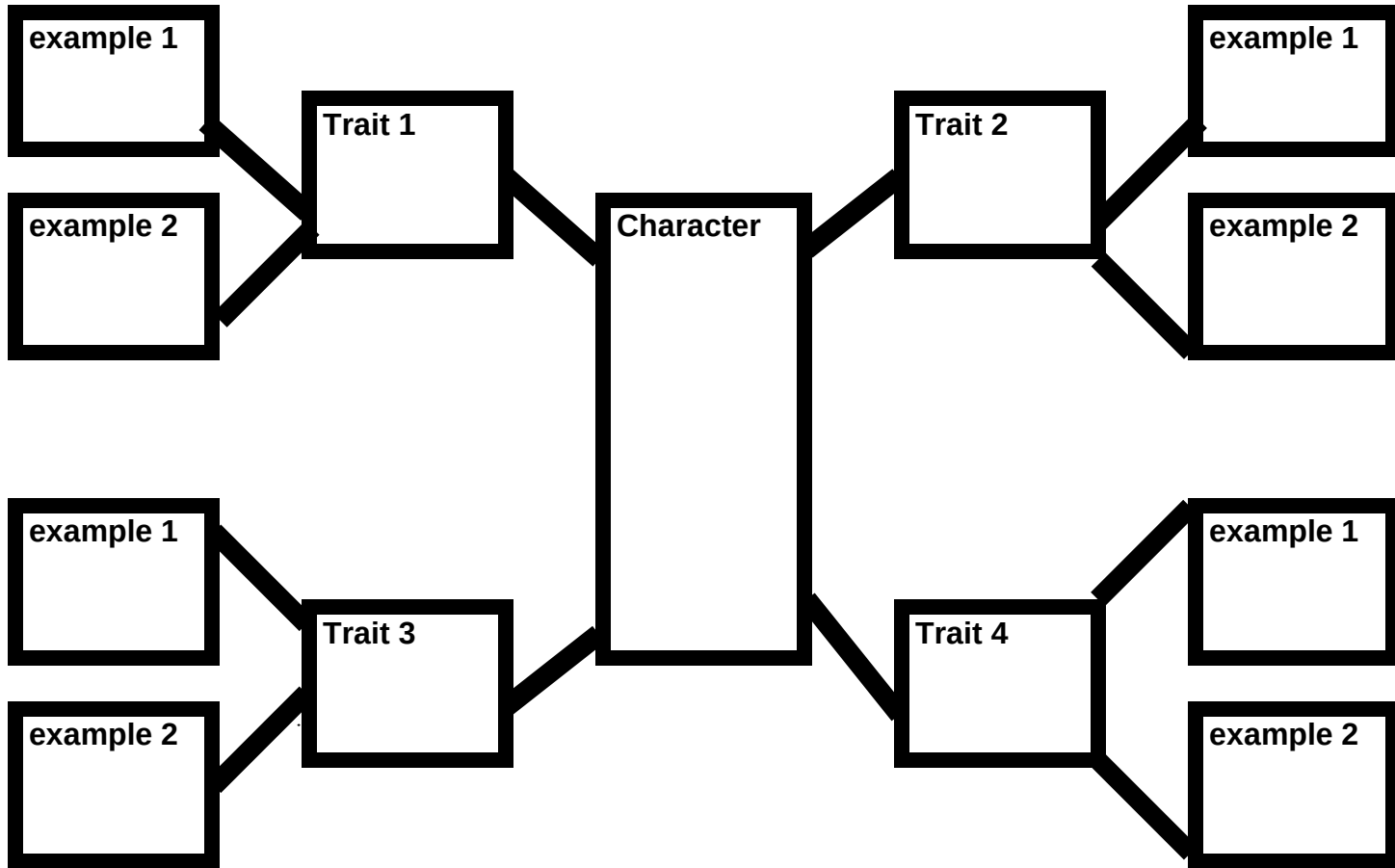
“‘You see,’ pursued Fagin, affecting to disregard this interruption, ‘we are so mixed up together, and identified in our interests, that it must be so. For instance, it’s your object to take care of number one---meaning yourself.’ ”

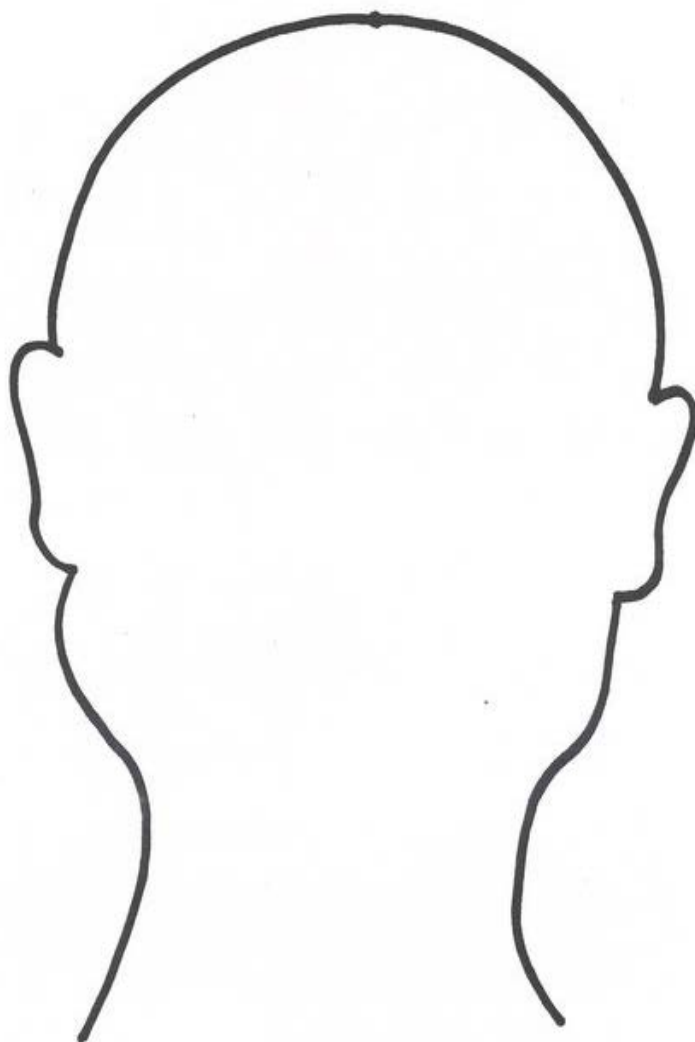
EXTEND**10. Write** Have each student write a short product based on today’s prompt to connect to the unit theme.

After analyzing the key paragraph, write an argumentative paragraph supporting or disproving why one member of a community of family should only take care of themselves. Provide three personal examples or three examples from the novel.

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

1. How do you take care of your family?
2. How do your friends take care of each other?

4g6 Character Profile Chart

Open Mind Portrait:

Character Based Literacy Program Lesson Plan

Oliver Twist, Day 6



Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

Why is the London Bridge in Lake Havasu, Arizona?

There has been a bridge across the River Thames in London for nearly 2,000 years. The first "London Bridge" was built by the Romans in 43 A.D.

In 1962, it was discovered that the London Bridge was "falling down," sinking into the Thames because it was not adequate for the increase in traffic. The City of London decided to put the 130-year old bridge up for auction, and construct a new one in its place. Robert P. McCulloch, founder of Lake Havasu City, AZ, submitted the winning bid for \$2,460,000 in 1968. McCulloch spent another \$7million to move the London Bridge to Lake Havasu City, which took a total of three years.

- See more at: http://www.havasuchamber.com/our-community/london_bridge_history.aspx#sthash.UQgDR0Wz.dpuf

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

voracious	interminable	prudent	ardor	destitute
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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.

Chapters 45-47 pages 388-409

Setting	Characters	Pages
Leaving Fagins home	Fagin, Noah, Nancy, Fagin	388-391
Noah stalks Nancy in the near distance as Nancy walks the streets to meet with others	Noah, Nancy	391-392
Near the London Bridge	Nancy, Noah, Mr. Brownlow and Rose	392-409

RESPOND

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

Students might mention:

- Noah has been hired to follow Nancy
- Noah follows Nancy to the London Bridge
- Nancy meets with Mr. Brownlow and Rose
- Nancy and the other two discuss the protection of Nancy and the knowledge of who Oliver's father was?
- Noah delivers the information from the meeting to Fagin

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

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

Theme Charts

Create a class theme chart on the "Letdown of Charity." The Poor Law of 1834 required the poor to work for government assistance, as it was believed that poverty was a result of laziness. After each chapter bullet point examples of how the living conditions of the workhouses were the same appalling living condition the poor were hoping to escape.

Create a class theme chart on “Individualism vs. Community.” During the time of the Industrial Revolution survival through of individualism outweighed the value of community. After each chapter, bullet point examples of characters looking out for their own personal interest as well as examples of selfless action of humanity.

Create a class theme chart on “Urban vs. Rural” perceptions. Throughout the novel, the city depicts a life of injustice and suffering whereas the countryside represents an idealistic bliss. After each chapter bullet point examples of how the city represents injustice and how the countryside represents idealism.

EXPLORE

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

One possible activity: Story Prop, have students come up with a prop that represents this part of the story. London Bridge, dark area, bushes... use book for more details.

Directions

Story Prop

Materials:

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

Step One: Identify an important object in the story.

1. If you were acting out this story, what objects in the story would you want on the stage for people to see?
2. Pick one object to make.

Step Two: Make a colorful 9 x 12 inch version of the object.

Step Three: Put the prop you make up with others on the wall.

Variations for the Prop

1. Make a 3 dimensional or life size version of the prop.
2. Create a bulletin board with cut outs or drawings of each prop.
3. Put a label with the name of each object underneath the prop.
4. Using a smaller piece of paper [binder paper size], make a mini-wall with small drawings of 10 important objects in the story.

Variations for Writing

5. Write a paragraph describing this prop.
6. Write a paragraph describing this prop as it is being used or observed by a character in the story. This could be during the story, or in the future.

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

Key Questions

1. Why does Flagin pay Noah to follow Nancy?
2. What does Flagin know about Oliver that he is not sharing?
3. Who is Nancy meeting?
4. What does Nancy learn about Oliver?
5. How does Nancy protect her associates?
6. Why do you think Nancy cries after Mr. Brownlow and Rose leave?
7. Why does Noah go back and tell Flagin?
8. How does Flagin manipulate Sikes into a rage against Nancy?
9. How does Sikes respond to Noah's message?

9. Analyze Analyze the key paragraph.

Key Paragraph

" 'Then,' said the gentleman, quickly, as if this had been the point he had been aiming to attain; 'put Monks into my hands, and leave him to me to deal with.'"

EXTEND

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

As Mr. Brownlow, write an argumentative paragraph to convince Nancy to change her lifestyle. State three reasons why Nancy should return home with Mr. Brownlow and Rose. How would Nancy's life be changed under a different environment?

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

1. Describe a time when someone else shared your secret.
2. If you were Nancy, would you leave your life of crime if given the opportunity?

Character Based Literacy Program Lesson Plan

Oliver Twist, Day 7



Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

What were hospitals like in Victoria Britain?

In 1700 the only medical hospitals in London were the Royal Hospitals of St Bartholomew and St Thomas. There were other hospitals for special categories, such as Bethlem for the mentally ill, or Greenwich for sailors and refugees, such as the Magdalen Hospital founded to rescue penitent prostitutes, or the Marine Society for Educating Poor Destitute Boys. Between 1719 and 1750 five new general hospitals were founded in London and nine in the country. These were for the sick, but the term 'hospital' was also used for institutions concerned with the poor or destitute, as in the case of the Foundling Hospital. The 'Age of Hogarth' (who was born in 1697) was, as he commented himself, 'a golden age of English philanthropy'.

The Foundling Hospital was one product of that great wave of philanthropic activity that took place in England during the eighteenth century. The liberal beliefs of the Latitudinarian branch of the Church of England partly accounted for this; they emphasised benevolent deeds as opposed to mere church worship, coupled with philosophical underpinnings found in the writings of John Locke, who wrote of the utility of virtue. The cult of Sensibility focused on the engagement of an individual's compassion and sense of moral or spiritual duty with the plight of the less fortunate. The impulse towards social reform in London was largely the desire to reduce the terrible waste of life.

Source: http://www.bbc.co.uk/history/british/victorians/foundling_01.shtml

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

perversity	antic	infallible	Galvanic	imprecation
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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.

Chapters 48-49 pages 410-429

Setting	Characters	Pages
Sikes' home	Nancy, Sikes, bull dog	410-411
Sikes is on the streets leaving London	Sikes	411-416
barn fire	Sikes, townspeople	417-
Mr. Brownlow's home	Mr. Brownlow, Monk, Rose, two men employed by Mr. Brownlow	419-429

RESPOND

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

Students might mention:

- Sikes flees the murder scene
- Sikes stops in a town where a fire breaks out and he helps put it out
- Sikes returns to London to hide out
- Mr. Brownlow meets with Monk to discuss details of the rightful owner of his fortune
- Mr. Brownlow makes a deal to get Oliver the money and status he is entitled

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

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

Theme Charts

Create a class theme chart on the “Letdown of Charity.” The Poor Law of 1834 required the poor to work for government assistance, as it was believed that poverty was a result of laziness. After each chapter bullet point examples of how the living conditions of the workhouses were the same appalling living condition the poor were hoping to escape.

Create a class theme chart on “Individualism vs. Community.” During the time of the Industrial Revolution survival through of individualism outweighed the value of community. After each chapter, bullet point examples of characters looking out for their own personal interest as well as examples of selfless action of humanity.

Create a class theme chart on “Urban vs. Rural” perceptions. Throughout the novel, the city depicts a life of injustice and suffering whereas the countryside represents an idealistic bliss. After each chapter bullet point examples of how the city represents injustice and how the countryside represents idealism.

EXPLORE

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

Magazine Layout

Start a magazine layout illustrating Oliver’s life as the cover story. Continue to work on the magazine until the book is complete. The magazine should highlight all the twist and turns throughout Oliver’s life.

materials:

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

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

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

Step Two: Create the cover for the magazine.

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

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

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

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

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

Variations for the Magazine

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

Variations for Writing

4. Because all of the pages connect back to the cover, you could turn this magazine article into an expository essay. The cover is your thesis. Each of the pages can be written as a paragraph. The first page is your introduction; the last page is your conclusion.
5. Any, or all, of the pages can be written as paragraphs. Or the entire article can be condensed into one paragraph.

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

Key Questions

1. How does he act after he kills her?
2. Why does Sikes flee London and then decide to return?
3. Who is Bull's eye and why is Sikes afraid of him?
4. Is Sikes Paranoid? Why or why not?
5. Describe Mr. Leeford's first marriage.
6. How did Mr. Leeford gain an inheritance?
7. Who is Agnes Fleming?
8. Describe the different motivation between Mr. Leeford's marriage and Mr. Leeford's love affair.
9. Describe the different personalities between Monks and Oliver.

9. Analyze Analyze the key paragraph.

Key Paragraph

"He threw himself upon the road—on his back upon the road. At his head it stood, silent, erect, and still—a living grave-stone, with its epitaph in blood."

EXTEND

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

Write an argumentative paragraph on behalf of Oliver, to convince a judge that half of Monk's inheritance should be given to Oliver. Provide three facts to support your statement.

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

1. Describe a time when you felt guilty.
2. What would you do if you inherited a fortune of money?

Character Based Literacy Program Lesson Plan

Oliver Twist, Day 8



Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

What commonly happened to abandon or illegitimate children during Victorian Britain?

During the 1720s and 30s poor children were dying at an alarming rate - medicine was not winning the battle against disease and death after decades of severe epidemics (typhus, dysentery, measles, influenza) and the Gin Craze (11.2 million gallons of spirits consumed in a year in London - roughly seven gallons per adult) was sweeping the nation with disastrous consequences. And in general, the only provision for illegitimate babies was the parish poorhouses or, from 1722, the workhouses where they frequently died of neglect. Mortality rates were extremely high: over 74% of children born in London died before they were five. In workhouses the death rate increased to over 90%.

Source: http://www.bbc.co.uk/history/british/victorians/foundling_01.shtml

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

abuts	dirt-besmeared	furtively	propitiate	gesticulation
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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 pages 430-442

Setting	Characters	Pages
Jacob's island the poorest area of the poor	Crackit, Chitling, Fagin, Noah, Bates, Toby, towns people	430-442

RESPOND

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

Students might mention:

- Fagin and Noah are captured
- Crackit and Chitling escape to Jacob's Island
- Bates arrives and starts accusing the murders
- The towns people gather looking for justice
- Sikes tries to get away but sees Nancy's eyes and hangs himself

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

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

Theme Charts

Create a class theme chart on the "Letdown of Charity." The Poor Law of 1834 required the poor to work for government assistance, as it was believed that poverty was a result of laziness. After each chapter bullet point examples of how the living conditions of the workhouses were the same appalling living condition the poor were hoping to escape.

Create a class theme chart on "Individualism vs. Community." During the time of the Industrial Revolution survival through of individualism out weighted the value of community. After each chapter, bullet point examples of characters looking out for their own personal interest as well as examples of selfless action of humanity.

Create a class theme chart on "Urban vs. Rural" perceptions. Throughout the novel, the city depicts a life of injustice and suffering whereas the countryside represents an idealistic bliss. After each chapter bullet point examples of how the city represents injustice and how the countryside represents idealism.

EXPLORE

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

One possible activity:

Open mind portrait of Sikes now that he has been caught and then tries to get away only to hang himself. Have students compare this one with the first Open mind of Sikes. How are they different, how are they the same?

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

Key Questions

1. What prompted Toby Crackit and Tom Chitling to fle to an island?
2. What do you think will happen to Noah and Fagen?
3. What will happen to Oliver?
4. Why does an angry mob gather?
5. What type of justice are they demanding?
6. Describe what happens to Sikes on the rooftop.
7. Do you think Sikes death achieves justice?
8. What does Sikes imagine before his death?
9. Predict what will happen next.

9. Analyze Analyze the key paragraph.

Key Paragraph

“‘ He hung about, not to come over here afore dark, but he’ll be here soon,’ replied Chitling. There’s nowhere else to go to now, for the people at the Cripples are all in custody, and the bar of the ken---I went up there and see it with my own eyes---is filled with traps.”

EXTEND

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

Are people born with natural characteristics and moral traits or do people develop characteristics and moral traits based on the surrounding environment and community influence?

Write an argumentative paragraph that proves a person's environment and community influence have a greater impact on their character than their natural traits. Use Nancy as an example. Provide three facts from the story to support your argument.

Or write an argumentative paragraph that proves a person is born with natural characteristics and moral traits. Use Oliver as an example. Provide three facts from the story to support your argument.

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

1. Describe a time when you hid to avoid getting in trouble.
2. How does your environment influence your behavior?

Character Based Literacy Program Lesson Plan

Oliver Twist, Day 9



Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

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d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

How did society change during Victorian Britain?

The Victorians had become addicted to speed and, like all speed crazy kids, they wanted to go ever faster. Time was money and efficiency became increasingly important. Although division of labor had been conceived by Adam Smith and illustrated by a pin factory in *The Wealth of Nations* in 1776, it could now become fully realized. This specialization and - by implication - individualization of labor was in marked contrast to the rural means of production, in which the family was the means of production, consumption and socialisation.

With greater speed came a greater need for industries and businesses to make more and make it quicker. Steam made this possible and changed working life forever. Gone were the days when work was dictated by natural forces: steam engines were servant to neither season nor sunshine. Factories had foremen and life became correspondingly more regimented. The clocking-on machine was invented in 1885 and time and motion studies to increase efficiency would be introduced only some twenty years later. But it was not all bad news. Agricultural incomes depended on variable harvests and weather.

Character Education at the Markkula Center for Applied Ethics
www.scu.edu/character ©SCU 2014

Factories provided secure and predictable income, but long hours. Working life was becoming increasingly regulated, and the working week was reorganized to promote ever-greater efficiency. The old custom of St. Monday - when no work was done - was gradually phased out and to compensate, work stopped around midday on Saturday and did not resume until Monday morning. A new division between 'work' and 'leisure' emerged, and this new block of weekend leisure time coincided with the development of spectator sports like cricket and football, and the rise of music hall entertainment for the new working classes.

New loyalties were needed to fill some of the vacuum caused by the demise of close-knit rural communities, and they didn't come from the church. Many of the middle class (itself a new term dating only from 1812) became concerned about the godlessness of the working classes when it emerged that only 50 per cent of the eligible population attended a church service on Census Sunday in 1851.

Source: http://www.bbc.co.uk/history/british/victorians/speed_01.shtml

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

utterance	contradicted	illegitimate	censure	confinement
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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 51 pages 442-455

Setting	Characters	Pages
Traveling to Oliver's birthplace with his friends and Monk	Oliver, Mrs. Maylie, Rose, Mrs. Bedwin, the good doctor, Mr. Brownlow, monk	442-444
Chief hotel	All the above plus, Mr. Grimwig, Oliver's half brother	444-455

RESPOND

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

Students might mention:

- Oliver ventures back to his place of birth with many by his side
- They reach their destination where they all have dinner at the hotel
- Mr. Brownlow walks in with Oliver's half brother
- The will is read and Oliver's Father is revealed
- Oliver and his brother inherit the family fortune and no longer are paupers

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

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

Theme Charts

Create a class theme chart on the “Letdown of Charity.” The Poor Law of 1834 required the poor to work for government assistance, as it was believed that poverty was a result of laziness. After each chapter bullet point examples of how the living conditions of the workhouses were the same appalling living condition the poor were hoping to escape.

Create a class theme chart on “Individualism vs. Community.” During the time of the Industrial Revolution survival through of individualism outweighed the value of community. After each chapter, bullet point examples of characters looking out for their own personal interest as well as examples of selfless action of humanity.

Create a class theme chart on “Urban vs. Rural” perceptions. Throughout the novel, the city depicts a life of injustice and suffering whereas the countryside represents an idealistic bliss. After each chapter bullet point examples of how the city represents injustice and how the countryside represents idealism.

EXPLORE

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

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

Key Questions

1. Why does Oliver have to go back to where he was born?
2. Why did Monks keep the identity of Oliver's father from him?
3. What did the will state?
4. Why would Oliver's father place conditions on the will based on gender?
5. What happened to Agnes's father?
6. After Agnes's father passed away, what happened to Agnes's little sister?
7. Why did Mr. Bumble and Mrs. Bumble conceal Oliver's story?
8. Why does Harry now wish to be a poor clergyman?
9. How will Harry's new economic status change the criminal outlook of the poor?

9. Analyze Analyze the key paragraph.

Key Paragraph

“‘Nothing,’ replied Mr. Brownlow, “except that it remains for us to take care that neither of you is employed in a situation of trust again. You may leave the room.”

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

As Oliver, write an argumentative paragraph to encourage his brother Monks to change his ways. Provide three reasons why he should leave the life of crime behind him. Change is possible, but requires effort. In your paragraph include a vision and plan to help persuade Monks to live a life of honesty and responsibility.

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

1. What would you put in your will?
2. What would you do if you were Angles’s father?

Character Based Literacy Program Lesson Plan

Oliver Twist, Day 10



Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

How are character names significant to the novel?

The names of characters represent personal qualities. Oliver Twist himself is the most obvious example. The name "Twist," though given by accident, alludes to the outrageous reversals of fortune that he will experience. Rose Maylie's name echoes her association with flowers and springtime, youth and beauty. Toby Crackit's name is a lighthearted reference to his chosen profession of breaking into houses. Mr. Bumble's name connotes his bumbling arrogance; Mrs. Mann's, her lack of maternal instinct; and Mr. Grimwig's, his superficial grimness that can be removed as easily as a wig.

Source: <http://www.sparknotes.com/lit/oliver/themes.html>

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

inquisitive	firmament	manifestations	verdict	abhorrence
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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 pages 456-469

Setting	Characters	Pages
The court of England/ jail	Jew, Judge, Jurors, Charlie, Oliver, Mr. Brownlow	456-464
Conclusion where justice has been served	A recount of all the characters left	465-469

RESPOND

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

Students might mention:

- Noah testifies against Fagin
- Fagin is sentence to death and Noah pardoned
- Mr. Brownlow divides the property of Monk and Oliver
- Monk squanders money in new world and dies in prison
- Oliver lives a happy peaceful life

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

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

Theme Charts

Create a class theme chart on the "Letdown of Charity." The Poor Law of 1834 required the poor to work for government assistance, as it was believed that poverty was a result of laziness. After each chapter bullet point examples of how the living conditions of the workhouses were the same appalling living condition the poor were hoping to escape.

Create a class theme chart on "Individualism vs. Community." During the time of the Industrial Revolution survival through of individualism out weighted the value of community. After each chapter, bullet point examples of characters looking out for their own personal interest as well as examples of selfless action of humanity.

Create a class theme chart on "Urban vs. Rural" perceptions. Throughout the novel, the city depicts a life of injustice and suffering whereas the countryside represents an idealistic bliss. After each chapter bullet point examples of how the city represents injustice and how the countryside represents idealism.

EXPLORE

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

One possible activity:

Have students write a letter to Oliver.

Directions: Start with Dear Oliver, and end letter with an appropriate salutation. Make sure students sign their names at the end. What would you tell Oliver about Responsibility requiring action? How did he end up ok and others do not? What advice would you give him? Would you have done the same things he did? What would be the moral of the decisions he made?

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

Key Questions

1. What is the difference between Fagin and Noah?
2. Why do they let Noah go?
3. Why does Oliver pray for Fagin?
4. What does Noah and Charley do with his life after the trial?
5. What happens to Monks?
6. Why does Oliver not return to the life of a criminal?
7. Why does Mr. Brownlow adopt Oliver?
8. How does Oliver's identity change?
9. What is the moral of the story?

9. Analyze Analyze the key paragraph.

Key Paragraph

"Without strong affection and humanity of heart, and gratitude to that being whose code is Mercy and whose great attribute is Benevolence . . . happiness can never be attained."

EXTEND

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

After analyzing the key paragraph, write an argumentative paragraph explaining Dickens's message of the novel. Defend your response with three reasons.

Or write an argumentative paragraph that demonstrates Oliver's identity has changes throughout his journey. Provide three examples to support your argument.

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

1. How has your identity change throughout your life?
2. Describe your happily ever after ending.