

Character Based Literacy Program Lesson Plan

Tale of Two Cities, Introduction



Summary

Lesson Plan Introduction

Tale of Two Cities by Charles Dickens is a historical fiction that follows the characters through their trials during the French Revolution. Dickens follows the characters as they navigate in two countries, England and France during this trying time in history. Each of the character plays an important role and stand up for their principals as they encounter death, poverty, and lack of leadership from their “leaders”. The story depicts them learning to become “responsible” in a turbulent time in history.

For the purposes of this lesson we will be referring to *Tale of Two Cities* Random House Bantam edition ISBN number 9780553211764.

On Going Class Product

Map

Create a class map of England and France during the French Revolution.

This can be used as part of the timeline.

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

Character Chart

Draw the characters based on their descriptions. Post them in the class. As you read, list their character traits both positive and negative. Using a piece of twine or string connect each character based on their relationship to each other in the novel (a character web). On each string state how each character is connected.

Venn diagram

Create a class Venn diagram. Compare and contrast England and France during the novel.

Final Writing Product—day 25 of the lesson



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Study this quarter’s theme, “Responsibility Requires Action”, written above.

Study the themes of the novel.

Resurrection and transforming (personally and as a society)

Sacrifice

The reality of violence in revolution and revolutionaries

Love vs. hate

Review/define:

Narrative Writing Style. *A story or account of events, experiences, or the like, whether true or fictitious.*

Throughout the novel you have written a series of theme based paragraphs for your writing prompts. These prompts have also included a personal narrative or your personal story.

Choose one of the themes from the novel above. Using the writing prompts you have already written, choose 3 that will support your theme, write a 5 paragraph narrative story in which you tell the reader how one of the themes (above) relates to your life;

You will have to write an introductory paragraph introducing the theme you picked, and the examples that support it;

You may have to reconfigure the paragraphs you have chosen to support your ideas;

You should include examples real or imagined;

Your narrative should answer specifically,

Who was involved?

What, happened and what was the result?

When, did it occur?

Where, did it happen?

Why, did it happen?

Once you have written your draft, share with a partner. Revise and edit as needed.

Activity for today

Have students read the information about the author, the preface, and afterward. Have students create an author cube. Cube can later be used to write a biographical sketch or used in a cube mobile in class.

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

Tale of Two Cities, Day 1



Outcomes for today

PREPARE

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



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is the historical context of a *Tale of Two Cities*?

A Tale of Two Cities was published serially in 1859. As a historical novel about the French Revolution, however, it takes us back to 18th century London and Paris.

A Tale of Two Cities gives a historical account of the French Revolution. England a rather wealthy nation was peaceful—but struggling to maintain control in the Americas. France was involved in an uprising between the monarchy and peasants who were being influenced by the ideas of Enlightenment. Both nations were in conflict and experiencing the ramifications of the Industrial period.

The novel parallels the two cities and characters as they seek to find truth and peace in an era that was in conflict.

This time period is also known as the Age of Enlightenment. An intellectual and scientific movement of the 18th century Europe which was characterized by a rational and scientific approach to religious, social, political, and economic issues

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

Wisdom (ch. 1 page 1)	foolishness (ch. 1 page 1)	epoch (ch1 page 1)	authorities (ch 1 page 1)	superlative (ch 1 page 1)
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READ

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

As today is day one of the reading have students study the book cover, introduction, and afterward to gain insight and context of the novel. Have students predict what they think the novel will be about.

4. Read

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

Book 1 chapters 1-3 pages 1-16

RESPOND

5. Timeline

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

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

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

6. Map

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

Map

Create a class map of England and France during the French Revolution. This can be used as part of the timeline.

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

Character Chart

Create a character chart for all of the characters in the novel.

- **Today focus on Jarvis Lorry.**
- Draw the character based on their description in the novel.
- Post them in the class.
- As you read, list their character traits both positive and negative.
- Using a piece of twine or string connect each character based on their relationships in the novel (a character web). On each string state how each character is connected.

EXPLORE

7. Activity

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

Venn Diagram

Based on today's reading create a Venn Diagram that compares and contrasts France and England. You can use this diagram to write a compare and contrast essay or paragraph.

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. What was the Age of Enlightenment?
2. The first book is titled "Recalled to Life". What can you interpret from that title? What does being "Recalled to Life" mean to you?
3. Page 4, the author discusses France and its debt. The solution was to print more money. What is the relevance and irony of this occurrence in the world today?

4. In the beginning of chapter two the author spends much time describing the setting and the scene. What is the setting? How does it affect the mood of the chapter? Predict how this mood and tone will affect the rest of the novel?
5. Why are the coachmen suspect of their passengers? Why are the passengers suspect of one another? How can this affect a community or nation if everyone is suspect of one another?
6. What did the messenger want from Mr. Lorry? What is Mr. Lorry's business?
7. Chapter 3 page 12, the author discusses secrets. "...Every one of those darkly clustered houses encloses its own secret; that every room in every one of them encloses its own secret; that every beating heart encloses its own secret. . ." what do you think the author means by this passage? Why is it significant? How can secrets positively and negatively affect a group of people?
8. "Buried how long?" / "Almost eighteen years." / "I hope you care to live?" / "Can't say." What literary style is the author referring to when he speaks of being buried alive? How symbolic is this passage? What things come to your mind when you consider the term "buried alive"?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 1

"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way—in short, the period was so far like the present periods, that some of its noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only.

EXTEND

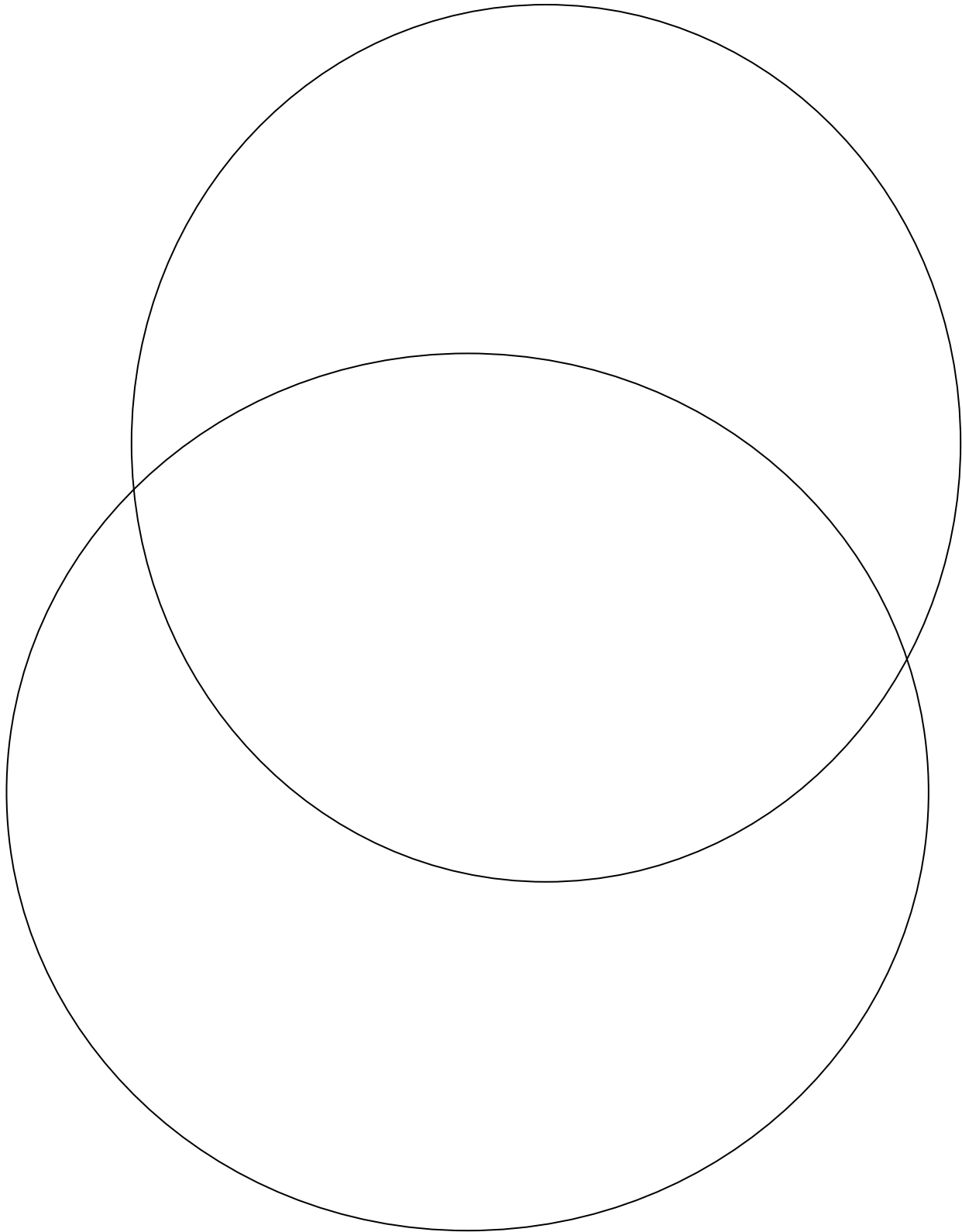
10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

This passage is one of the most famous literary passages.

Write a 3 paragraph essay telling what the author is trying to convey in his opening. What conflicts or themes does the author discuss in this passage? Use details from the text, historical reference, and your own experiences to detail if these same conflicts exist in life today.

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

6g6 Venn Diagram Chart



Character Based Literacy Program Lesson Plan

Tale of Two Cities, Day 2



Outcomes for today

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

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

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



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What was the purpose of wigs in the 19th century?

The wearing of wigs as a symbol of social status was largely abandoned in the newly created United States and France by the start of the 19th century, although it persisted a little longer in the United Kingdom. In the United States, only the first five Presidents since George Washington until James Monroe wore wigs.

Women's wigs developed in a somewhat different way. They were worn from the 18th century onwards, although at first only surreptitiously. Full wigs in the 19th and early 20th century were not fashionable. They were often worn by old ladies who had lost their hair.

During the late nineteenth and early twentieth century hairdressers in England and France did a brisk business supplying *postiches*, or pre-made small wiglets, curls, and false buns to be incorporated into the hairstyle. The use of postiches did not diminish even as women's hair grew shorter in the decade between 1910 and 1920, but they seem to have gone out of fashion during the 1920s.

In today's reading Mr. Jarvis Lorry arrives at the Inn disheveled and exits a business man of nearly 60 years. The author puts much focus on his clothing, dress, demeanor, and etiquette in today's selection with much focus placed on his wig.

2. Wordwall

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

stolid (ch. 4 pg. 20)	decomposed (ch. 4 pg. 24)	probable (ch. 4 pg. 25)	servant (ch. 4 pg. 25)	restore (ch. 4 pg. 25)
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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.

Book 1 chapter 4 pages 16-28

RESPOND

5. Timeline

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

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

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

6. Map

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

Map

Create a class map of England and France during the French Revolution. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel. Today map should follow path from London to Dover.

Character Chart

Create a character chart for all of the characters in the novel.

- **Today focus on Miss Manette.**
- Draw the character based on their description in the novel.
- Post them in the class.
- As you read, list their character traits both positive and negative.
- Using a piece of twine or string connect each character based on their relationships in the novel (a character web). On each string state how each character is connected.

EXPLORE

7. Activity

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

Poster

Create a poster that advertises services provided by the inn. Give the following information:

- Name of the inn;
- Location;
- Amenities;
- Cost;

Remember this is 19th century England. Keep your information relevant to the period.

8. Discussion Prompt in depth discussion with questions from the 9 territories.

Key Questions

1. Page 16, the author describes the traveling conditions of the coach. Would you consider this travel for a wealthy class person or lower class person? Why? Would you travel in similar conditions?
2. Using the information on page 17 describe Mr. Jarvis Lorry. Why do you think the author used so much detail describing him? Is he someone you would like to know? Why or why not?
3. Miss Manette is described as being young but also very well mannered. What does her description tell you about her status in society during this time period?
4. Why was Mr. Lorry so flustered when he spoke to Miss Manette? What does this tell you about him and their relationship during this time period?
5. Miss Manette requests Mr. Lorry's help when she travels. She needs him to accompany her. Why can't she travel alone? What would your life be like if you had to have chaperones wherever you went now?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 25

"But he has been—been found. He is alive. Greatly changed, it is too probable; almost a wreck, it is possible; though we will hope the best. Still, alive. Your father has been taken to the house of an old servant in Paris, and we are going there: I, to identify him if I can: you to restore him to life, love, duty, rest, comfort."

EXTEND

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

There are times in life that we have to be "reset" or be restored to life. When you need to be restored, where do you go? What do you do?

Write a 2-3 paragraph narrative about a time you had been "restored to life". What was the situation?

Use details from your experiences to tell the reader exactly what had happened? Who was involved? Where did the situation take place? What happened? Why? What was the end result?

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

Character Based Literacy Program Lesson Plan

Tale of Two Cities, Day 3



Outcomes for today

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

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

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



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What was the cause of much of the poverty during the 19th century?

During the 19th century the factory system gradually replaced the system of people working in their own homes or in small workshops. In England the textile industry was the first to be transformed. The changes caused a great deal of suffering to poor people.

The industrial revolution created a huge demand for female and child labor. Children had always done some work but at least before the 19th century they worked in their own homes with their parents or on land nearby. Children's work was largely seasonal so they did have some time to play. When children worked in textile factories they often worked for more than 12 hours a day.

In the early 19th century parliament passed laws to curtail child labor. However they all proved to be unenforceable. The first *effective* law was passed in 1833. It was effective because for the first time factory inspectors were appointed to make sure the law was being obeyed. The new law banned children under 9 from working in textile factories.

Living conditions were horrible during this time. Many of the poor had cesspits that were not cleaned or emptied often. In some cases the poor shared toilets and diseases spread easily. The Victorian upper class had very little compassion and did little to change the situation.

In today's chapter the conditions of the time are described in detail as the wine cask breaks in the street. The poor enter the street in droves and literally lap the drink off the dirt and pavers.

2. Wordwall

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

sodden (ch. 5 page 29)	furrow (ch. 5 pg. 30)	suppressed (ch. 5 pg. 31)	expostulation (ch. 5 pg. 32)	feigned (ch. 5 pg. 33)
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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..

Book 1 chapter 5 pages 28-39

RESPOND

5. Timeline

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

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

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

6. Map

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

Map

Create a class map of England and France during the French Revolution. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel. Today map **Saint Antoine, Paris**

Character Chart

Create a character chart for all of the characters in the novel.

- **Today focus on Monsieur Defarge and Madame Defarge.**
- Draw the character based on their description in the novel.
- Post them in the class.
- As you read, list their character traits both positive and negative.
- Using a piece of twine or string connect each character based on their relationships in the novel (a character web). On each string state how each character is connected.

EXPLORE

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

Building Inspector “T” Chart:

Pretend you are a building inspector and have been called out to inspect the living conditions described in this chapter.

- Create a “T” Chart.
- On one side cite the issues/conditions you see are hazards;
- On the other side cite corrective actions (based on today’s standards) they should take to make the situation more pleasant.
- Chose one of these issues and write a detailed paragraph on the reasons the issue was allowed and what changes have been made to make things better for all of us.

Punishment Should Fit the Crime

This chapter discusses the conditions that Dr. Manette is kept in. Not only are they horrible the public is allowed to view him. Remember that he has been released from prison. Do you think this punishment and treatment is just? Today we have various different degrees of punishments for crime some effective others are not.

Think of alternative punishments for infractions that you feel would be more effective.

- Create a list of infractions or crimes that people commit. These infractions could take place at home, school, or in the community;
- Create a list of alternative punishments for that crime or infraction.

Extend: You can have students chose one infraction from their list and use it as a writing project to convince local authorities, school, or parents to reconsider their punishments.

Example: People who do not care for their pets will have to live like their pet (in the same condition) for a week.

8. Discussion Prompt in depth discussion with questions from the 9 territories.

Key Questions

1. Why is the scene where the wine cask breaks so telling of the time period? What did this scene tell you about human nature? What do you think the people in this scene needed and wanted? Do you feel there is a basic human need for a certain amount of order?
2. Why did people drink wine during this time period?
3. What is Madame Defarge knitting? What does that tell you about her character?
4. The three men enter the store and want to see Dr. Manette. Defarge allows this, he allows people to go and see him like a caged animal what outcome is he trying influence? Do you think that criminals would reconsider re-offending if they knew they were going to be ridiculed?
5. If the doctor was released why do the Defarge’s keep him locked up?
6. What is the significance of the doctor making shoes at the end of the chapter?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 38

“Do you make a show of Monsieur Manette?”

“I show him, in the way you have seen, to a chosen few.”

“Is that well?”

“I think it is well.”

“Who are the few? How do you choose them?”

“I chose them as real men, of my name—Jacques is my name—to whom the sight is likely to do good. Enough; you are English; that is another thing. Stay there, if you please, a little moment.”

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

The wine shop keeper, Defarge, keeps Dr. Manette in cell like conditions. He allows patrons to go and see him. Do you think that criminals should be put on display in this fashion? Do you think it would prevent crime or prevent people from re-offending if they knew they would be placed on display and ridiculed?

Write a three paragraph narrative in which you describe a time you were treated unfairly or unjustly? Use details, and dialog to describe what happened and what the outcome was? Be sure to include what you learned from the situation.

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

Character Based Literacy Program Lesson Plan

Tale of Two Cities, Day 4



Outcomes for today

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

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

PREPARE

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



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What happens when a person is kept in solitary confinement or isolated for too long?

Isolation and solitary confinement is considered a major human stressor. People and animals that are kept in (prolonged) isolation due to social issues or due to criminal behavior can have a variety of psychological issues over time. Long term isolation contributes to anxiety, aggression, and memory issues.

In today's reading we learn more about Dr. Manette. Due to his situation he barely remembers his name or relevant facts about his history. The effects of his isolation are apparent in his behavior and inability to converse with the visitors.

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

salutation (ch. 6 pg. 39)	deplorable (ch. 6 pg 40)	obliterated (ch. 6 pg. 43)	summoned (ch. 6 pg. 45)	lethargy (ch. 6 pg. 47)
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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..

Book 1 chapter 6 page 39-50

RESPOND

5. Timeline

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

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

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

6. Map

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

Map

Create a class map of England and France during the French Revolution. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel. **There is no new location today.**

Character Chart

Create a character chart for all of the characters in the novel.

- **Today focus on Dr. Manette.**
- Draw the character based on their description in the novel.
- Post them in the class.
- As you read, list their character traits both positive and negative.
- Using a piece of twine or string connect each character based on their relationships in the novel (a character web). On each string state how each character is connected.

EXPLORE

7. Activity

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

I Like Your Shoes

Dr. Manette teaches himself to make shoes while he was in prison. He asked his captors to grant him leave so he could learn a trade. This unit's theme is "responsibility". Part of being responsible is taking action.

- Using the shoe cut out create shoe that reflects your personality and style.
- What are you responsible for? Label the sole with those activities.
- How do you show you are responsible? Label the laces.
- What could you improve? Label the toe.

8. Discussion

Prompt in depth discussion with questions from the 9 territories.

Key Questions

- What had happened to Dr. Manette as a result of his captivity?
- Dr. Manette was confined for 18 years. What are other causes of isolation? What do you think that type of isolation would do to you? What are ways to combat isolation?

- Dr. Manette didn't seem surprised when the visitors came to see him. Why wasn't he?
- What was the purpose of the Doctor learning to make shoes? What was he trying to do? Do you think it helped?
- Miss Manette's mother hid the truth about the doctor from her. Do you think the mother was wise to do this? How would you have handled this situation?
- What do you think the phrase, "recalled to life means"? Do you think it is humane to expect the doctor to be "recalled to life?" Why or why not?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 45

"She had laid her head upon my shoulder, that night when I was summoned out—she had a fear of my going, though I had none—and when I was brought to the North Tower they found these upon my sleeve. "You will leave them? They can never help me to escape in the body, though they may in spirit." Those were the words I said. I remember them very well."

EXTEND

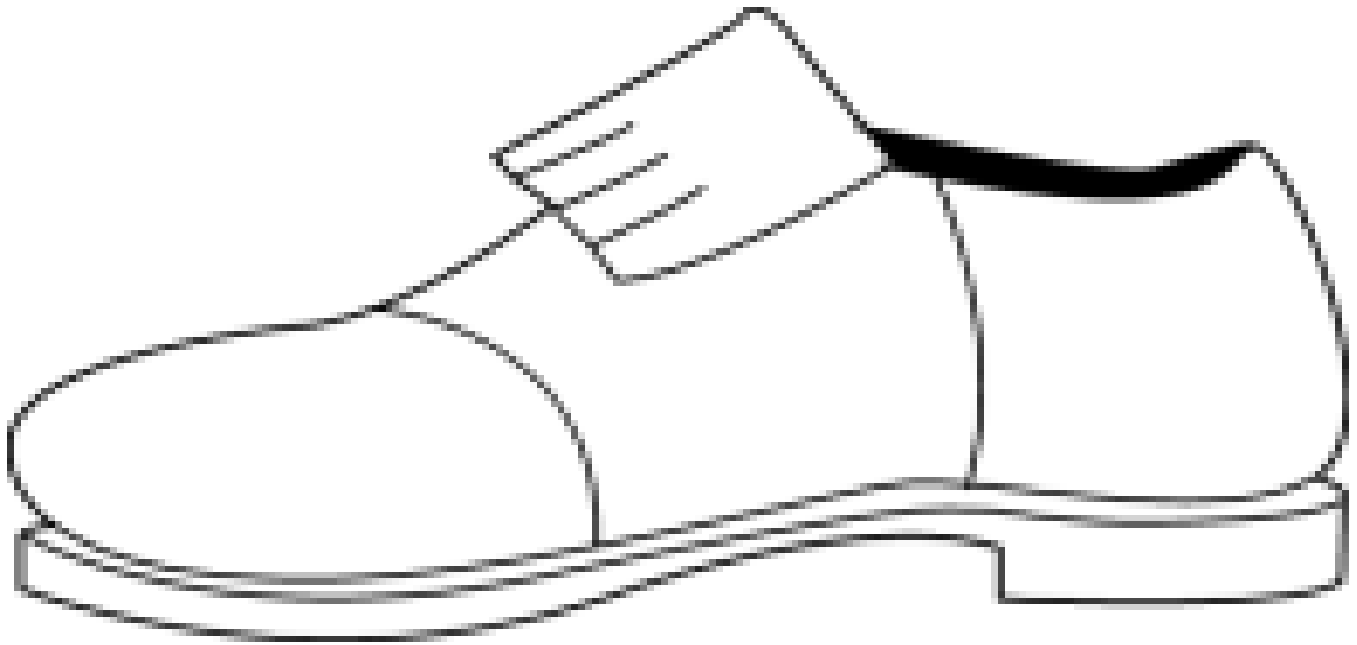
10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Dr. Manette requests that they guards leave his daughters hair with him. He keeps them wrapped in paper in his pocket. He realizes that they will not help him physically escape prison but it will help him mentally escape.

Think about the challenges that you may have. What are some ways that you escape from them? It may be a sport, hobby, work.

Write about a time you had to "escape" mentally, physically, or emotionally from something (this can be real or imagined). Describe to your reader what you do to escape (make sure it is school appropriate). Tell the reader what you do and how it helps. Use detailed and descriptive words, phrases, and imagery.

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



Character Based Literacy Program Lesson Plan

Tale of Two Cities, Day 5



Outcomes for today

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

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

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



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is treason and how is it punished?

Treason is the offense of acting to overthrow one's government or to harm or kill its sovereignty. It can also be considered a violation of allegiance to one's sovereign or to one's state.

The punishment for treason was death by either hanging or having one's head cut off and quartered.

In today's reading we visit the trail of a man of 25 years who is on trial for treason. He has pleaded not guilty and is somewhat calm for the trial. The public, during this time, come and watch trials for pleasure. They love it when someone is found guilty. It is a past time to go and watch the executions.

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

embellishment (ch. 1 pg. 54)	urchin (ch. 1 pg. 55)	trepidation (ch. 1 pg. 56)	piety (ch. 1 pg. 57)	menagerie (ch. 1 pg 58.)
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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..

Book 2 Chapter 1 and 2 pages 53-66

RESPOND

5. Timeline

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

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

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

6. Map

Map

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

Create a class map of England and France during the French Revolution. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel. (today London near Temple Bar)

Character Chart

Create a character chart for all of the characters in the novel.

- **Today focus on Jerry Cruncher**
- Draw the character based on their description in the novel.
- Post them in the class.
- As you read, list their character traits both positive and negative.
- Using a piece of twine or string connect each character based on their relationships in the novel (a character web). On each string state how each character is connected.

EXPLORE

7. Activity

Sketch

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

Using the description on page 53-55 of Tellson's Bank draw a sketch of the location.

8. Discussion

Key Questions

- Why do the members of Tellson's pride themselves on the drab location and drab workers of the bank? Why don't they want anything impressive in the bank?
- Pg. 54 "*But indeed, at that time, putting to death was a recipe much in vogue with all trades and professions, and not least of all with Tellson's. Death is nature's remedy for all things, and why not Legislation's? Accordingly, the forger was put to Death, the utterer of a bad note was put to Death...*" Why was Death used as a punishment for every infraction? Do you see other types of punishments that would have been "just"? Would you choose to act differently or make different choices if you knew one of the consequences of your actions was death?

- What do Mr. Cruncher's living conditions reflect about him and his family? How can you tell?
- Old Bailey is the court house/hanging arena. Why would citizens go and pay to see someone put on trial? Why would they guard the doors during a trial? What are they trying to prevent?
- Mr. Lorry, a banker, is at a trial for a person convicted of treason. Why would he go to the trial? What is his purpose there? Predict what you think will happen.

9. Analyze Analyze the key paragraph.

Key Passage, pg. 56

"After hailing the morn with this second salutation, he threw a boot at the woman as a third. It was a very muddy boot, and may introduce the odd circumstances connected with Mr. Cruncher's domestic economy, that, whereas he often came home after banking hours with clean boots, he often got up the next morning to find the same boots covered with clay."

EXTEND

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

Mr. Cruncher is introduced with more detail today. His living conditions although not lavish are well kept and clean unlike many of the others during the period. Mr. Cruncher is introduced as a messenger for the bank. Therefore the muddy boots are contrary to his profession. What do you speculate Mr. Cruncher is doing? Is it acceptable to have a secret life? If you could have a secret life what would it be.

Write 3 paragraphs in which you make up your secret life. Use details to tell your audience what your life is like now. Then give them details about your secret identity? What would you do, who would you be if you could be anyone or anything? Be descriptive use sequences to build mystery, suspense, drama.

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

Character Based Literacy Program Lesson Plan

Tale of Two Cities, Day 6



Outcomes for today

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

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

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



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Why were messengers needed in the 18th century?

Messengers were utilized during this period to convey information. Telegraphs and phones had not been invented yet so messengers were the next best form of communication. In this novel Jerry exchanges his messages in written and spoken form and is able to do so very swiftly. His job is not to judge the information given just to relay it.

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

sublime (ch. 3 pg. 66)	acquitted (ch. 3 page 79)	Vehemence (ch. 3 pg. 79)	baffled (ch. 3 pg. 79)	dispersing (ch. 3 pg. 79)
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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..

Book 2, Chapter 3, pages 66-79

RESPOND

5. Timeline

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

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

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

6. Map

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

Map

Create a class map of England and France during the French Revolution. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel. Today they are in London

Character Chart

Create a character chart for all of the characters in the novel.

- **Today focus add more details to Mr. Lorry, Miss Manette, Dr. Manette, and Jerry Cruncher**
- Draw the character based on their description in the novel.
- Post them in the class.
- As you read, list their character traits both positive and negative.
- Using a piece of twine or string connect each character based on their relationships in the novel (a character web). On each string state how each character is connected.

EXPLORE

7. Activity

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

Headline

Create the front page of a newspaper that gives the news of the acquittal.

- Make sure you have a title and dateline
- Summarize today's events in news story fashion giving as many active details as possible;
- Add another news or feature story about the day in court;
- You can choose to add a picture based on the description of the text.

8. Discussion Prompt in depth discussion with questions from the 9 territories.

Key Questions

1. The attorney general is trying the man. If you were on the jury, based on the information given, would you find him guilty or not guilty? Why?
2. John Barsad was on the stand and the Solicitor General attacks his character. What role does character play in people's believability? Do you think that character is important? If you had two people of equal skill and one had exceptional character, who would you choose? Why?
3. Why does Miss Manette find favor with the man?
4. Why doesn't Dr. Manette remember his journey out of France? Do you think that happens to people who have victim of trauma? Why? What is your body and mind doing for you?
5. What did Mr. Stryver and Mr. Carton do to convince the jury that Mr. Darney was maybe not guilty? Why did it work?
6. Why didn't Mr. Carton want Mr. Darney to associate with the Manette's or Mr. Lorry?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 79

"Hastily written on the paper was the word 'AQUITTED.'"

"If you had sent the message, 'Recalled to Life,' again" muttered Jerry, as he turned, "I should have known what you meant, this time."

He had no opportunity of saying, or so much as thinking, anything else, until he was clear of the Old Bailey; for, the crowd came pouring out with a vehemence that nearly took him off his legs, and a loud buzz swept into the street as if the baffled blue-flies were dispersing in search of other carrion."

EXTEND

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

Mr. Darney was acquitted of his "crime". During this time the public used the court and hangings as a public show or entertainment. Once the verdict was announced the public was angry. There are times that we are looking forward to an event, season, vacation, work, ect., and the actually event fails to meet your expectations.

Write one paragraph describing a time that you were looking forward to something. Describe what you were anticipating. What happened that it did not meet your expectations? Describe the end result. Engage your reader by clearly stating your situation. Use details and descriptive phrases and words.

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

Character Based Literacy Program Lesson Plan

Tale of Two Cities, Day 7



Outcomes for today

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

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

1. Background

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



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What does Old Bailey refer to?

The Old Bailey, also known as Justice Hall, the Sessions House, and the Central Criminal Court, was named after the street in which it was located, just off Newgate Street and next to Newgate Prison, in the western part of the City of London. Over the centuries the building has been periodically remodeled and rebuilt in ways which both reflected and influenced the changing ways trials were carried out and reported.

For more information on the Old Bailey go to: <http://www.oldbaileyonline.org/static/The-old-bailey.jsp>

In today's reading Mr. Darney is acquitted in his trial. Throughout the trial and chapter Old Bailey is referred to. Old Bailey not only was the courthouse but also location of many of the hangings when people were found guilty.

2. Wordwall

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

solicitor (ch 4 pg 79)	fervently (ch 4 pg. 80)	nettled (ch 4 pg. 82)	impediments (ch 4 pg 83)	carousing (ch 5 pg 87)
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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..

Book 2, Chapter 4 & 5, pages 79-92

RESPOND

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

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

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

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

Map

Create a class map of England and France during the French Revolution. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel. **Today they can map the city of London. Focusing on the courthouse area.**

Character Chart

Create a character chart for all of the characters in the novel.

- **Today focus on Mr. Carton**
- Draw the character based on their description in the novel.
- Post them in the class.
- As you read, list their character traits both positive and negative.
- Using a piece of twine or string connect each character based on their relationships in the novel (a character web). On each string state how each character is connected.

EXPLORE

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

Postcard

Pretend you are Mr. Darney.

- Write a postcard to your family letting them know the results of the trial. Be sure to let them know how the defense helped your case.
- On the other side sketch a picture that depicts a scene from the reading;
- Make sure you properly address the postcard.

8. Discussion Prompt in depth discussion with questions from the 9 territories.

Key Questions

1. Why did Dr. Manette have mood swings/depression? What did Miss Manette do to help? Do you think this was normal given his circumstances?
2. Mr. Lorry takes it upon himself to make sure that the Manette's are cared for. What gives him the right to assume this role? Do you know someone in your life that does this type of caretaking?
3. Is it proper for Mr. Darney to associate with Miss Manette and Dr. Manette? Why?
4. Based on what you have read so far, what kind of societal roles/rules are being established?
5. Based on what you know so far about Mr. Carton, what do you think his biggest character strength? What about his biggest character flaw?
6. What happens that Mr. Carton does not get credit for his actions in court? If you were in a similar situation, what would you do?
7. What do you think the chapter title "The Jackal" refers to?
8. If you were a friend of Mr. Carton what would you tell him?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 92

"sadly, sadly, the sun rose; it rose upon no sadder sight than the man of good abilities and good emotion, incapable of their direct exercise, incapable of his own help and his own happiness, sensible of the blight on him, and resigning himself to let it eat him away."

EXTEND

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

It is true that the sun will rise every day. On this day it rose on Mr. Carton who by his own admission is a sad person. In reality he has good skills and is capable of great things and he has true emotions. However, he has allowed himself to always be second best. Instead of stepping up and doing his best he now does the bare minimum to get by. Because of this he feels he is incapable of being happy and living a full life. Think about a typical day in your life. Do you live every day exceeding expectations or doing just the bare minimum to get by? Are there areas that you excel at and do great things?

Write 1-2 paragraphs about an area of your life that you do really well. It could be a sport, music, art, cleaning, a subject at school, relating to and helping people.

Introduce yourself to your reader. Describe to your reader what you do well. How you started that activity or event and how you maintain your skills. Show how you started the activity and how you progressed. Include details. Conclude by stating what you learned from the experience.

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

Character Based Literacy Program Lesson Plan

Tale of Two Cities, Day 8



Outcomes for today

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

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

PREPARE

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



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What was a suitor?

A suitor is a man who is courting a woman.

In today's reading we meet Miss Pross who has cared for Miss Manette since she was ten. Miss Pross is convinced that Miss Manette has hundreds of suitors per day. On this particular occasion Mr. Lorry realizes that he and Mr. Carton are the only ones that enter the Manette home to socialize with Miss Manette. She is beautiful and young but has no real suitors.

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

malice (ch 6 pg. 95)	exalted (ch. 6 pg. 96)	placidly (ch. 6 pg. 98)	acoustical (ch. 6 pg. 99)	sultry (ch. 6 pg.102)
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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..

Book 2, Chapter 6 pages 92-104

RESPOND

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

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

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

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

Map

Create a class map of England and France during the French Revolution. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel. Continue to map the city of London.

Character Chart

Create a character chart for all of the characters in the novel.

- **Today focus on Miss Pross**
- Draw the character based on their description in the novel.
- Post them in the class.
- As you read, list their character traits both positive and negative.
- Using a piece of twine or string connect each character based on their relationships in the novel (a character web). On each string state how each character is connected.

EXPLORE

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

Day in the Life

We sometimes wonder what it would be like to live in a different time period.

Follow the link below to gain better insight on what it would be like to be a woman in 18th Century England. This is similar to a, choose your own adventure, story. This can be done individually or as a class.

http://www.umich.edu/~ece/student_projects/make_your_way/index.html

8. Discussion Prompt in depth discussion with questions from the 9 territories.

Key Questions

1. Based on the author's description of the family's lodgings, does the Manette home fit with the times? What does this suggest to you?
2. The doctor has his shoemaking bench and supplies in his room. Why would the doctor keep those materials if they are associated with such a horrible period in his life? Would you choose to hang onto that portion of your past?

3. Do you think it is important for people to remember portions of their life that are full of strife and trials? Why?
4. Miss Pross is concerned about the suitors who will come for Miss Manette? Why is she concerned? What role has Miss Pross played for Miss Manette? What role does she play for the family?
5. While the group was sitting outside Dr. Manette reflected back on his time in prison. What triggered this memory? What do you think will happen?
6. The group is waiting for the rain in the house. Miss Manette pretends that the sound of thunder is the patter of feet that are going to enter into their lives. What do you think will happen based on this prediction?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 96

“Mr. Lorry knew Miss Pross to be very jealous, but he also knew her by this time to be, beneath the surface of her eccentricity, one of those unselfish creatures—found only among women—who will, for pure love and admiration, bind themselves willing slaves, to youth when they have lost it, to beauty that they never had, to accomplishments that they were never fortunate enough to gain, to bright hopes that never shone upon their own somber lives. He knew enough of the world to know that there is nothing in it better than the faithful service of the heart.”

EXTEND

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

Miss Pross is a wonderful servant to Miss Manette. She has devoted her life to her care and proud of how Miss Manette has turned into a wonderful human. We have people in our lives that are there to help us be a little bit better, be a role model, and sometimes just a cheer leader for us. Think about the people in your life, your teachers, coaches, boss, aunts, uncles, or someone you have chosen to support you.

Write a story about your personal “Miss Pross”. Introduce your character with details (looks, mannerisms). How did you meet them? How do they support you? What do they do that helps motivate you? Why do you value the support you get from your “Miss Pross?” Be detailed and descriptive as you write about the support you get from them. Conclude by stating what you have learned or gained by your *Miss Pross*.

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

Character Based Literacy Program Lesson Plan

Tale of Two Cities, Day 9



Outcomes for today

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

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

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



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What does the title Monsignor refer to?

Monsignor is a title of honor in the French language. The English will occasionally use it also. It is typically used before a person's last name. It normally signifies someone of royalty or some other dignitary.

In today's reading we meet Monsignor the Marquis. He is a person of very little character. He is surrounded by help in a time that poverty is running rampant. He depicts the class warfare perfectly.

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

sullen (ch. 7 pg. 105)	contempt (ch. 7 pg. 106)	dilated (ch. 7 pg. 110)	contemptuous (ch. 7 pg. 113)	cinereous (ch. 8 pg 114)
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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..

Book 2 chapter 7 & 8, pages 104-119

RESPOND

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

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

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

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

Map

Create a class map of England and France during the French Revolution. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel. Today we are back in Paris, France.

Character Chart

Create a character chart for all of the characters in the novel.

- **Today focus on Monseigneur the Marquis**
- Draw the character based on their description in the novel.
- Post them in the class.
- As you read, list their character traits both positive and negative.
- Using a piece of twine or string connect each character based on their relationships in the novel (a character web). On each string state how each character is connected.

EXPLORE

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

Character is the Best Medicine

Think about Monseigneur the Marquis and his overall character. He is unable to feel any empathy or have any ability to be a part of a solution to help the poor. He is part of the problem.

Knowing his nature and how he relates to people, you are able to give him one positive character trait to help him be a little bit better. What one would you give him and why? Draw and advertisement for that one trait. Explain why that trait will help him better relate to others and how it may help him become more responsible.

8. Discussion Prompt in depth discussion with questions from the 9 territories.

Key Questions

- What was the monseigneur's role in the overall business of the area?
- At one point he almost lost all of his wealth. How did he re-obtain wealth and status?

- The monseigneur surrounds him with many servants and others who seem to tag along. What is the overall quality of his peers? How does this help or hinder him? If you were in a position of power, who would you want around you? Why?
- With what regard does the monseigneur relate to the poor around him? Where is his concern when he hit the child? Where did he place blame? What happened in the streets? What was the Defarge's role in that situation? Predict what will happen to those in power?
- Where are the woman and children in this novel? Why do you think there is very little mention of them in general?
- Why is there a man on the bottom of the carriage? What purpose does he have? Once the townspeople hear of him do you think it gives them a glimmer of hope? Why?
- The wife of the woodsman asks him for grave markers so those who have passed on will not be forgotten? Why is it important to not forget those who have served? What does their memory help?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 114

"The village had its one poor street, with its poor brewery, poor tannery, poor tavern, poor stable yard for relay-post horses, poor fountain, all usual poor appointments...Expressive signs of what made them poor, were not wanting; the tax for the state, the tax for the church, the tax for the lord, tax for local and tax for general, were to be paid here and had to be paid there..."

EXTEND

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

Based on the above information the village people would be living a comfortable life and more financially stable if they were not over-taxed. What role do taxes play in a society? Is there a balance of taxes to services? Think of the tax issue that is currently plaguing most of the states and nation. Is there a point in time that taxes should be cut to allow people to live and spend money freely? How do taxes affect your life? Would your life be better or worse by paying a smaller amount?

Write a 3-5 paragraph paper/letter to the government of France. Explain to them why you feel taxes should be cut and how cutting those taxes would help you and your family. Describe with details and sensory language how a tax cut will affect your family for the better or for the negative.

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

Character Based Literacy Program Lesson Plan

Tale of Two Cities, Day 10



Outcomes for today

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

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

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



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is the purpose of government?

The main purpose of government is to organize a specific geographic region and maintain the safety of the general population. For this purpose governments must have laws and the ability to enforce the laws. The other purpose of government is to protect the individual freedoms of its population. Threats can come from within its borders and from other countries. The government must be able to deal with either threat.

In today's reading we learn more about Charles Darnay's background and we gain more insight on his uncle Monsieur the Marquis. The Monsieur thinks that its main purpose is to extract as much wealth and power from others regardless of the expense to people's lives and their livelihoods. Charles renounces this way of life and feels guilty for it and eventually, his uncle is killed.

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

ominous (ch. 10 pg. 122)	reaping (ch. 10 pg. 124)	perpetuating (ch. 10 pg. 125)	obstinate (ch. 10 pg. 128)	saunter (ch. 10 pg. 130)
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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..

Book 2, Chapter 9, pages 119-130

RESPOND

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

1. The Monsieur the Marquis arrives at his chateau. He is waiting for his nephew to arrive. He decides to eat while he is waiting;
2. His nephew arrives and it is Charles Darnay (who was on trial and released in England);
3. The two men converse. Charles Darnay is frustrated that his uncle has done little to care for the family name and realizes that his uncle had little influence;
4. Charles realizes that his family has wronged many people and he is wanting to choose a new path;
5. Charles denounced that family and the wealth that came with it;
6. His uncle was frustrated by his nephew and they ceased to speak.
7. They parted company and both went to bed. The morning came and all went upon their business;
8. The Monseigneur was found dead in his bed.

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

Map

Create a class map of England and France during the French Revolution. This can be used as part of the timeline.

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

Character Chart

Create a character chart for all of the characters in the novel.

- **Today focus on Charles Darnay**
- Draw the character based on their description in the novel.
- Post them in the class.
- As you read, list their character traits both positive and negative.
- Using a piece of twine or string connect each character based on their relationships in the novel (a character web). On each string state how each character is connected.

EXPLORE

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

I Can Change That!

Charles Darnay decided he did not want to be hated by masses of people and he wanted to reinvent himself. He chose to give up all the wealth that he had to become a more compassionate person. Think about your life and all that you have to offer. What do you want to be known for?

- Draw a carriage similar to the one that is driven in the novel;
- On the outside of the coach list or illustrate the great things that you want to be known for;
- Use this as an opportunity to look into your future. What do you want it to hold?

8. Discussion Prompt in depth discussion with questions from the 9 territories.

Key Questions

- Why is the uncle so anxious to meet his nephew?
- What connection is made between his nephew and the Manette's?
- What has happened to the family name? Do you think the Monseigneur set out to ruin the family? What happens when a series of bad choices are made?
- Why doesn't Charles want to be part of the family anymore? Do you think he is respected or hated for that decision?
- Why did it take so long for the staff to notice that the Monsignor was dead? What was the reaction of the villagers? Who do you think killed him? What was the meaning of the phrase, "Drive him fast to his tomb. This, from Jacques."?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 124-125

"Sir," said the nephew, "we have done wrong, and are reaping the fruits of wrong."

"We have done wrong?" repeated the Marquis...

"Our family; our honorable family, whose honour is of so much account to both of us, in such different ways. Even in my father's time we did a world of wrong, injuring every human creature who came between us and out please, whatever it was..."

EXTEND

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

Charles Darnay the Monseigneur's nephew is saddened by the wrong that his family has caused to others. He is bothered by the lack of moral consciousness that his uncle has and wants to reinvent himself and do better.

Write 1-2 paragraphs about a time that you made a bad choice, decision, or were known for something you didn't want to be known for (real or imagined and school appropriate). Describe to your reader what happened and how it changed you. What steps did you have to take to reinvent yourself? How were you able to make the situation positive? Write over time giving a logical sequence of events.

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

Character Based Literacy Program Lesson Plan

Tale of Two Cities, Day 11



Outcomes for today

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

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

PREPARE

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



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is an eligible bachelor?

An eligible bachelor is a bachelor considered to be a particularly desirable potential husband, usually due to wealth, or social status.

In today's reading three men are vying for Miss Manette. Mr. Carton, Mr. Darney, and Mr. Stryver. All three would be considered eligible bachelors. Mr. Carton and Mr. Stryver due to their position in the court and Mr. Carton his position in education. Although, they are all eligible there are circumstances that should prevent them from involving themselves with Miss Manette.

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

render (ch. 10 pg. 131)	exalted (ch. 10 pg. 131)	prospered (ch. 10 pg. 131)	perpetuate (ch. 10 pg. 137)	incorrigible (ch. 11 pg. 141)
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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..

Book 2, Chapters 10-12, pages 130-150

RESPOND

5. Timeline

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

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

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

6. Map

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

Map

Create a class map of England and France during the French Revolution. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel. **Today update your map.**

Character Chart

Create a character chart for all of the characters in the novel.

- **Today focus on Mr. Stryver**
- Draw the character based on their description in the novel.
- Post them in the class.
- As you read, list their character traits both positive and negative.
- Using a piece of twine or string connect each character based on their relationships in the novel (a character web). On each string state how each character is connected.

EXPLORE

7. Activity

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

Venn Diagram

Use the attached diagram to compare Charles Darney, Sydney Carton, and Mr. Stryver. They all are courting Miss Manette. Compare and contrast their positive and negative traits. If you had to recommend one man to marry Miss Manette, who would it be and why? Write a one paragraph recommendation letter to her. Use active voice and facts/examples from the reading.

8. Discussion

Prompt in depth discussion with questions from the 9 territories.

Key Questions

1. Charles Darney renounces his country, wealth, and status. He moves to London and begins to work as a tutor and translator and becomes well respected in his field. What do you think that says about his character and abilities?

2. Mr. Darney has chosen to not tell Miss Manette about his true feelings. Why hide them from her? What is he worried about?
3. Mr. Darney speaks to Dr. Manette about Miss Manette and his desire to marry her. Why is this practice customary? What does it say about a man who is willing to speak to a woman's father before asking her to marry him?
4. Based on what you have read so far do you see any connection between the doctors past and Charles Darney?
5. What plans do Mr. Carton and Mr. Stryver have regarding Miss Manette?
6. Mr. Stryver speaks to Mr. Lorry about his plans. Do you think he was expecting Mr. Lorry to tell him not to pursue Miss Manette? What do you think his largest fault is?
7. Mr. Lorry feels that the woman should go before all in a marriage. Do he and Mr. Stryver agree? What are Mr. Stryver's priorities? What is your opinion?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 131

"In London, he had expected neither to walk on pavements of gold, nor lie on beds of roses: if he had had any such exalted expectation, he would not have prospered. He had expected labor, and he found it, and did it, and made the best of it. In this, his prosperity consisted."

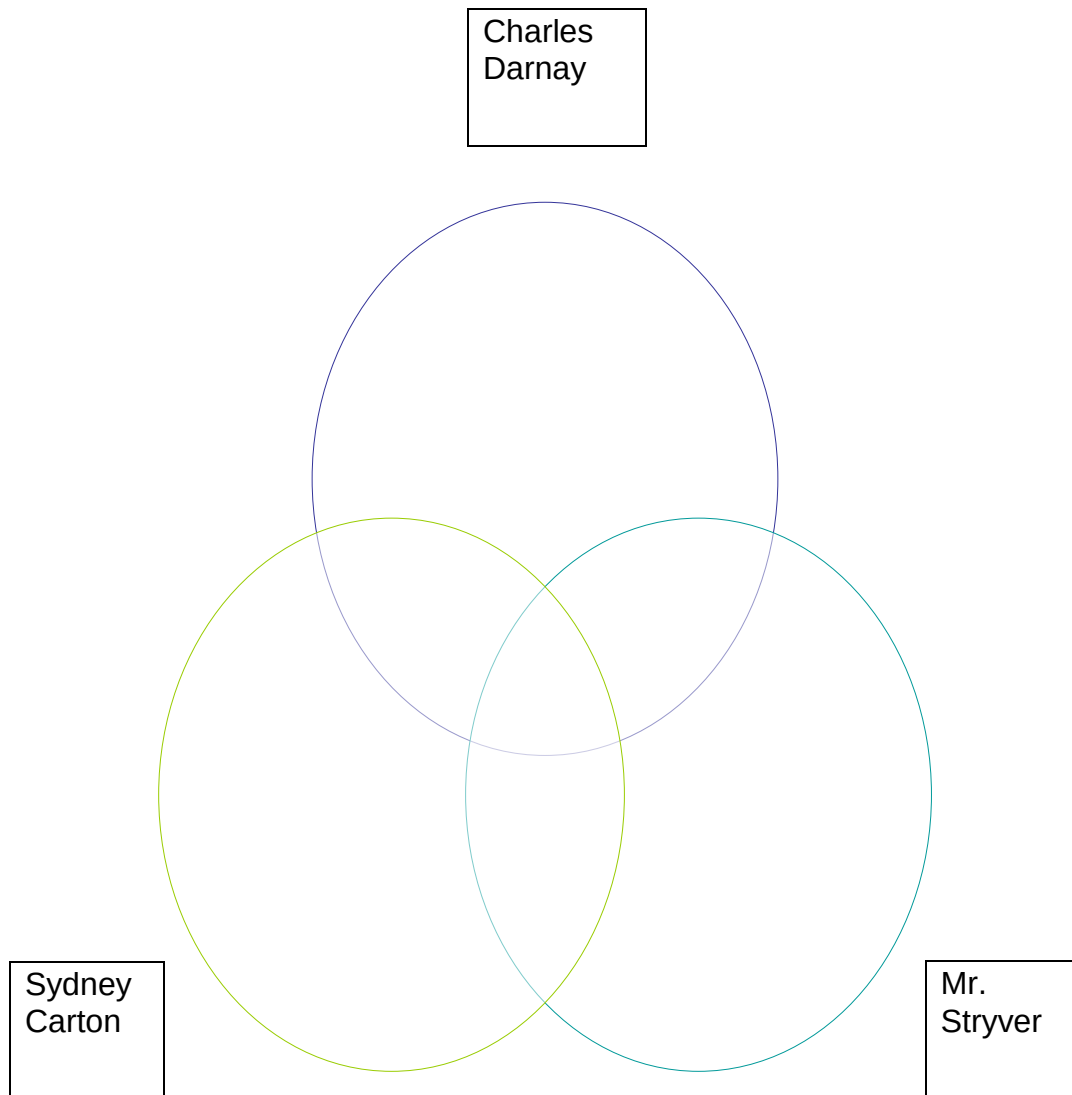
EXTEND

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

Mr. Darnay came to London and expected to work and work hard. Because of this he was able to succeed and live a very comfortable life. He chooses to exceed his own expectations and to make good happen instead of waiting for something good to happen to him. What is your definition of prospering? Are you willing to work hard and prosper in order to succeed or do you expect things to be given to you?

Write a 2-3 paragraph paper detailing your ability to succeed and prosper. What attributes do you need to succeed? Describe a time that you had to work for something that you wanted. Did it have more value? While you are writing consider the following quote, "Give a man a fish you feed him for a day. Teach a man to fish you feed him for a lifetime." How does that relate to your ability to succeed and prosper? Be vivid in your details. Conclude by reflecting on what you learned from your experience.

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



Character Based Literacy Program Lesson Plan

Tale of Two Cities, Day 12



Outcomes for today

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

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

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



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What was is a “resurrection man”?

A “resurrection man” is a grave snatcher. Someone who robs fresh graves of their bodies. Because of the time and the new discoveries in science it was important for doctors to have cadavers or a body to experiment on. Resurrection Men helped fill this need and sold the bodies to science.

In today’s reading we learn more about Jerry Cruncher and his trades. Not only is he the messenger for Tellson’s he is a “Resurrection Man”. His son cannot figure out why his boots are muddy and his hands are rusty so he follows his father one night. Once he sees the coffin and realizes what his father is doing he runs away scared.

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

transitory (ch. 13 pg. 150)	waifs (ch. 13 pg. 150)	heathen (ch. 14 pg. 155)	exultant (ch. 14 pg. 156)	ingenuity (ch. 14 pg. 158)
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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..

Book 2, Chapter 13-14, pages 150-165

RESPOND

5. Timeline

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

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

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

6. Map

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

Map

Create a class map of England and France during the French Revolution. This can be used as part of the timeline.

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

Character Chart

Create a character chart for all of the characters in the novel.

- **Today focus on Jerry Cruncher or Sydney Carton**
- Draw the character based on their description in the novel.
- Post them in the class.
- As you read, list their character traits both positive and negative.
- Using a piece of twine or string connect each character based on their relationships in the novel (a character web). On each string state how each character is connected.

EXPLORE

7. Activity

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

Job Wanted

Based on the information learned in chapter 14—create an advertisement for a “Resurrection Man” position in your local town. This should be no more than 50 words detailing the job. Be sure to include the following:

- Job title;
- Hours;
- Purpose;
- Contact information;
- Pay schedule;
- Needed job skills

8. Discussion Prompt in depth discussion with questions from the 9 territories.

Key Questions

1. Do you think that Mr. Carton was destined to live his life being second best or do you think he made choices that sent him that way? What is destiny? Do you believe that things just happen to you or do you have to go and make them happen (both good and bad)?
2. What purpose did Mr. Carton have in unburdening himself to Miss Manette? Why was she compassionate towards him?
3. Why was the town excited about the funeral?
4. What is your definition of mob mentality? How does that mentality affect the town during the funeral? Why is it common for people to sink to the lowest denominator when there is a mob rule?
5. What does Jerry Cruncher wish to learn when he follows the funeral?
6. Jerry tells himself he is an honest tradesman. Why do you think he participates in robbing graves? What is he able to do for his family by doing this? How does he justify it to himself?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 151

"Is it not—forgive me; I have begun the question on my lips—a pity to live no better life?"

"God knows it is a shame!"

"Then why not change it?"

EXTEND

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

This interaction between Miss Manette and Mr. Carton is fairly simple. He is sharing his love for her and in a somewhat self-loathing way talks of how he is not successful etc., Her response is so simple. . .if you do not like it, change it.

We all know people like Mr. Carton who choose to live in their own self-proclaimed misery because they are too lazy to work to change their circumstances. Miss Manette's response is perfect. Do something, take action, be in control, change it."

Write about a time in your life (real or imagined and school appropriate) that you did not like something about your life, choices, or surroundings. Introduce your reader to your (problem or situation) in an engaging way. What actions did you take to change your circumstances? Detail for your reader your situation, the actions you took, and the end result?

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

Character Based Literacy Program Lesson Plan

Tale of Two Cities, Day 13



Outcomes for today

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

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

PREPARE

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



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is a revolution?

A revolution is a sudden, complete and marked change. The French Revolution (1789–1799) was a period of ideological, political and social upheaval in the political history of France and Europe as a whole, during which the French polity, previously an absolute monarchy with feudal privileges for the aristocracy and Catholic clergy, underwent radical change to forms based on Enlightenment principles of republicanism, citizenship, and rights. These changes were accompanied by violent turmoil, including executions and repression during the Reign of Terror, and warfare involving every other major European power.

Revolutionaries were lower class workers who were working to overthrow the monarchy and anyone in a position of power. In today's reading we learn how involved the Defarge's are in the cause. As Madame Defarge knits she continues to add names to the list of people who should be killed for their opposition to the revolution.

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

tribunal (ch. 15 pg. 171)	sinister (ch. 16 pg. 179)	palpable (ch. 16 pg. 186)	triumph (ch. 16 pg. 186)	destiny (ch. 16 pg. 186)
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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..

Book 2, Chapter 15-16, pages 165-188

NOTE: *Today's read is longer than normal. There will be fewer activities to reflect the time needed for the read portion of today's lesson. Shorten the reading as needed to reflect the time needs and reading level of your class.*

RESPOND

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

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

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

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

Map

Create a class map of England and France during the French Revolution. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel. Characters have returned to Saint Antoine.

Character Chart

Create a character chart for all of the characters in the novel.

- **Today focus on Madame and Mr. Dafarge**
- Draw the character based on their description in the novel.
- Post them in the class.
- As you read, list their character traits both positive and negative.
- Using a piece of twine or string connect each character based on their relationships in the novel (a character web). On each string state how each character is connected.

EXPLORE

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

Due to the length of reading there is no activity today.

8. Discussion Prompt in depth discussion with questions from the 9 territories.

Key Questions

- Why does Dafarge serve thin wine?
- Dafarge returns to the shop with the road mender. What interest does he have in the road worker?
- The Jacques' have a specific role. What is their plan? How do they work? What is their plan?

- A prisoner is taken by the road mender. Who is he? What is he accused of? What will happen to him? Do you think it matters if he is found innocent?
- Why does Madame Defarge keep knitting? What will happen to the people who are listed on the knitting?
- John Barsad is said to be a spy. Why is he interested in the wine shop?
- Based on your knowledge of Madame Defarge and Defarge who do you think is more of a threat? Explain?
- Why are they concerned about Charles Darnay? What could happen to Dr. and Miss Manette due to their relationship?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 186-187

“Can it be true,” said Defarge, in a low voice, looking down at his wife...what he said of Ma’amselle Manette?”

“As he said it,” returned madame, lifting her eyebrows a little, “it is probably false. But it may be true.”

“If it is—“ Defarge began, and stopped.”

“If it is?” repeated his wife.

“—And it does come, while we live to see it triumph—I hope for her sake, Destiny will keep her husband out of France.”

“Her husband’s destiny,” said Madame Defarge, with her usual composer, “will take him where he is to go, and will lead him to the end that is to end him. That is all I know.”

EXTEND

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

Madame Defarge and Defarge are discussing Miss Manette and the possibility that she married Mr. Darnay. Defarge is hopeful that they will stay far from France and stay safe. Madame Defarge sees this as a weakness in her husband adding Mr. Darnay to the list. He hopes she will be compassionate. Destiny can be defined as predetermined course of events.

Write 1-2 paragraphs introduce your reader to what you want your destiny to be (it can be real or imagined and needs to be school appropriate), engage your reader with creative details and vivid descriptions. Why is your destiny important to you? How do you think it will affect your life?

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

Character Based Literacy Program Lesson Plan

Tale of Two Cities, Day 14



Outcomes for today

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

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

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



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Why does your body repress memories?

Some would argue that a repressed memory is your bodies and minds way of protecting you from events that are to traumatic to recall. In many cases as time and healing take place your mind allows you to remember small amounts of information. It is typical that people forget the time in their life that is too painful to recall.

In today's reading Dr. Manette who had repressed his time in prison is forced to recall some of the horrible memories of his past. This remembering forces him to regress and start making shoes again.

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

consecrated (ch. 17 pg. 189)	shrewd (ch. 18 pg. 195)	occupation (ch. 18 pg. 204)	affliction (ch. 18 pg. 204)	forge (ch. 18 pg. 205)
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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..

Book 2, chapter 17-20, pages 188-207

RESPOND

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

1. Lucie and Dr. Manette were sitting together under the tree the night before her wedding;
2. Lucie promises her father that she will be involved in his life and wants and makes sure he knows how much he is valued;
3. They both express their love for one another;
4. The day of the wedding Charles Darnay is speaking to Dr. Manette;
5. Miss Pross and Mr. Lorry are caring for Miss Manette;
6. Dr. Manette and Mr. Darnay finish their discussion. The Doctor is troubled. Mr. Lorry and Miss Pross promise to care for the Doctor well;
7. Once the wedding was over Mr. Lorry, Miss Pross, and Dr. Manette return home. Dr. Manette is found in his room construction shoes at his work bench;
8. Mr. Lorry and Miss Pross agree to watch Dr. Manette and care for him. They choose not to tell Lucie;
9. After nine days Dr. Manette returns to his "normal" self. Mr. Lorry tries to find out what had happened;
10. Dr. Manette join Lucie and Mr. Darnay on their trip. Mr. Lorry and Miss Pross destroy and burn the doctor's workbench.

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

Map

Create a class map of England and France during the French Revolution. This can be used as part of the timeline.

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

Character Chart

Create a character chart for all of the characters in the novel.

- **Today focus on Mr. Lorry and Miss Pross**
- Draw the character based on their description in the novel.
- Post them in the class.
- As you read, list their character traits both positive and negative.
- Using a piece of twine or string connect each character based on their relationships in the novel (a character web). On each string state how each character is connected.

EXPLORE

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

My Promise to Me

Mr. Darnay and Miss Manette get married. Marriage is a contractual agreement made between two people, a promise to be the best person that you can possibly be, and care for the other person.

Congratulations! You are getting married to, yourself. As a responsible person (this quarter's theme) and as a human it is important to be the best person you can possibly be to take care of yourself and others.

- Create a list of ten promises you will make to yourself—your vows.
- Think about the ways you desire to be a better person or leader for others.
- State one way you can take action on each or your vows to be a better person.

8. Discussion Prompt in depth discussion with questions from the 9 territories.

Key Questions

1. What is the historical significance of marriage?
2. Why is it important for Dr. Manette to know that Lucie's life will not be wasted? What is his biggest concern for her?
3. On page 190, Dr. Manette reminds Lucie that she did meet Charles Darnay and that he never wanted to get in the way of her happiness. He states, "If it had not been Charles it would have been another. Or, if it had been no other, I should have been the cause, and then the dark part of my life would have cast its shadow beyond myself, and would have fallen on you." How does one person's life affect another?
4. Lucie lived a full and active life. She desires to be useful. What would you consider a useful life to be? Do you think your life is useful? What can you do to be more useful?
5. Why is it important for Miss Pross and Mr. Lorry to take good care of Dr. Manette? When the doctor reverts to making shoes do you think it is the right decision to hide it from Lucie? Why?
6. What do you think triggered Dr. Manette to revert back to his old behavior?
7. Mr. Lorry helped Dr. Manette process the situation by inquiring about a third party "friend" in a similar situation. Do you think this process helped the Doctor? Why is it important to process both positive and negative events?
8. While Mr. Lorry and the Doctor were discussing the "case", Mr. Lorry is very indirect. Do you think it is better to be honest and direct with people or honest and indirect? What are the positives and negatives of both approaches?
9. Do you think it was appropriate for Miss Pross and Mr. Lorry to destroy the doctor's work bench? Expand? Would you have wanted someone to take a similar action for you if you had a vice that needed to be controlled?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 204-205

"I think not. It may be their character of his mind, to be always in singular need of occupation. That may be, in part, natural to it; in part the result of the affliction. The less it was occupied with healthy things, the more it would be in danger of turning in the unhealthy direction. He may have observed himself, and made the discovery."

"...My dear Manette, if her were overworked now—"

"My dear Lorry, I doubt if that could easily be. There has been a violent stress in one direction, and it needs a counterweight."

EXTEND

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

There is a need for balance in everyone's life. In this situation the Dr. started making shoes to give him focus and a positive outlet for all of the negative things that were taking place in his life. When he spoke to Mr. Darnay before the wedding, something triggered a negative memory and he returned to making shoes and doing something positive. He needed balance. What do you do for balance?

Write 2-3 paragraphs describing the need for balance in your life. What do you do to balance your family, friends, school, work, and possible sports? Tell your reader how you split your time to lead a balanced life. What happens if something falls out of balance for you?

Be clear and concise. Close your paper with one choice you will make today to make your life more balanced.

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

Character Based Literacy Program Lesson Plan

Tale of Two Cities, Day 15



Outcomes for today

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

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

PREPARE

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



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is infant mortality? Why were the rates much higher in the 18th century?

Infant mortality is defined as the number of deaths in infants per 1000 persons in any given year. There are various differences in infant mortality rates across subsections of a population based on geography or race.

Due to illness, lack of access to medical care, conditions of medical treatment, and mass poverty the infant mortality rate during this time period was extremely high.

In today's reading we are introduced to Lucie's two children and young girl and small boy. They boy dies at a young age.

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

oblivion (ch. 20 pg. 208)	reputation (ch. 20 pg. 209)	desolate (ch. 21 pg. 212)	pensive (ch. 21 pg. 214)	mutilation (ch. 21 pg. 222)
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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..

Book 2, Chapter 20-21, pages 207-222

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

RESPOND

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

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

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

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

Map

Create a class map of England and France during the French Revolution. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel. **Today return to Saint Antoine, France**

Character Chart

Create a character chart for all of the characters in the novel.

- **Today focus on Monsieur Defarge and Madame Defarge.**
- Draw the character based on their description in the novel.
- Post them in the class.
- As you read, list their character traits both positive and negative.
- Using a piece of twine or string connect each character based on their relationships in the novel (a character web). On each string state how each character is connected.

EXPLORE

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

Plot Profile Chart

Using the information and story of the revolt in the streets of Saint Antoine, pages 216-223, fill out a plot profile chart.

- Choose ten of the most significant events in this portion of the chapter
- Rank them based on intensity on a scale of 1-10
- Use the information to write a plot summary.

8. Discussion Prompt in depth discussion with questions from the 9 territories.

Key Questions

1. Mr. Carton apologizes to Mr. Darnay about his behavior. He is described as having low character. Why would he apologize to Mr. Darney? What does it matter what the family thinks of him?
2. What does Mr. Carton want? How will this request benefit him? What does he have to gain?
3. Why does Lucie care about Mr. Carton? What does her compassion toward him show about her character?

4. Mr. Carton holds himself in low self-regard. He considers himself a bad person. Is there such thing as a bad person, the preverbal “bad egg”? What is the difference between good and bad?
5. Lucie was able to change Dr. Manette’s life by caring for him. How is it possible for one person to make a difference in another person’s life? How do your actions for the good and bad affect others?
6. The children intrinsically care for Mr. Carton. What qualities do children possess that make it possible for them to be more unconditional than older people? How do you think their behavior affects Mr. Carton?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 210

“Remember how strong we are in our happiness, and how weak he is in his misery!”

EXTEND

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

Miss Manette speaks to Mr. Darnay of Mr. Carton. She is asking for Mr. Darnay to have compassion on him. She wants him to place Mr. Carton’s request in perspective and be a caring person. She feels that they are a stronger unit in happiness than he is in weakness.

Think about your personality traits. Do you consider yourself a pessimist or an optimist? Using facts from your life and examples write 1 paragraph in which you describe yourself or an imagined character. Introduce yourself or your imagined character to your reader. Observe the characters traits. Be detailed as you write.

Do you think that happiness is more effective than anger?

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

Tale of Two Cities, Day 16



Outcomes for today

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

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

1. Background

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



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Who is Sardanapalus?

Sardanapalus, was the legendary king of Assyria, in Greek History.

According to Greek History, Sardanapalus was the last of a line of 30 kings of Assyria, who exceeded all his predecessors in his sybaritic way of life. He emulated women in dress, voice, and mannerisms, passing his days spinning and making clothing. According to legend, he was responsible for the downfall of Assyria at the hands of an army of Medes, Persians, and Babylonians headed by Arbaces, a Median chief. Sardanapalus defeated the rebels three times only to abandon the fight when his besieged royal capital of Ninus was flooded by the Euphrates River in apparent fulfillment of a prophecy. Sardanapalus built a huge pyre of his palace treasures, in which he ordered himself burned to death along with his servants and concubines.

In today's reading the Monseigneur as a class is describe as living with Lucifer's pride, Sardanapalus's luxury, and a mole's blindness. They class had treated the people horribly and were now being punished, killed, and brutalized for it. Those who lived had fled the country and their wealth to survive.

2. Wordwall

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

desolation (ch 23 pg 229)	miserable (ch 23 pg 229)	dejected (ch 23 pg. 229)	oppressed (ch. 23 pg. 229)	emigrant (ch. 24 pg 243)
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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..

Book 2, Chapter 22-24, pages 223-247

***Today reading is an unusually long.**

Feel free to modify it to suit 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.

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

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

6. Map

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

Map

Create a class map of England and France during the French Revolution. This can be used as part of the timeline.

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

Character Chart

Create a character chart for all of the characters in the novel.

- **Today focus on Monsieur Gabelle.**
- Draw the character based on their description in the novel.
- Post them in the class.
- As you read, list their character traits both positive and negative.
- Using a piece of twine or string connect each character based on their relationships in the novel (a character web). On each string state how each character is connected.

EXPLORE

7. Activity

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

Due to the length of today's reading assignment, there is no activity.

8. Discussion Prompt in depth discussion with questions from the 9 territories.

Key Questions

1. Why does Madame Defarge have more rage than her husband? Why do you think the author depicted the women in such a dichotomy, Lucie is very feminine and proper and Madame Defarge is a ruthless killer for a cause?
2. What role has Foulon played in the destruction of France? Why do the villagers want to kill him?
3. What is mob rule or mob mentality? Do you think that most of the villagers are bad people at heart? How does the power of a mob make people do things they normally wouldn't?
4. The parents who participated in looting and a brutal murder return to love and play with their children. Why do you think they felt the need to go home and care for one another?
5. What is a broken person? What do you think breaks people?
6. A lone traveler met the road mender on the side of the road. Who do you think the traveler was? What was he sent to do? What do you think he represented?
7. Mr. Lorry is sent to France to protect the papers at Tellson's. What is the purpose of intercepting or stopping work between the two countries? Who benefits by the stoppage? Do you think similar tactics are used today? How?
8. Mr. Darnay realizes that he relinquished his title and role without considering the ramifications to others? Do you think he had a responsibility to leave his post in a more organized fashion? Who should he have been responsible for? If he would have been more organized do you think he could have altered the outcome of the revolution?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 229

"Far and wide lay a ruined country, yielding nothing but desolation. Every green leaf, every blue blade of grass and blade of grain, was as shriveled and poor as the miserable people. Everything was bowed down, dejected, oppressed, and broken. Habitations, fences, domesticated animals, men women, children, and the soil that bore them—all worn out."

EXTEND

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

The author describes a tired, poor, and broken countryside. Everything was broken including the spirit of the people. What do you think the word "spirit" in this sense embodies? What does it take to break someone's spirit? Is it possible for a "spirit" or a broken person to heal? Land and countryside can return to normal and flourish. Can broke people and animals? What makes people and animals different than the land?

Write a 2-3 paragraphs in which you describe your spirit. What makes you who you are? Tell your reader a story about you. Are you helpful by nature (a helpful spirit)? Are you giving by nature (a giving spirit)? Are you intellectual ect.? Tell your reader about your spirit and what you do to maintain it. Be detailed give examples of situations or conversations you have had that support your claim. Conclude by reflecting on your spirit. Would you change anything?

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

Character Based Literacy Program Lesson Plan

Tale of Two Cities, Day 17



Outcomes for today

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

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

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



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is a grindstone?

Where does the phrase, put your nose to the grindstone come from?

A grindstone is a flat circular stone that revolves on an axle and is used to grind, shape, or smooth items. Most often used to grind grain they could also be used to sharpen tools or weapons.

The phrase, put your nose to the grindstone originates from the practice of knife grinders, when sharpening blades, to bend over the stone, or even to lie flat on their fronts, with their faces near the grindstone in order to hold the blades against the stone. This supports the notion of continuous hard labor (during this time period). Many of the laborers were strapped to the bench while they worked.

In today's reading Dr. Manette and Lucie arrive in France and find Mr. Lorry. Mr. Lorry tries to describe the conditions to them. Dr. Manette looks out the window and sees prisoners working on the grindstones making weapons. He realizes later that most of them will be killed.

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

afflicted (ch. 1 pg. 252)	ferrier (ch. 1 pg. 253)	emigrant (ch. 1 pg. 254)	orator (ch. 1 pg 258)	earnestness (ch. 2 pg. 265)
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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..

Book 3, chapter 1-2, pages 251-269

RESPOND

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

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

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

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

Map

Create a class map of England and France during the French Revolution. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel. Today focus on Paris

Character Chart

Create a character chart for all of the characters in the novel.

- **Today focus on Monsieur Defarge and Madame Defarge.**
- Draw the character based on their description in the novel.
- Post them in the class.
- As you read, list their character traits both positive and negative.
- Using a piece of twine or string connect each character based on their relationships in the novel (a character web). On each string state how each character is connected.

EXPLORE

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

Postcard

Pretend you are Mr. Darnay and you have been place in prison for no crime. You have one opportunity to be in contact with your family. You can only write three sentences to them. What would you say?

- Create a postcard
- On one side write three sentences to your family;
- On the other side sketch or draw a picture that reflects your situation;
- Do not forget to properly address your card.

8. Discussion Prompt in depth discussion with questions from the 9 territories.

Key Questions

1. What is liberty? Why is this concept important in a free society?
2. Mr. Darnay realizes as he rides that he is stuck. He cannot return to England due to the posts he has already crossed and he is encountering troubles as he goes to Paris when he enters villages. He did not fully plan his trip or anticipate these issues. This is not the first time Mr. Darnay has not fully created a plan for his actions. What does this say about Mr. Darnay's character? If you could give him one piece of advice or help what would it be?
3. What is an emigrant? Why do the French villagers wish to punish the emigrants? What happened to their rights?
4. Dafarge arrived at the prison to help transport Mr. Darnay. Then he arrived at Tellson's with a message for Lucie. Do you think he can be trusted? What do you think motivates him?
5. Mr. Darnay went to France to help a friend. Can you think of other, more effective ways he could have helped his friend and not put his family at risk?
6. Mr. Darnay asks to purchase ink and paper in prison. He will also be charged for his meals. Do you think that people would be deterred from committing crimes if they had to pay for everything while they were there?
7. Why is there so much emphasis on keeping Tellson's running?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 262

"Five paces by four and a half, five paces by four and a half...He made shoes, he made shoes, he made shoes. The prisoner counted the measurement again, and paced faster, to draw his mind from that later repetition."

EXTEND

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

Mr. Darnay is placed in solitary confinement in an extremely small cell. He is flustered at his circumstances and cannot believe he is there. As he continues to measure his cell he thinks of Dr. Manette making shoes while he was imprisoned. Dr. Manette did it to keep his mind busy.

Do you think that Dr. Manette's idea of having a task and keeping busy was an appropriate strategy for his time in prison? Why would he place so much effort on being mentally sound?

Write 1-2 paragraphs in which you detail how you cope when your life is stressed. Tell your reader about time that you were facing a stressor and how you reacted. What happened? Who was involved, include dialog if you can remember what was said? What was your strategy? How did it work? Give details real or imagined.

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

Character Based Literacy Program Lesson Plan

Tale of Two Cities, Day 18



Outcomes for today

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

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

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



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is loyalty?

Loyalty is the state or quality of being loyal. Having faithfulness to commitment or obligation. Remaining faithful to a sovereign, government, leader or cause.

In today's reading Mr. Darnay reconsiders where his loyalties lay. He reconsiders his action or reaction, when he decided to leave his family and help a friend. In addition Defarge comes to "help" the situation. As a reader you should consider where his loyalties lay. Does he really want to help Mr. Darnay or glean information?

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

imperial (ch. 3 pg. 269)	repudiated (ch. 3 pg. 269)	dubiously (ch. 3 pg. 271)	ferocity (ch. 4 pg. 275)	deprivation (ch. 4 pg. 277)
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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..

Book 3, Chapter 3-5, pages 269-285

RESPOND

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

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

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

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

Map

Create a class map of England and France during the French Revolution. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel. Today they are in France.

Character Chart

Create a character chart for all of the characters in the novel.

- **Today focus on Lucie**
- Draw the character based on their description in the novel.
- Post them in the class.
- As you read, list their character traits both positive and negative.
- Using a piece of twine or string connect each character based on their relationships in the novel (a character web). On each string state how each character is connected.

EXPLORE

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

Acrostic Poem

Much emphasis is being placed on "Loyalty". Charles Darnay's loyalty to his family and his friends, Mr. Lorry's loyalty to Tellson's, the Defarge's loyalty to the cause.

- Create an Acrostic Poem using the word Loyalty.
- Try to choose your words so they follow the loyalty theme or tells a story.

8. Discussion Prompt in depth discussion with questions from the 9 territories.

Key Questions

1. The Defarge's have been able to be everywhere. They were with Charles when he was imprisoned. They appeared and knew the Manette's had arrived, and they came to give Lucie a message. Do you think they can or should be trusted? What do you think they are trying to accomplish?
2. Lucie begs Madame Defarge to help her see her husband and to not use her power against Charles. She begs as a woman and mother. Why doesn't Madame Defarge have any loyalty to the "sisterhood"? What does it mean to be a part of the "sisterhood"?
3. Who are the Samaritans? What is their role in the event at the prison?

4. What happened to the prisoners? What was the point of the mass murder? If many of the prisoners that were murdered were random villagers, how does that help the “cause”?
5. Why would Dr. Manette volunteer to help in the prison? Do you think he is putting himself at risk? Do you see this cause helping or hindering him? Why?
6. What is the Carmagnole? Why do the French participate in it?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 273

“The wives and mothers we have been used to see, since we were as little as this child, and much less, have not been greatly considered? We have known their husbands and fathers laid in prison and kept from them, often enough? All our lives, we have seen our sister-women suffer, in themselves and in their children, poverty, nakedness, hunger, thirst, sickness, misery, oppression and neglect of all kinds?”

“We have seen nothing else,” returned the Vengeance.

EXTEND

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

Lucie was begging for Madame Defarge to support her in the sisterhood and help her save her husband. Madame Defarge responds by saying that women have suffered too much and that Lucie’s request would be too much for them at this point.

Based on what you know of Lucie’s situation and that of Madame Defarge, who do you think that Lucie should be left to fend for herself and her child?

Write 2-3 paragraphs in which you write an imagined story about Lucie’s predicament. Introduce the problem or situation to your reader. Using dialog and vivid details plea your character’s case to the reader. Create an outcome for Lucie’s situation? Finish her story based on what you know from the text.

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

Character Based Literacy Program Lesson Plan

Tale of Two Cities, Day 19



Outcomes for today

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

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

1. Background

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



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What was the Carmagnole?

Originally, a Piedmontese peasant costume (from the Italian town of Carmagnola) that was well known in the south of France and brought to Paris by the revolutionaries of Marseille in 1792.

The costume, later the popular dress of the Jacobins, consisted of a short-skirted coat with rows of metal buttons, a tricolored waistcoat, and red cap. The name *carmagnole* was also applied to a famous Revolutionary song and dance widely performed during the Reign of Terror.

This performance is referred to in the reading. Lucie is bothered by the dance and the lightheartedness of the event, especially when times were so troublesome.

2. Wordwall

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

insensible (ch. 6 pg. 287)	capriciously (ch. 6 pg. 289)	fickleness (ch. 6 pg. 290)	frugal (ch. 7 pg. 293)	purveyors (ch. 7 pg. 294)
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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..

Book 3, chapter 6-7, pages 286-298

RESPOND

5. Timeline

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

1. Charles Darnay was put on trial in front of the tribunal;
2. In his opinion the felons were trying the honest man;
3. He was on trial because the tribunal thought he was an emigrant;
4. He was able to prove that both he and Miss Manette were French by birth and he did not emigrate to the country, he was a citizen;
5. He explained that he returned to save a French Citizen's life;
6. Everyone was in his favor and they declared him free;
7. They returned to their home since it was still not safe to travel to England;
8. Life settled to some normalcy. Miss Pross and Mr. Cruncher left to shop. Lucie worried about them.
9. Mr. Darnay, Lucie, and the Dr. were in the home. The Dafarges enter and try to arrest Charles Darnay again;

6. Map

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

Map

Create a class map of England and France during the French Revolution. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel. Today they are in Paris

Character Chart

Create a character chart for all of the characters in the novel.

- **Today focus on update the character sketches you have completed so far.**
- Draw the character based on their description in the novel.
- Post them in the class.
- As you read, list their character traits both positive and negative.
- Using a piece of twine or string connect each character based on their relationships in the novel (a character web). On each string state how each character is connected.

EXPLORE

7. Activity

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

Sketch/Cartoon

Based on the information from the text create a sketch tribunal that Mr. Darnay is involved in. Create a 4 panel cartoon strip that summarizes with sketches, today's reading.

8. Discussion Prompt in depth discussion with questions from the 9 territories.

Key Questions

1. Page 286, the galore reads from the court records 23 names, only 20 were present. Some had died and been forgotten and some had been killed and forgotten. Why were records so horrible? What does it say about the time period that people/organizations were allowed to forget people so easily?
2. What does country of origin mean? Why does it matter where Charles Darnay was born?
3. It is a requirement that anyone who has been in prison has to put their name on their front door so everyone knows your status. What is the purpose of this practice? Do you think this is a good idea? What do you think it could prevent? Would you support this practice?
4. Why was Mr. Darnay recaptured? Why don't they want Dr. Manette to get involved?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 289

"He had returned when he did, on the pressing and written entreaty of a French citizen, who represented that his life was endangered by his absence. He had come back, to save a citizen's life, and to bear his testimony, at whatever personal hazard, to the truth. Was that criminal in the eyes of the Republic?"

EXTEND

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

Mr. Darnay is on trial and he is trying to prove that he is not an emigrant. He is also trying to prove that he is married to another French born citizen and he returned to France to help a French Citizen. He has proof on all of the above counts.

Have you ever been accused of something you did not do? Or have you accused someone of something they did not do? Write a paragraph in which you tell you reader about your situation. Who was involved? What happened? And what was the outcome. Be detailed and specific.

Consider this: If he was not a French born citizen but returned to save someone who was, should he be on trial?

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

Character Based Literacy Program Lesson Plan

Tale of Two Cities, Day 20



Outcomes for today

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

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

PREPARE

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



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What does the term, “sheep of the prison” refer to?

Sheep of the prison refers to the term spy. In today’s reading Miss Pross comes in contact with her brother. It is determined that he is working as a sheep of the prison. In this case he is or has been a spy for both countries.

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

gregarious (ch. 8 pg. 298)	vindicating (ch. 8 pg. 299)	estrangement (ch. 2 pg. 301)	consternation (ch. 8 pg. 304)	scruple (ch. 8 pg. 307)
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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..

Book 3, Chapter 8-9

RESPOND

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

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

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

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

Map

Create a class map of England and France during the French Revolution. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel. **Today's focus on Paris**

Character Chart

Create a character chart for all of the characters in the novel.

- **Today focus on John Basard**
- Draw the character based on their description in the novel.
- Post them in the class.
- As you read, list their character traits both positive and negative.
- Using a piece of twine or string connect each character based on their relationships in the novel (a character web). On each string state how each character is connected.

EXPLORE

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

Secret Chart

It seems many of the characters in this novel have a secret or a secret life.

- Create a three column chart, using 5 characters
- In the first column list a character's name;
- In the second column list the character's secret;
- In the third column state if the secret has a positive or negative effect on others and how it effect's others (be specific).

You can use this chart to write an essay that defends the merits of total honesty towards others.

8. Discussion Prompt in depth discussion with questions from the 9 territories.

Key Questions

1. What do the Defarge's have to gain by causing so many people to die? What do you think their desired result is?
2. Why is it important for Miss Pross to choose the shops carefully when she is shopping?

3. Miss Pross sees her brother. He is aloof and wants nothing to do with her. She is concerned for his wellbeing. Why do you think she cares about him? (Remember he left her and took her wealth). Would you be concerned about a family member who betrayed you? Why?
4. What role did John Basard play in Mr. Darnay's original trial?
5. Sydney arrives and determines who Basard is, and then escorts Miss Pross? What has happened to change Sydney?
6. Basard is controlled by the Dafarges. In what ways do they have power over him? Does that give him the right to put other's lives in danger? Explain?
7. Mr. Cruncher explains to Mr. Lorry his "other" employment. Mr. Lorry is angered and denounces him as a friend? Do you think that Mr. Lorry is hasty in his judgment? How does he try to make amends with Mr. Lorry? Would you turn on a friend if you were in a similar situation? Why?
8. For what reason do you think Sydney purchases the powders?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 314

"I am in my seventy-eighth year."

"You have been useful all of your life; steadily, consistently occupied; trusted, respected, and looked up to?"

"I have been a man of business, ever since I have been a man. Indeed, I may say that I was a man of business when I was a boy."

"See what a place you fill at seventy-eight. How many people will miss you when you leave it empty?"

EXTEND

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

Mr. Carton and Mr. Lorry are discussing the circle of life. Mr. Carton points out that Mr. Lorry's life has had purpose in it always. Although, he has no direct "loved ones", he is cared for by the Manettes, and Darnay's. Sydney points out that they would weep for him if he was gone. In contrast Sydney feels he has no one, has never done anything good, and he would not be missed.

Do you think that Mr. Carton is correct in his assessment of each of the men? Why do you think he is being reflective with Mr. Lorry?

Pretend you are Mr. Lorry and you want to reassure your friend Mr. Carton that his life has purpose and value. **Write a letter to him. State in factual detail the traits he has that are positive to others. Encourage him to value the things he has to give and the people who are around him. Make sure your details and examples follow chronological order.**

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

Secret Chart

Character's Name	Secret	Effect
1)		
2)		
3)		
4)		
5)		

Character Based Literacy Program Lesson Plan

Tale of Two Cities, Day 21



Outcomes for today

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

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

PREPARE

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



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What was the cause of much of the poverty during the 17th century?

Answer. In paragraph (or paragraphs.) Should have a connection to the novel. Should also be succinct and to the point.

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

melancholy (ch. 10 pg. 323)	imperious (ch 10 pg. 325)	dilated (ch. 10 pg. 326)	pendulum (ch. 10 pg. 328)	pillage (ch. 10 pg. 330)
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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..

Book 3, chapter 10, pages 323-338

RESPOND

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

1. The court starts reading the letter that was written by Dr. Manette when he was imprisoned;
2. He states in the letter that he is sane and in good health;
3. The letter is written in hopes that someone will read in and bring justice for the victims and to clear his conscious;
4. He was stopped by two men, twins. They asked him to come and help someone at their home;
5. Dr. Manette finds a woman who is in distress and keeps repeating, "My husband, my father, and my brother! And then she counted to twelve." The doctor gives her some medicine.
6. He is then taken to another victim, the woman's brother. He had been in a sword fight with one of the brothers and he lay dying;
7. He tells him the story of the men and how they over tax the villagers and claim their right to everything including the women;
8. His sister was married to a man she loved and one of the brothers saw her. The brother wanted her and tortured the husband until he died, with his wife holding him;
9. The sister was taken by the brothers and raped by them;
10. The brother hid his youngest sister and then found the men and fought them in a sword fight, he lost;
11. He told his story to Dr. Manette and died. The woman later died.
12. He wrote a letter to the government telling of the tale, in hope something would be done;
13. The wife of one of the men found him, she wanted to look for the woman's sister.
14. It was found that the men were, Monsieur the Marquies (father and uncle of Charles), the wife was pregnant with Charles Darnay, and one of the men who came to capture the doctor was Ernest Defarge.
15. Charles was sentenced to death for the crimes of his family.

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

Map

Create a class map of England and France during the French Revolution. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel. Today focus on Paris

Character Chart

Create a character chart for all of the characters in the novel.

- **Today focus on Dr. Manette.**
- Draw the character based on their description in the novel.
- Post them in the class.

- As you read, list their character traits both positive and negative.
- Using a piece of twine or string connect each character based on their relationships in the novel (a character web). On each string state how each character is connected.

EXPLORE

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

Beginning, Middle, and End Chart

Much happens in this chapter that explains many of the relationships in the novel.

- Use the beginning, middle, and end chart to clarify the details of the chapter.
- Make sure you note the relationships of the characters in the chapter regardless of their significance.

You can use the chart to write a summary of the chapter.

8. Discussion Prompt in depth discussion with questions from the 9 territories.

Key Questions

1. Why does Doctor Manette feel the need to write the letter? What were his concerns for his physical and mental health? Who do you think he hoped would find the letter?
2. Based on the content of the letter, should Charles Darnay be found guilty because of the crimes his father and uncle committed? Did he have any control of the events in question? Why do you think the jury wanted him to pay with his life? Do you think that society still holds people accountable for crimes of their family? Why?
3. If the men didn't care about the victims why summon the doctor? What does that say about their character?
4. The wife of one of the men does nothing to help either victim. Why does she stand in the background? What was she afraid of? Why was she compelled to look for the younger sister? What do you think happened to her?
5. The family is living under harsh rule and circumstances. Why didn't they want to procreate? What was their goal as a village?
6. Dr. Manette decides to write the minister knowing that the men had immunities, but he wanted to tell the story anyway. Why do you think he risked his reputation to tell the Minister? Do you think he realized what the risks were?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 334

“They offered me money, which I had postponed taking. He now gave me a rouleau of gold. I took it from his hand, but laid it on the table. I had considered the questions, and had resolved taking nothing.”

EXTEND

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

Dr. Manette describes the horrible secrets of the Marquis St. Evremonde family. The men wanted to give him money for his services and he politely declined. Why would he decline the money? What does declining it say about his character? If he took the money, he could give it to others in the village etc. as retribution for the woman's treatment.

Write about a time that you wanted to keep something that didn't belong to you. It could be money you found? A grade that was given that you didn't deserve? Or a spot on a team or at work that should have gone to someone else, this can be real or imagined. Tell your reader what occurred and what you were given? How did you feel knowing you should not accept any appreciation? Did you take it or return it? Be detailed in your response. Use this as an opportunity to introduce your character(s) and the 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

Tale of Two Cities, Day 22



Outcomes for today

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

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

PREPARE

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



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

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

forlorn (ch 11 pg. 341)	despond (ch 11 pg. 342)	consolatory (ch 11 pg. 342)	implacably (ch 12 pg. 345)	noble (ch 12 pg/ 350)
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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..

Book 3, Chapter 11-12, pages 338-351

RESPOND

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

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

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

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

Map

Create a class map of England and France during the French Revolution. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel. Today they are in Paris

Character Chart

Create a character chart for all of the characters in the novel.

- **Today focus on Sydney Carton.**
- Draw the character based on their description in the novel.
- Post them in the class.
- As you read, list their character traits both positive and negative.
- Using a piece of twine or string connect each character based on their relationships in the novel (a character web). On each string state how each character is connected.

EXPLORE

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

Suitcase

Pretend you are Dr. Manette or Lucie. You are being told you need to leave your home in an emergency situation. You have a very short time to gather your belongings. What would you pack in your suitcase?

- Create a suitcase—you can draw it or make a three D box (be creative)
- Choose 10 personal items you would want to take with you;
- Choose 5 character traits you would want to take with you;
- Choose 3 survival items you would want to have with you.

Once you have packed your suitcase pick one item you think is the most important. Write 2-3 sentences explaining why you value that item most, and how it will help you survive.

8. Discussion Prompt in depth discussion with questions from the 9 territories.

Key Questions

1. Why did Barsard allow Lucie to see and speak with Charles?
2. Why did Sydney choose to be seen at the trial? What role was he able to play? What has brought about the change in him?
3. Carton went to the wine shop for dinner. What was his purpose? Why did he want them to see his likeness to Charles?
4. Sydney recollects that he has had little alcohol in the past couple days. Why is it important for the author to note this change in this character? What do you think it is leading up to?

5. Dr. Manette returns to Mr. Lorry's office and he has reverted back to his "shoe making" self. He is agonizing and troubled, what makes this character revert? Do you know people who revert to a vice when they have a stressor? How can you help them?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 350

"You are a noble heart. Did I say I could depend on no better man? Tell her, tonight, what you know of her danger as involving her daughter and her father. Dwell upon that, for she would lay her fair head beside her husband cheerfully." ...for the sake of her father and daughter, press upon her the necessity of leaving Paris, with them and you, at that hour. Tell her it was her husband's last arrangement."

EXTEND

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

Sydney Carton is instructing Mr. Lorry on the final arrangements to flee Paris with Lucie, little Lucie, and Dr. Manette. He is placing great emphasis on their exit and how to get them out safely. He states that Lucie would be more than happy to die with her husband if it wasn't for the sake of her father and child. Sydney tells Mr. Lorry that Charles has made these arrangements.

Pretend you are Lucie or are in Lucie's situation. You have to choose between supporting the love of your life, who is going to die and your child and father, who will live. Who would you choose to give your support to? Why?

Have you ever been in a situation in which you had to choose sides? Both like Lucie's may be equally important? What did you do?

Write 2-3 paragraphs in which you describe a time that you had to choose between two situations or things? May be friends, family members, school, sports, work, ect. Detail to your reader what happened? Who was involved and what was the choice? What was your action/end result? Be detailed and use good sequence order.

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

Character Based Literacy Program Lesson Plan

Tale of Two Cities, Day 23



PREPARE

1. Background

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



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is truth?

Truth as it is defined is the confirmation of fact or actuality. A statement proven to be accepted, something with integrity or sincerity, to have fidelity to an original standard.

In today's reading the truth was totally disregarded as they revolutionaries placed people on trial. Charles was falsely imprisoned again and Sydney overheard the Defarge's plan to try and kill Lucie, her father, and her daughter for no truthful reason.

It is also said that the truth shall set you free. In this chapter it is clarified that Charles not only confided his identity to Dr. Manette he also shared it with Lucie. This enabled both of them to understand the reasons for his imprisonment a little better.

2. Wordwall

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

oppression (ch. 13 pg. 351)	delusion (ch. 13 pg. 351)	despondency (ch. 13 pg. 353)	oblivion (ch. 13 pg. 353)	unintelligible (ch 13 pg. 353)
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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..

Book 3, chapter 13, page 351-363

RESPOND

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

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

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

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

Map

Create a class map of England and France during the French Revolution. This can be used as part of the timeline.

- Have students follow the characters (geographically) as they move through the novel. Today they are still in Paris

Character Chart

Create a character chart for all of the characters in the novel.

- **Today focus on Sydney Carton**
- Draw the character based on their description in the novel.
- Post them in the class.
- As you read, list their character traits both positive and negative.
- Using a piece of twine or string connect each character based on their relationships in the novel (a character web). On each string state how each character is connected.

EXPLORE

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

Acrostic Poem

Today create an Acrostic Poem using the word Truth.

Try focus your poem around the theme Truth.

8. Discussion Prompt in depth discussion with questions from the 9 territories.

Key Questions

1. What does the number 52 represent?
2. How did the tribunal determine who was to die?
3. Charles understood that his wife and child were going to outlive him. How do you think he should try to accept that? What could he do to help his child accept his death?
4. Why was it important for Charles to tell Lucie the truth about his name? Was it appropriate for him to keep it a secret when they married or should he have confessed at the beginning?
5. Charles wrote letters to Lucie, Dr. Manette, and Mr. Lorry. He wrote or said nothing to Sydney Carton. Why did he forget Sydney? Why is that ironic?

6. What did Sydney want from Charles? Why did he feel compelled to take his place? What factors contributed to the fact that his plan would be successful?
7. Why did Basard agree to help Sydney? Did he help for selfish or unselfish motives?
8. While the fifty-two were waiting to leave some came to speak and hug "Charles", why were they compelled to make contact with him?
9. What circumstances make time go slowly for Lucie? What factors make time go slow for you?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 360

"Are you dying for him?" she whispered.

"And his wife and child. Hush! Yes."

"O you will let me hold your brave hand, stranger?"

"Hush! Yes, my poor sister; to the last."

EXTEND

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

Sydney Carton has traded places with Charles and is going to die for him, Lucie, and their child. Sydney has transformed into an amazing character.

Write 2-3 paragraphs in which you detail a transformation that has taken place in your life or a change for someone you know; with school, or family? Be very specific. What was your situation like at the beginning, what forced you to change, what is the outcome?

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

Character Based Literacy Program Lesson Plan

Tale of Two Cities, Day 24



Outcomes for today

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

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

PREPARE

1. Background

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



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is a tumbrel?

A tumbrel is a two wheeled cart. Typically made of wood. Similar to a farmers cart. It can be tilted to drop its load or carried flat.

In today's reading the tumbrel is referred to often. It was used to carry the prisoners to the guillotine so they could be killed. Since they were killing fifty-two prisoners they were using three carts. Sydney is in the last one.

2. Wordwall

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

annihilation (ch. 14 pg. 364)	pondering (ch. 14 pg. 365)	imbecile (ch. 14 pg. 372)	vigorous (ch. 15 pg. 374)	tenacity (ch. 15 pg. 374)
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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..

Book 3, Chapter 14-15, pages 363-382

RESPOND

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

1. Madame Defarge calls a meeting and does not include her husband. She plans to accuse and kill Dr. Manette, Lucie, and the child;
2. They are going to use the sawyer to say that he witnessed Lucie and her father signaling to the prisoners;
3. They are looking forward to killing Lucie and the child;
4. Miss Pross and Mr. Cruncher plan their escape. They agree to get a cart and meet at the church;
5. Miss Pross returns to the home to clean up;
6. Madame Defarge went to the home, she wanted to see Lucie;
7. Miss Pross and Madame Defarge get into a fight. Miss Pross killed Madame Defarge;
8. The death carts rumbled down the streets. There were three carts used to transport the prisoners;
9. The guardsmen ride beside the cart. The crowds ask the guards to identify the prisoners;
10. Madame Defarge is missed by her friends at the beheading;
11. Mr. Carton and the seamstress stand together and support one another as they are killed.

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

Map

Create a class map of England and France during the French Revolution. This can be used as part of the timeline.

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

Character Chart

Create a character chart for all of the characters in the novel.

- **Today focus on Miss Pross and Sydney Carton.**
- Draw the character based on their description in the novel.
- Post them in the class.
- As you read, list their character traits both positive and negative.
- Using a piece of twine or string connect each character based on their relationships in the novel (a character web). On each string state how each character is connected.

EXPLORE

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

Cube:

Choose one character who you think embodies the leadership theme the most. Create a cube that helps you support your opinion. You will use this information for the final writing product.

Plot Profile Chart

Use the Plot Profile Chart (attached)

- Choose ten items from today's reading you feel are significant;
- Rate them on a scale of 1-10 for their intensity;

You can use this chart to summarize the chapter.

8. Discussion Prompt in depth discussion with questions from the 9 territories.

Key Questions

1. Why did Madame Defarge want to accuse and try the doctor, Lucie, and the child? What does she have to gain? Why didn't she include her husband in her plans?
2. Did she have any intention of accusing them like planned or was she going to murder them? Why?
3. Madame Defarge got to the home and found Miss Pross what was universal theme did their argument and fight surround? Explain. Consider the following statement as you respond, *"Miss Pross, with the vigorous tenacity of love, always so much stronger than hate, clasped her tight, and even lifted her from the floor in the struggle that they had.."* Pg. 374
4. Miss Pross lost her hearing in the struggle with Madame Defarge. Why was that significant?
5. Madame Defarges friends miss her at the killing but do not go to find her. What does that say about their relationship and their character?
6. What change has happened in Carton? Why did the decision to die for Charles make him so at peace?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 374

"Miss Pross, with the vigorous tenacity of love, always so much stronger than hate, clasped her tight, and even lifted her from the floor in the struggle that they had.."

EXTEND

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

Madame Defarge got to the home and found Miss Pross. They struggled with each other. Love vs. hate is a universal theme that has been written about and represented for centuries. What makes this theme so compelling?

Write 2-3 paragraphs explaining the above theme. Give reasons why it is compelling and interesting to the reader and the writer. Reflect on personal experiences or describe a situation that you can relate to. Use details. Be clear and concise in your response.

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

6c12 Cubing a Persuasive Essay

		Thesis		
		Who cares?		
	Argument 1	Argument 2	Argument 3	
		So What?		

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

Tale of Two Cities, Day 25

Final Writing Assignment



Outcomes for today

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

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

1. Background

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



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Study this quarter's theme, "Responsibility Requires Action", written above.

Study the themes of the novel.

Resurrection and transforming (personally and as a society)

Sacrifice

The reality of violence in revolution and revolutionaries

Love vs hate

Review/define:

Narrative Writing Style. *A story or account of events, experiences, or the like, whether true or fictitious.*

Throughout the novel you have written a series of theme based paragraphs for your writing prompts. These prompts have also included a personal narrative or your personal story.

Choose one of the themes from the novel above. Using the writing prompts you have already written, choose 3 that will support your theme, write a 5 paragraph narrative story in which you tell the reader how one of the themes (above) relates to your life;

You will have to write an introductory paragraph introducing the theme you picked, and the examples that support it;

You may have to reconfigure the paragraphs you have chosen to support your ideas;

You should include examples real or imagined;

Your narrative should answer specifically,

Who was involved?

What, happened and what was the result?

When, did it occur?

Where, did it happen?

Why, did it happen?

Once you have written your draft, share with a partner. Revise and edit as needed.