Character Based Literacy Program Lesson Plan
Children of the River, Day 1

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

• **Where is Cambodia?** [show where Cambodia is on a map/globe]
• **Who were the Khmer Rouge?**
A group of Cambodian Communist parties that ultimately ruled from 1975 to 1979, but fought for many years of war involving French, China, Viet Nam, U.S. before and after that, including in western Cambodia until the nineties. The few remaining are in international trials today.

• **What happened during the time the Khmer Rouge were in power?**
Mass killings, and forcing people out of their homes in cities and villages into the fields. This led to the deaths of 2 million people [estimates range 1-3 million]. Considered among the greatest atrocities of human history. Overthrown by invasion from Viet Nam. Deaths resulted from direct killing and policies that led to starvation. Famous for government position that "To keep you is no benefit. To destroy you is no loss."

To help students understand the Cambodian Genocide that took place from 1975-1979 under the Khmer Rouge the class could watch all or parts of the movie *The Killing Fields*, which tells the story of Dith Pran. Dith Pran now lives in the U.S. and has a web page with more information.

©SCU2013

Other web resources for background information include Andy Carvin's *From Slideshow to Genocide: Stories of the Cambodian Holocaus*t, a detailed history in a slideshow presentation format, with many survivor stories that would useful with students, It is at
www.edwebproject.org/sideshow/index.html

The Cambodian Genocide Project at Yale University has a comprehensive compilation of materials including maps and pictures at www.yale.edu/cgp
A useful interactive art museum exhibit for bringing the reality of the genocide home is in the *Facing Death: Portraits from Cambodia's Killing Fields*

• Why might people who worked for the United States have been particularly afraid of the Khmer Rouge?
They were the first targets for what they knew to be a brutal regime. Hostility over American activity in Cambodia was significant for the Khmer Rouge.

• Why aren't people courageous all the time?
What stops people from always doing the right thing? Most often it is because of

Obstacles: something or someone is in the way
Emotions: the person doesn't feel like it or has emotions that are in the way
Difficulties: whatever it is would be hard to do or requires effort
Risk: it is dangerous or costs something or uses some resource:
the good to be achieved has to worth the risk

• What is the setting of today's reading?

When	Time of Day	Where	Weather
1975	afternoon	Ream, a village in Cambodia aboard a ship	soft, warm pleasant breeze

2. Word Wall Five vocabulary words to teach and add to the Word Wall.

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

gratitude -7	oblivious -7	purifying -4	refugee- 2	teeming -2

•show, say, explain, expand, explode or buzz about the word briefly
•show, say and define the word quickly and add to the word wall

READ

3. Review Review the timeline from the beginning everyday.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

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

***Children of the River* by Linda Crew, chapter 1, pp. 1-8**

©SCU2013

Setting	Characters	Pages
At home in village of Ream, Cambodia	Sundara, Soka, Naro, Pon, Grandmother, Baby	1-4
Boarding boat to escape Ream	Sundara, Soka, Naro, Pon, Grandmother, Baby	4-5
3 weeks later, still on the boat	Sundara, Baby, Doctor	5-8

RESPOND

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

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

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

Students might mention:

- Sundara, age 13, moves from the city to the village to help her sister.
- Soka gives birth to a girl.
- The radio announces a new government, then after a struggle it goes dead.
- The Khmer Rouge [Communists] have come to power after a long way and people in the village panic and begin to pack.
- Grandmother says she doesn't want to move just because there is a new government.
- Naro comes home from work early to say everyone who worked for the U.S. government needs to get out right away.
- Soka has just given birth and feels to sick to get up and leave right now.
- They all [Sundara, Soka, Naro, Pon, Grandmother, Baby] board a ship to leave; Naro has connections to get them on board.
- After 3 weeks at sea, everyone is sick. Soka is sick and Sundara is caring for the baby.
- The baby is dehydrated and sick. Sundara tries to get milk for the baby from another mother and then from the doctor; she gets milk packets and medicine from the reluctant doctor.
- Sundara feels responsible for the baby and tells herself the baby must not die.

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

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

©SCU2013

EXPLORE

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

One possible activity: Character Trait Map of Sundara
Please turn to the character map on the last page of this lesson plan for this activity. Think of 4 characteristics, or traits, that Sundara has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
For each trait, find 2 concrete examples of it in chapter 1. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

Another possible activity:
This novel takes place over 30 years ago. How have things changed in our society from then to now? What are some specific examples from the novel that show these differences? Write down 3-5 differences that you noticed.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why do you think the grandmother is so reluctant to leave Cambodia?
2. Naro stated that anyone who had worked for the U.S. needed to leave immediately. Why was that?
3. Where was the ship headed when they boarded?
4. Why do you think so many people became ill aboard the ship?
5. How does Sundara change from when she arrives to stay with Soka to when she is caring for the sick infant on board the ship?
6. What obstacles does Sundara face in caring for the infant?
7. What emotions does Sundara feel in caring for this infant?

9. Analyze Analyze the key paragraph.

Key Paragraph
When the baby fussed, Sundara jiggled her, clicking her tongue as she'd seen the other women do. This seemed to calm the little one. Sundara smiled. She was beginning to feel quite capable, much older than thirteen. "Don't worry," she whispered to the baby, whom she had already grown to love, "I'll take care of you." [page 2]

"What throw the baby – Horrible man. She snatched the bottle and struggled out through the press of people, holding the little bundle tighter than ever. This baby couldn't die. She wouldn't let her. She would do anything. She would find a way to feed her. [page 6]

©SCU2013

EXTEND

10. Write Every student writes a short product from today's prompt to connect to the unit theme.

Prompt 1. Sundara 's Courage

Because of the war's effects on the city where she was living, at age 13 Sundara comes to stay with her sister Soka to help with her children. As she holds and cares for the new infant, she "whispered to the baby, whom she had already grown to love, 'I'll take care of you [p. 2]." When caring for the baby aboard ship her thoughts are reported through the narrator: "This baby couldn't die. She wouldn't let her. She would do anything [p. 6]." What did Sundara do to take care of the infant? How was this courageous? What did Sundara do to take care of the infant that was courageous? Before you begin writing your paragraph, prewrite a few ideas you have come up with after brainstorming with the questions (above).

Write an informative paragraph about what Sundara did that was courageous. Describe in detail exactly what she did and what made it courageous. How do you define courage? What obstacles or emotions did she have to overcome? Or what risks did she have to take? What was difficult that she continued to do anyway? Because this is an informative paragraph, details are important. Be sure to provide details about exactly what she did and exactly what the obstacles, emotions and difficulties in the way were. Also, include direct quotes to support your explanation of Sundara's courage.

Prompt 2: Biography of Courage

Sundara demonstrated courage in her actions and decisions to overcome the obstacles in her way, and the emotions that might have caused her to give up. Think of a person you know who is an example of courage. This can be a person you know, or a person you know about. Can you think of an example of courage where someone was able to overcome obstacles and emotions in order to achieve or accomplish something important? In order to achieve or accomplish something important, a person usually has to demonstrate courage by overcoming obstacles and emotions repeatedly. This is why courage is considered a good habit: it has to be done again and again to get anywhere. How was this person able to accomplish what they did? How was courage a habit for them? How did they overcome obstacles and emotions many times?

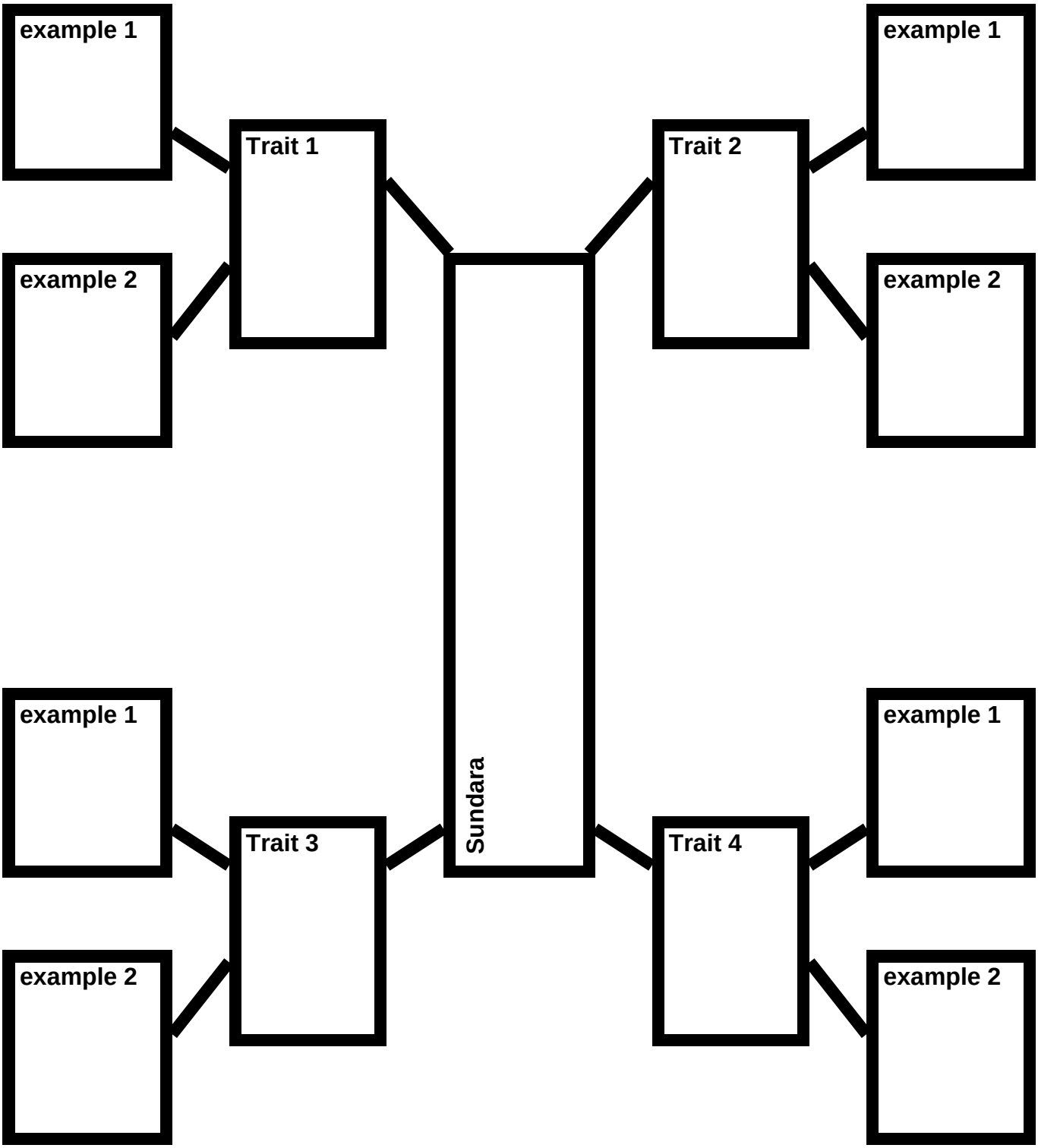
Write an explanatory paragraph about this person, explaining the different ways in which they show courage. Be sure to explain what obstacles were in their way, and how they overcame them. Also, be sure to explain how they overcome emotions that got in the way of their dreams. This might be as simple as how they learned to not just do what they wanted to. Explain what they accomplished. When you have finished writing your paragraph, edit your work and revise your paragraph; make sure your ideas and writing are clear. Maintain a formal style of writing in your paragraph.

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

Extend the reading to the student's lives or to the world.

©SCU2013

Character Profile Chart of Sundara



©SCU2013

Character Based Literacy Program Lesson Plan
Children of the River, Day 2

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)
a.) Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

• What were the "killing fields" in Cambodia? What happened to the families who remained in Cambodia?
Under the Khmer Rouge human institutions in Cambodia were shut down, all of the population were working in the fields for long days and many were either killed directly or starved in the fields. Later, mass graves of bones were uncovered in many of these fields. Further resources on this are listed on the first day**.** Families who remained in Cambodia were devastated through work, starvation, deaths and torture. At least 30% of the population died during this four year period.

• How did families who were refugees in the United States maintain contact with their relatives back in Cambodia? Were they able to assist them?

©SCU2013

There was no communication in or out of Cambodia during this time and until the Viet Nam invasion in 1979, very little possibility for anyone to get in or out of the country. Some small numbers did get in and out; huge numbers of refugees fled to Thailand and the U.S. whenever they could.

• What is Khmer?
Khmer refers both to the historical, native peoples of Cambodia, and the Mon-Khmer language of the Khmer people that is the official language of Cambodia.

•Where is Cambodia?
Where is the Mekong River and the Mekong Delta? What countries does Cambodia border, and where is it in relation to Viet Nam? Where in Cambodia is Phnom Penh? What is the geography of Cambodia like? These questions can be answered most easily with a map; a map and overview of geography and current information about Cambodia can be found in the *CIA Factbook 2007.*
This is a government agency compilation of information that is in the public domain and can be reproduced or used as you wish.
A map from the *Factbook* has been reproduced in the end pages of this lesson plan.

• What is the setting of today's reading?

When	Time of Day	Where	Weather
1979	fall	Oregon	breezy school day

2. Word Wall Five vocabulary words to teach and add to the Word Wall.

anticipation -13	grudging -16	listless -10	resentment -16	wispy -9

READ

3. Review Review the timeline from the beginning everyday.

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

***Children of the River* by Linda Crew, Chapter 2, pp. 9-21**

Setting	Characters	Pages
classroom	Sundara, Mrs. Cathcart, class	9-11
Locker room and gym	Sundara, Kelly	11-12
home	Sundara, Soka	12-14
Bonner farm, going home	Sundara, Soka, Naro, Pon, Grandmother	14-21

RESPOND

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

Students might mention:

- Sundara, now 17, is in her high school English class listening as student essays, mostly on cafeteria food, are read.

©SCU2013

- Mrs. Cathcart asks to read Sundara's composition, a poem, which though she does not want read, will not say so.
- The teacher reads the striking poem on missing Cambodia and the terrible things that have happened there.
- The class responds with silence, and Sundara reacts with embarrassment. she feels like people can read her thoughts, and that she has revealed too much. She leaves in panic.
- When she goes to her PE class, her friend Kelly talks to her and shows concern.
- Sundara is distracted during PE, mostly kicking soccer balls around.
- Sundara needs to get right home after school, but is 5 minutes late. This is not noticed because Soka and grandmother are upset by a misunderstood letter from UNHCR, which they read as directing them not to contact UNHCR any further about missing relatives. Sundara points out it says do not hesitate to contact further and all is well again.
- They head to the Bonner farm to pick cherry tomatoes and raspberries. Family survival depends on everyone working together, and finding the best farm spots for their own family and not sharing too broadly.
- Naro joins the others after work, and brings fast food which the kids love and adults avoid
- Another family is also working this farm.
- The family is constantly following crops to raise additional money, especially to help members of the family who are still back in Cambodia.
- Sundara also works for the Bonners at the local Farmers Market.
- On the way home they hear a commotion, and realize a football game is taking place at the high school.

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

- Add to the KWL chart you made yesterday. What did you learn from today's reading? Is there information that you still want to learn about Sundara and her family?

EXPLORE

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

One possible activity: Character Trait Map of Soka
Please turn to the character map on the last page of this lesson plan for this activity. Think of 4 characteristics, or traits, that Soka has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
For each trait, find 2 concrete examples of it in chapter 1. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

One possible activity: KWL Chart about Cambodia and the Khmer Rouge
Please turn to the KWL Chart at the end of the lesson plan.

©SCU2013

Step One: Fill out the K [know] column: what do you know about Cambodia and about the Khmer Rouge? This might be who, what, where, when, why, or how information. Write this information concisely in the K [What do you know?] column.

Step Two: Fill out the W [want] column: what do you want to know?
Given what you know, what would you like to know about Cambodia and the Khmer Rouge in the future? This could be as a result of reading this novel, discussions in class, your own research, or other readings or materials considered in class. Write this information concisely in the W [What do you want to know?] column.

In the future: Fill out the L [learned] column: what have you learned?
As you read and learn more about Cambodia and the Khmer Rouge, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know? Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column.

One possible activity: Then and Now Poster of Sundara's Life
Make a colorful poster that compares Sundara's life in Cambodia with her life in the United States. Use visual images to convey to the viewer the ways in which her life experience is different. Try to explain with visual images in the poster these 3 transitions, each with a then and now image [thus you need at least 6 images]: the transition from living in Cambodia to living in the United States, from being a Khmer to also being an American, from a Cambodian school to an Oregon classroom. Are details from the book similar or different than the historical facts you have been learning about the Khmer and Cambodia?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why is Sundara embarrassed by the poem she wrote, that Mrs. Cathcart reads to the class?
2. What does Sundara mean when she says in her poem "We are the lost, we are the lonely/So far from our beloved land?"
3. After she finishes working at the farm, Sundara is looking at Soka, and when notices she asks her: "What do you think, Niece? Would your mother call me 'little pampered lady' as she used to?" How would you answer this question?
4. Why did the letter from the UNHCR cause so much concern to Soka and Grandmother? How did Sundara clear it up? How would it change your life if you had many relatives whose location and status you could not determine?
5. How do members of this family - Sundara, Soka, Naro, etc. – all contribute to, and depend on each for success and survival?

©SCU2013

9. Analyze Analyze the key paragraph.

Key Paragraph
"We are the lost, we are the lonely
So far from our beloved land
We are the children of the Mekong
Who will not see that mighty river again
O Kampuchea
The blood of our people
Has stained you
The bones of our people
Lie in unmarked graves
But the love of the ancient Khmers
Will live in our hearts
We will not forget you
Even from this new place
On the far side
Of the earth." [p. 10-11]

Sundara was already at the truck when Soka picked her way, barefoot, out of the tangled rows, weighed down by a stack of three flats. She set them on the wooden pallet with a grunt and straightened up, bracing her back, rubbing her dirty sleeve across her forehead. Strands of black hair had escaped from the knot at the back of her neck and were sticking to her cheeks. She sighed deeply. Then, noticing Sundara watching her, she returned one of those long, searching looks that always made Sundara uneasy.

"What do you think, Niece? Would your mother call me 'little pampered lady' as she used to?" [pp. 18-19]

EXTEND

10. Write Every student writes a short product from today's prompt to connect to the unit theme.

Prompt 1 - Soka

Sundara lives with her aunt Soka. Much of her life, and the life of the family, is related to Soka's actions and decisions. As they are working together on the Bonner farm,

> Sundara was already at the truck when Soka picked her way, barefoot, out of the tangled rows, weighed down by a stack of three flats. She set them on the wooden pallet with a grunt and straightened up, bracing her back, rubbing her dirty sleeve across her forehead. Strands of black hair had escaped from the knot at the back of her neck and were sticking to her cheeks. She sighed deeply. Then, noticing Sundara watching her, she returned one of those long, searching looks that always made Sundara uneasy.
>
> "What do you think, Niece? Would your mother call me 'little pampered lady' as she used to?" [pp 18-19]

©SCU2013

What is Soka like? What kind of person is she? Do you imagine her as a "pampered lady?" as her sister must have once described her? What is Soka trying to say to Sundara by repeating that remark now? How does Soka act? How does Soka act for the good of her family? Do you think Soka is showing courage or does she have other motivations [she could have courage and other motivations]?

After thinking about these questions, prewrite the ideas you brainstormed. Then, write an explanatory paragraph describing who Soka is and the ways that Soka acts for the good of her family. Explain who her character is, and be sure to maintain a formal tone throughout your paragraph. How do her traits impact those around her? Be sure to provide specific details, use specific references from the text, and be sure to use what Soka says about herself as well as what others have said about her.

Prompt 2 – Important Memory

The poem that Sundara wrote for her English class talks about her important memories of Cambodia when she grew up, that are intertwined [all linked together with] her family, culture and language. She speaks of her anger at the violence in the Cambodia that the Khmer Rouge call Kampuchea. She also speaks of her distance and loneliness at being so far away:

> "We are the lost, we are the lonely
> So far from our beloved land [p.10]

And she speaks of holding onto her memories of Cambodia in both emotional [love] and thinking terms.

> But the love of the ancient Khmers
> Will live in our hearts
> We will not forget you
> Even from this new place [p. 11]

Do you think this helps Sundara to cope with being away from her homeland and in a new country? Can you think of times when memories have helped you to cope with a difficult situation? Sundara thought of a place and time that was valuable and important to her, in which she had strong relationships, and felt successful and supported. It was a place in which she had a history and could remember herself positively. Perhaps it was a place where she could remember being courageous, like the strong Khmer civilization Cambodia, and Sundara, grew out of. Can you think of a memory that has some of these qualities? A memory you could think back on at difficult times.

Write an explanatory paragraph about what makes this memory special and how it would help you get through difficult times. It can be done in a paragraph or in a poem; whatever method you choose, make sure your ideas are expressed clearly. Maintain a formal style and be sure to conclude with a reiteration of your explanation. Be as informative as possible in your writing.

 ©SCU2013

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

Extend the reading to the student's lives or to the world.

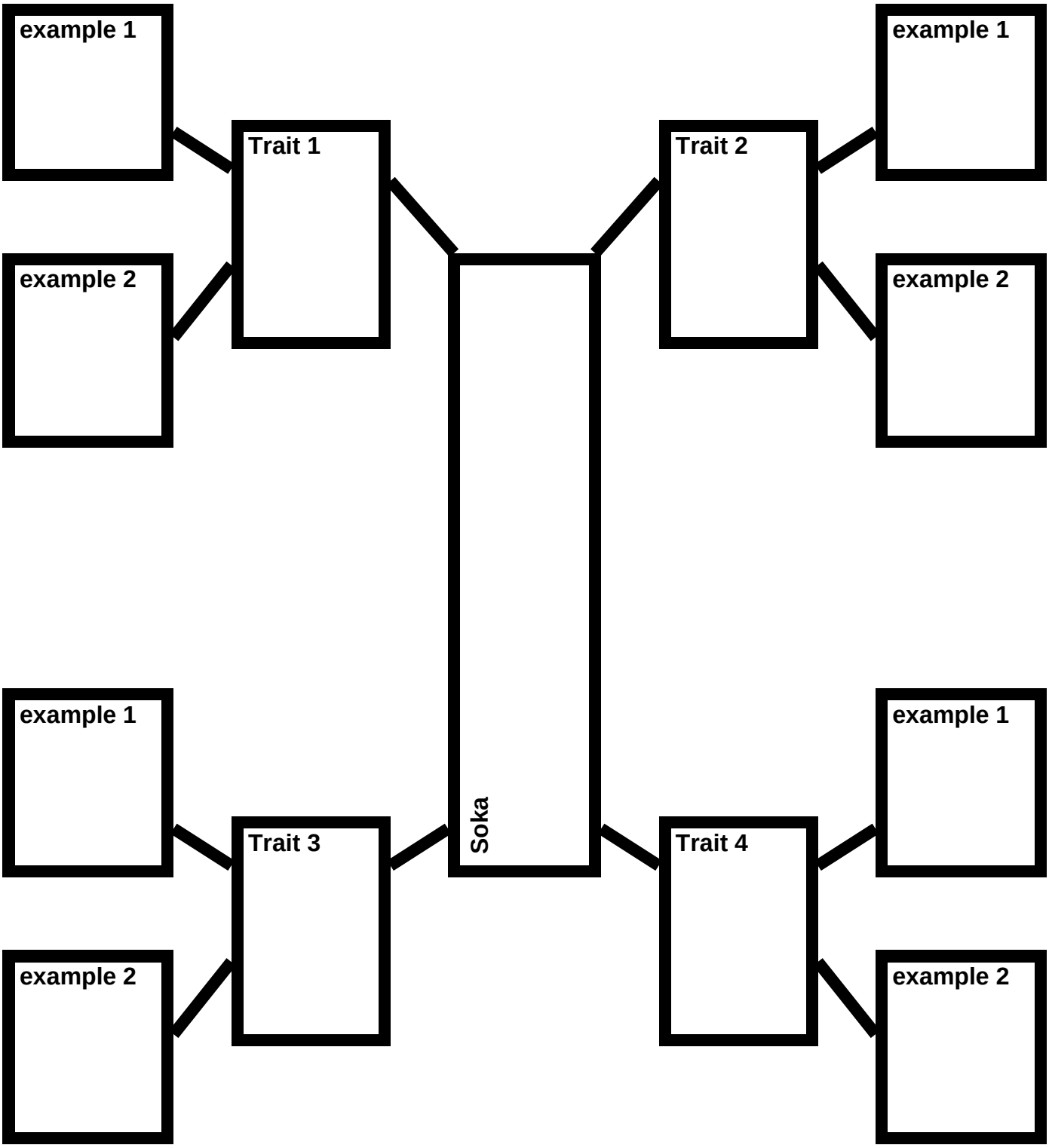
©SCU2013

KWL Chart of Cambodia and the Khmer Rouge, especially 1975-1979

K What do you know about Cambodia and the Khmer Rouge?	W What do you want to know about Cambodia and the Khmer Rouge?	L What have you learned about Cambodia and the Khmer Rouge?

©SCU2013

Character Profile Chart of Soka



©SCU2013

Where is Cambodia?
Where is the Mekong River
Where is the Mekong Delta [hint: river splits and flow into nine dragons before ending in sea]? What countries does Cambodia border?
Where is Cambodia in relation to Viet Nam?
Where in Cambodia is Phnom Penh?
What is the geography of Cambodia like?

©SCU2013

Character Based Literacy Program Lesson Plan
Children of the River, Day 3

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)
b.) Apply *grade7 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

- **How are marriages arranged in Cambodia?**

In the culture in which the characters of the story grew up, marriages were arranged by the family. A girl like Sundara grew up with the expectation that she should not talk to boys, not date, and as a woman marry a man chosen for her by her family.

- **Is it common to arrange marriages in other parts of the world? What happened during the field burnings in Cambodia?**

In many parts of world marriages are based on family contracts, arrangements through marriages brokers, and may involve payments between persons or families including dowries or bride prices.

- **Do author's drop hints or clues about what is coming next in a story by what they spend time on early in the story?**

Authors **foreshadow** the coming conflict of a story. Ask students to look for examples of foreshadowing today. as Sundara enjoys her conversation with Jonathan, the conflicts

©SCU2013

that will be coming up in the novel are being hinted at, or foreshadowed. Perhaps there will be a conflict over love, boyfriends and marriage. The scene at this stand may be the author dropping the hint.

• What is the setting of today's reading?

When	Time of Day	Where	Weather
1975	fall morning	Oregon	cold

2. Word Wall Five vocabulary words to teach and add to the Word Wall.

chaperone -23	constrained -28	disdainfully -26	indignantly -26	resettlement -24

READ

3. Review Review the timeline from the beginning everyday.

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

***Children of the River* by Linda Crew, Chapter 3, pages. 22-33**

Setting	Characters	Pages
Bonner farm	Sundara, Ravi	22-23
Farmer's Market	Sundara, Ravi	24-25
	Sundara, Ravi, Mrs. Lam	26-28
	Sundara, Ravi, Jonathan	28-33

RESPOND

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

Students might mention:

- Sundara and Ravi are up early at the Bonner farm cutting flowers and herbs, loading everything for sale at the Farmer's Market.
- The Bonners like Sundara, and would be happy to hire her to work for them on a regular basis; Soka thinks the family will be better off if they all work as one unit.
- Ravi is 10 now and is also called little Pon, Ab-own, and Little Tender One; he is sent along both to help and to chaperone Sundara.
- It is cold as they set up their stall for sales; Ravi wants and gets a cinnamon roll and then goes to gets some eggs.
- Mrs. Lam tries to bargain for the price of bok choy, but Sundara has to stick to the price the Bonners set in advance.
- Sundara thinks about how Soka wants to find a husband for her; she wonders about her parents and the boy she left in Cambodia, a boy who was her intended to be her husband there.
- While many customers are around the stand, a blond boy from the high school approaches, and Sundara finds she suddenly becomes very clumsy.
- Jonathan McKinnon introduces himself then talks about things and wants some flowers.
- Sundara prolongs the conversation though she is not supposed to talk with boys. She notices his legs.
- Ravi sells Jonathan some golf balls.

©SCU2013

- Jonathan tells Sundara he is impressed by her poem; Sundara is embarrassed by the poem but Jonathan explains that it helped him to understand.
- Sundara sees billowing clouds across and it reminds her of the burning fields in Cambodia.
- Sundara worries about what Ravi will say at home about her conversing with a boy; ultimately she feels safe, that he will say nothing.

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

- Create an OMP for Jonathan. What is he thinking during his interaction with Sundara in today's reading?

EXPLORE

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

One possible activity: Character Trait Map of Ravi
Please turn to the character map on the last page of this lesson plan for this activity. Think of 4 characteristics, or traits, that Ravi has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
For each trait, find 2 concrete examples of it in chapters 1-3. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

One possible activity: Character Interaction Chart for Sundara, Ravi and Soka
Using 3 characters you have profiled and wish to analyze [Sundara, Ravi and Soka], place the name of each character in a box. Each character box has another character box on each side.

On the side of the first character box [Sundara] near the second character box [Ravi], write down what the first character [Sundara] thinks about the second character [Ravi], and how the first character [Sundara] interacts or gets along with, the second character [Ravi].

Then do the same thing for how the second character [Ravi] thinks about and interacts with the first [Sundara], in the second characters box. Continue doing this until you have filled out each box: the second [Ravi] for the third [Soka], the third [Soka] for the second [Ravi], the third [Soka] for the first [Sundara] and the first [Sundara] for the third [Soka].

One possible activity: An Ad for the Coming Conflict
As Sundara talks to Jonathan at the stand selling produce, she is aware that the expectations of the culture she grew up in are that she should not talk to boys, not date, and marry a man chosen for her by her family. As she enjoys her conversation with Jonathan the conflicts that will be coming up in the novel are being hinted at, or prefigured. Perhaps there will be a conflict over love, boyfriends and marriage. The scene at this stand may be the author's way of dropping the hint.

 ©SCU2013

Using paper and whatever drawing and color supplies you wish, create an advertisement that would accomplish the same purpose. Imagine you are creating an ad for *Children of the River* and you want to title it **The Coming Conflict**. You are going to use the scene at the stand to **foreshadow**, or drop the hint, that there will be future conflicts in the novel about love, boyfriends and marriage, to motivate readers to continue reading the book. Use any combination of visual images, pictures, words to get these ideas across.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What does Naro mean when he says that "A bundle of chopsticks cannot be broken like one alone?"
2. Why is Sundara not supposed to talk to boys? How do you think she feel about this rule?
3. How would you describe the relationship between Ravi and Sundara? Do you think Ravi will keep quiet about Sundara talking to Jonathan?
4. Many references in the chapters are allusions to the beauty of Cambodia or the terrible things that have happened under the Khmer Rouge. Give some examples of each.
5. The narrator has Sundara thinking at one point: "Here the luminous, newly sprouted grass fields surrounding Willamette Grove reminded her of the paddies of tender rice shoots covering the lowland Kampuchean countryside. It was good to dwell among living things [p. 24]." What does she mean by this? How is this reflected in her attitude toward life? Do you think she could successfully start her life over in the U.S. if she did not think this way.

9. Analyze Analyze the key paragraph.

Key Paragraph

Of course. The Bonners always meant to be nice- even if they sometimes said strange things. And Mr. Bonner did seem pleased with her work, had offered a full-time job all summer if she would work only for him. But Soka and Naro thought the family should work together. "A bundle of chopsticks cannot be broken like one alone," Naro reminded her, and Soka added that even at the piecework rate Sundara might earn more by picking. "Work more hours and help watch little Pon at the same time." Still, the idea of guaranteed work had its appeal. They hadn't forgotten the year the price fell so low on cherry tomatoes that Mr. Bonner couldn't afford to have them picked. Finally they agreed to let Sundara work the Saturday markets. Ravy would be her helper. And , she suspected, her chaperone. [p. 23]

"It *is* cold, isn't it?" Sundara said. She envied the Cambodians who had left Oregon for the warmth of southern California. A warmer place might have made her family's exile from Kampuchea less harsh, but they'd had to go where the sponsors could be found. And a sunnier climate alone would not be enough to lure her family away now, not when they finally had a house of their own- a new American subdivision house- and Naro was

 ©SCU2013

once again working as an accountant instead of a dishwasher. And at least Oregon was green. Here the luminous, newly sprouted grass fields surrounding Willamette Grove reminded her of the paddies of tender rice shoots covering the lowland Kampuchean countryside. It was good to dwell among living things. She thought of the refugees the resettlement people had sent to the cold gray cities of the northern states. How could they bear it, after the lush green and rich brown of Kampuchea? [p. 24]

She glanced at Ravy again. He knew perfectly well she wasn't supposed to talk to boys. Hadn't he heard Soka say it often enough? Strange. That rule never bothered her before. It had been her protection against loud, overly bold American boys, made it easier to smile away their advances. But now, somehow, looking at Jonathan McKinnon, she felt constrained by Soka's admonition. They were discussing flowers, yes but the way he was drawing it all out… [p. 29]

EXTEND

10. Write Every student writes a short product from today's prompt to connect to the unit theme.

Prompt 1. Rules for Sundara

Sundara lives with her Aunt Soka and Uncle Naro under expectations drawn from their life experience in Cambodia, while slowly adapting to the United States. Sundara goes to high school, but at home operates with rules somewhat different from most of her peers. What are they? Sundara had been offered a separate job on the Bonner farm, which Soka opposed:

> But Soka and Naro thought the family should work together. "A bundle of chopsticks cannot be broken like one alone," Naro reminded her, and Soka added that even at the piecework rate Sundara might earn more by picking. "Work more hours and help watch little Pon at the same time." Still, the idea of guaranteed work had its appeal. [p. 23]

Sundara takes care of little Pon, whom she clearly loves. Sundara has some money of her own, but she also listens to Soka's ideas. For example, when they are at the Farmers Market, early in the morning and little Pon wants a cinnamon roll:

> Soka wouldn't like it if she knew. *Save*, she always reminded them. *Don't spend.* But today Sundara could take the money from her own portion, the money Soka allowed her to keep. [p. 25]

Living with Soka entails a variety of rules, which do not appear to bother Sundara, at least yet. When Jonathan approaches the stand at the market one of the rules comes into question:

> She glanced at Ravy again. He knew perfectly well she wasn't supposed to talk to boys. Hadn't he heard Soka say it often enough? Strange. That rule never bothered her before. [p. 32]

 ©SCU2013

Write an informative paragraph that conveys the rules by which Sundara is required to live while she is part of Soka's household. This includes her behavior at home, at school and in the community – and this includes jobs and boys. Be sure to be specific and make detailed references to the text. Also, be sure to trace Soka's control over Sundara to Sundara's cautious behavior; do you agree or disagree with this? How would you suggest Soka act towards her niece? Maintain a formal style throughout your writing, and be sure to include a conclusion at the end of your work.

Prompt 2 – Courage Under Pressure

While working in the Farmer's Market, Sundara and Mrs. Lam end up in an exchange over the price of the bok choy:

> The Chinese woman picked up a bok choy and regarded it disdainfully. Then she poked a finger at the snow peas. "How much?" she asked in English, the only language she and Sundara had in common. When Sundara told her, she said, "Too much. Not so fresh."
>
> "I promise you, very fresh." Sundara was polite but firm, playing along.
>
> "I give you one dollar a pound." [p. 26]

Both Sundara and Mrs. Lam know that Sundara cannot change the price. So this is really a test of whether and how Sundara will react,. Will she react emotionally to this taunt, or find some other way to handle this situation.

> Sundara clenched her teeth behind her fixed smile. Chun-Ling's mother knew very well she was not free to bargain with Mr. Bonner's produce. The Americans usually preferred to set their prices and stick to them. The woman just liked to make things difficult, Sundara thought, because her own daughter had not been offered this job. [p.26]

How does Sundara use her smile to stick to the price? How does thinking about Mrs. Lam's daughter not getting the job, help her cope with the situation. How does thinking through the reasons the person is behaving the way they are, help someone cope with a problem situation? How does thinking through the reasons why Mrs. Lam is behaving the way she is, help Sundara to cope with her? What would she say if she didn't make any effort to cope? Telling Mrs. Lam she can go choke on the bok choy would not help to keep Sundara employed.

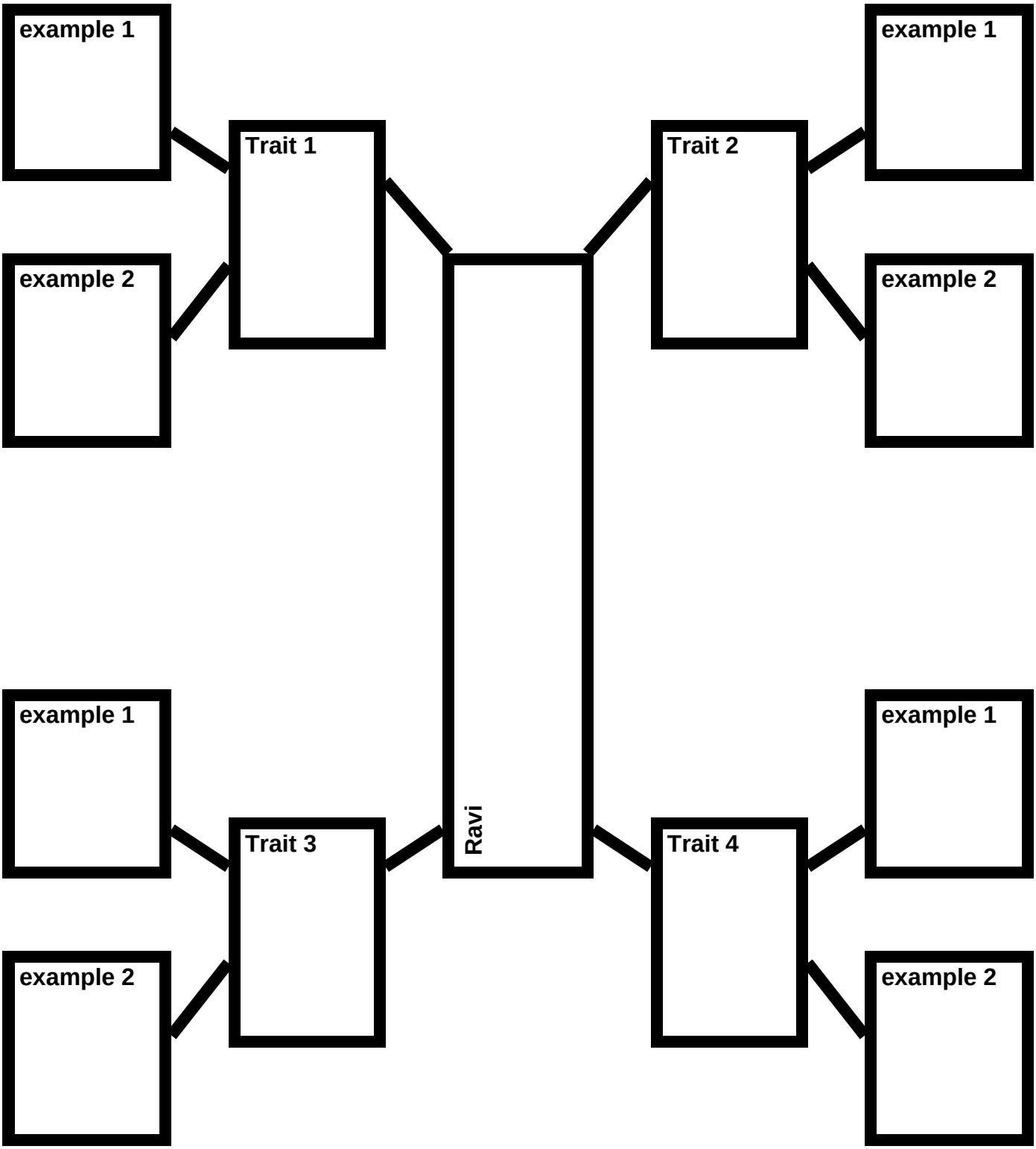
After brainstorming with the questions write a paragraph explaining courage under pressure. Write a clear description of Sundara dealing with Mrs. Lam at the produce stand as though it were a news account and you were detailing this in a blow by blow account, fill in what each person is thinking. Make sure you provide details, and be sure that Sundara's courage in coping under pressure is obvious. When you have finished writing, be sure to go over your work and revise it.

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

Extend the reading to the student's lives or to the world.

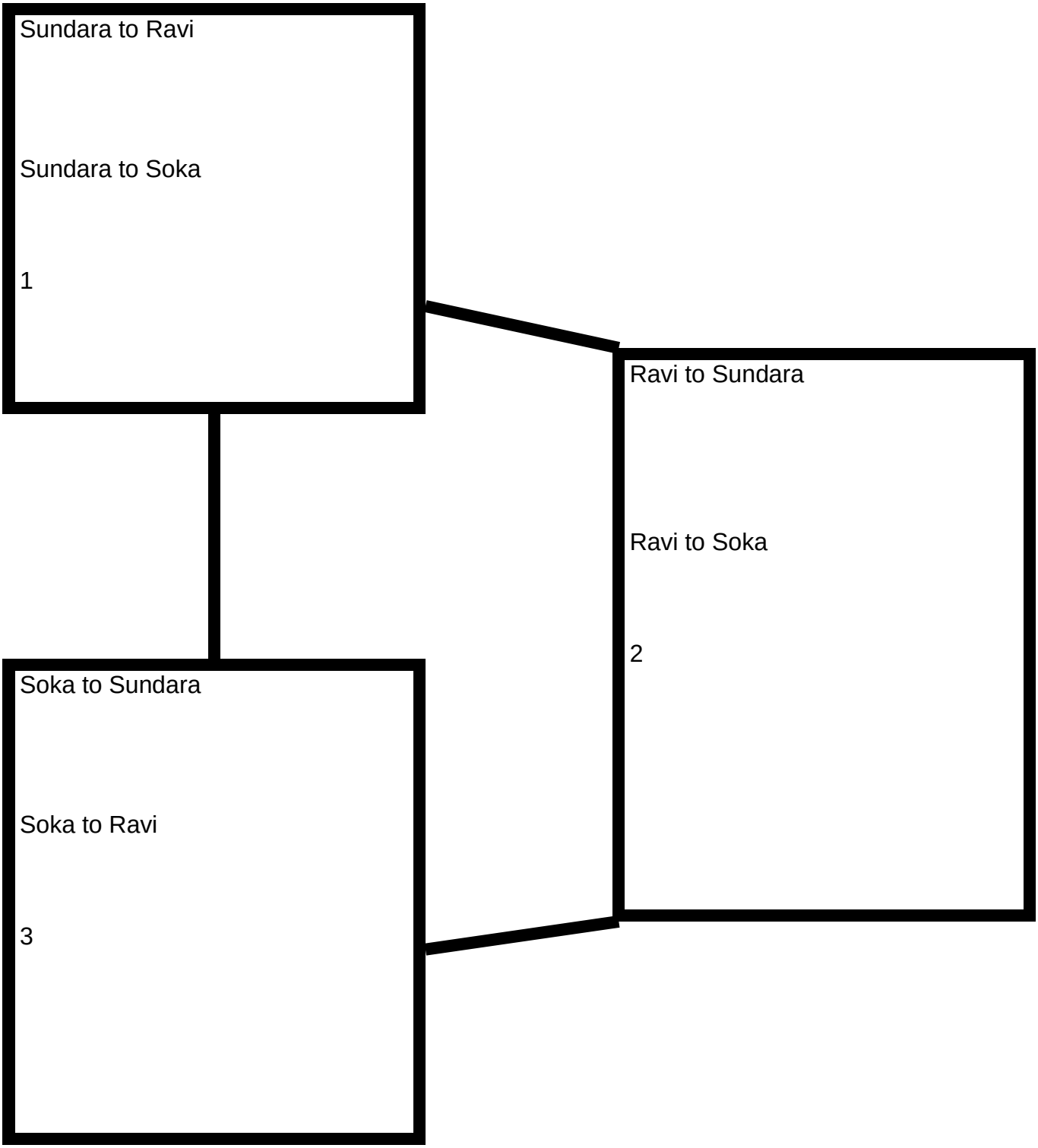
©SCU2013

Character Profile Chart of Ravi



©SCU2013

Character Interaction Chart for Sundara, Ravi and Soka



©SCU2013

Character Based Literacy Program Lesson Plan
Children of the River, Day 4

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

• What causes people to be considered heroes in general? In high school? In your high school? To you? Why do so many people identify heroes with sports?

Discussion item

• One way people can be heroic is by being Architects of Peace, like Dith Pran.

Architects of Peace is a project of Michael Collopy and the Markkula Center for Applied Ethics. The Architects of Peace web site is a gateway to exploring the lives of a diverse group of men and women who have devoted their lives to building peace. This site offers portraits and brief biographies of more than 70 architects of peace from around the world. Essays by the Architects on working toward peace, and resources for teachers and students, including curriculum suggestions, and links for further reading are available. Photographer Michael Collopy began this project with a series of portraits of people who were working toward peace from many viewpoints and backgrounds. The list includes diplomats and poets, scientists and religious leaders. One of the honored architects is **Dith**

©SCU2013

Pran, who survived the Cambodian Holocaust. His portrait is at end of this lesson plan, and his biography and personal statement follow.

Dith Pran's wartime story of covering Cambodia's takeover by the communist Khmer Rouge with reporter Sidney Schanberg was told in the award-winning film *The Killing Fields*. Dith endured four years of starvation and torture in the Khmer Rouge's forced labor camps before escaping to Thailand in 1979. Schanberg represented Dith in accepting a 1976 Pulitzer Prize for their coverage. A photojournalist for the New York Times since 1980, Dith now runs the Dith Pran Holocaust Awareness Project. He lost more than fifty relatives to the Khmer Rouge, including his father, three brothers, one sister, and their families.

Dith Pran Reflects on Working Toward Peace

On April 17, 1975, the communist Khmer Rouge came to power. At first, everyone was happy because we thought peace had finally come. But we were wrong. The Khmer Rouge pointed guns at us and forced us to leave the cities. Families were separated from each other. People died along the way to the forced labor camps. At the camps we worked fourteen to sixteen hours a day, every day, and were given one bowl of watery rice to eat. People were dying everywhere around me. We lived in constant fear. I prayed to Buddha that if I survived, I would tell the world what the Khmer Rouge did to their own people. They took away our families, freedom, and our lives. They starved, beat, tortured, and killed us. One thing they couldn't take away was our spirit. I'm not a politician. I'm not a hero. I'm a messenger. It's very important that we study genocide because it has happened again and again. We made a mistake because we didn't believe Cambodians would kill Cambodians. We didn't believe that one human being would kill another human being. That's why we allowed them to kill us. I want you to know that genocide can happen anywhere on this planet. Together we can prevent genocide from happening again. Together we can make a better future for our children

These materials can be obtained at the web page
http://scu.edu/ethics/architects-of-peace/Pran/homepage.html

• What is the setting of today's reading?

When	Time of Day	Where	Weather
1975	fall evening	Oregon	cool football weather

2. Word Wall Five vocabulary words to teach and add to the Word Wall.

brazenly -36	disrespectful -36	enthusiasm -36	fascinated- 38	panicky- 35

READ

3. Review Review the timeline from the beginning everyday.

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

***Children of the River* by Linda Crew, Chapter 4, pp. 34-39**

Setting	Characters	Pages
arriving at football game	Sundara, Ravi	34
sitting in stands at football game	Sundara, Kelly	35-39

©SCU2013

RESPOND

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

Students might mention:

- Sundara and Ravi arrive at their first football game, and Ravi disappears with his friends.
- Sundara wants to go home. She realizes she must wait for Ravi, which is the only reason she could attend the game.
- Kelly spots her and waves her to a seat in the stands with her, and some other girls they know.
- They watch the Rally girls perform. Sundara asks about Cathy Gates, who turns out to be Jonathan's girl friend.
- Sundara remembers Cathy's essay from English class on being who you are [she wondered who else you could be], and how brazenly she hangs on Jonathan.
- When the Rally girls perform, Sundara is shocked at their behavior. She is also surprised that Jonathan would like this [assuming he does].
- Sundara wondered if Jonathan had been flirting with her in classes all of the last week.
- Sundara is surprised at the way the football players dress and yet maintain their masculinity. She is also surprised when they all pray.
- As the game continues the players all appear to smash into each other, which Sundara does not understand. Football in general dos not make a lot of sense to her.
- Jonathan scores a touchdown with speed and grace, and Sundara stands cheering with the rest of the crowd.

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

- Create an OMP for Sundara. What are her thoughts as she attends the football game? What do you think she is feeling when she cheers with the rest of the crowd?

EXPLORE

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

One possible activity: Courage Bookmark

Use a piece of heavy paper or construction paper big enough to fit inside but be a little taller than the book. Write with markers, crayons, colored pencils or whatever is available. At the top of the bookmark write the word courage in large, bold letters. Then draw a line lengthwise down the middle of the bookmark. On the left side draw images and write words about what courage means to you. On the right side draw images and write words about what courage is not courage is not to you. The two sides should contrast what courage is and is not for you. On the back of the bookmark, keep track of examples of courage that show up in the book *Children of the River* as you read it. You may find it helpful to use informational texts or resources to boost your exploration of courage. For instance, you may choose to research different historical

 ©SCU2013

figures who have showed courage; make note of their character traits – what makes them courageous? How do the characters in Children of the River show courage in these ways?

One possible activity: Open Mind Portrait of Sundara
Use a large piece of stiff paper for Sundara, paper for bubbles, scissors, glue sticks, and markers; if you want to get more creative you can also use crayons, pens, pencils, paint, construction or tissue paper.

Step One: create a large head shot of Sundara

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

Step Two: place cartoon bubbles of Sundara's thoughts around the portrait

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

Step Three: add bubbles as you learn new things about Sundara

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

Note: as the conflicts in the novel develop, Sundara's thinking is going to change substantially as she questions things. It would be useful to go back to this portrait several times and add additional bubbles, perhaps in a different color to look at how her thinking changes.

One possible activity: Sketch of the Final Scene
In the final scene of Chapter 4, Jonathan runs the ball to a touchdown with speed and grace. as described on pages 38 and 39. Draw a sketch on paper of this final scene from any point of view you wish. That is, sketch what happened [the touch down play] as a sport reporter saw it, or as Sundara saw it, or as the coach saw it, as the other team saw it, or as you wish to define it.

©SCU2013

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. When she arrived with Ravi, what was Sundara expecting her evening at the football game to be like?
2. What was it about the Rally Girls that Sundara found offensive? Why do you think she was surprised that Jonathan would find the behavior of the Rally Girls interesting?
3. In observing Cathy Gates' behavior, Sundara is making inferences about what she is like. How is she describing Cathy's appearance and behavior, and what do you think she might be concluding it means?
4. Sundara finds there are many things about the game of football, the dress and behavior of football players and their supporters [like the Rally Girls] that she does not understand. What are some of them? Can you give examples of similar things you have not understood in games in other cultures, countries or areas?
5. What was it about Jonathan's final touchdown that helped Sundara understand the game of football?

9. Analyze Analyze the key paragraph.

Key Paragraph

"Where shall we sit?" she asked Ravy when they were inside.

"Sit wherever you want. I'm meeting my friends over there."

"But Ravy-"

Too late. He was already headed for a crowd of younger kids in the end zone.

For a panicky moment Sundara thought of leaving. She'd looked forward to the game; she hadn't planned on being alone. But she'd have to stay. Ravy would need a ride home, and that had been the only reason Soka allowed her to come. Taking a deep breath, she went over to the stands. Most of the seats were filled, and to find an empty one a person had to walk along in front of those rally girls, craning, searching while everyone in the stands looked down and thought, Who is that person in the horrid green jacket? [pp. 34-35]

"I can't believe it!" Kelly said. "I never thought I'd see *you* at a *football* game."

"I can't believe either." Never before had she asked permission to come, and perhaps Soka *had* looked at her a bit suspiciously. But it was a natural thing to want to go to the football game like everyone else, wasn't it? [p. 35]

Sundara remembered Cathy's English class paper that first week. It was written well enough. Something about the importance of being yourself. But how puzzling. Who else could you be? [p. 36]

Sundara found herself on her feet, jumping and clapping with the crowd. She did not understand the game, but she understood speed, she understood grace. She understood why everyone thought Jonathan McKinnon was wonderful. [p. 39]

©SCU2013

EXTEND

10. Write Every student writes a short product from today's prompt to connect to the unit theme.

Prompt 1 – The Courage to Stay and Play

Sundara arrives at the first football game she has ever attended, expecting to sit with Ravi, who disappears immediately to sit with his friends. She is not expecting to deal with this crowd and

> For a panicky moment Sundara thought of leaving. She'd looked forward to the game; she hadn't planned on being alone. But she'd have to stay. Ravy would need a ride home, and that had been the only reason Soka allowed her to come. Taking a deep breath, she went over to the stands. Most of the seats were filled, and to find an empty one a person had to walk along in front of those rally girls, craning, searching while everyone in the stands looked down and thought, who is that person in the horrid green jacket? [pp. 34-35]

Sundara does stay for the game and ends up sitting with Kelly and other girls she knows from school. She watches the games and notice two groups in particular: the football players and the rally girls. She doesn't really understand the game until Jonathan makes a touchdown at the end:

> Sundara found herself on her feet, jumping and clapping with the crowd. She did not understand the game, but she understood speed, she understood grace. She understood why everyone thought Jonathan McKinnon was wonderful. [p. 39]

Sundara wanted to leave the game but could not. How did it take courage for Sundara to stay for the game instead of leaving as soon as Ravi deserted her. How did it take courage to socialize with a whole group of girls, some of whom weren't all that well known to her? And enjoy the football game? Jonathan had to play the football game. How did it take courage show up, to practice, to prepare, and to overcome the obstacles that got him to the game, and got him through the game? Both speed and grace are enhanced by practice; how does that take courage?

Write an explanatory paragraph in which you clearly describe the ways that Sundara shows courage in this situation. Define courage using your own words; explain how Sundara is courageous in today's reading. Make sure you maintain a formal tone throughout your work and be sure to conclude with a re-statement of your explanation.

Prompt 2 – An Unexpected Situation

Sundara finds herself in completely new situations frequently as a result of living in the United States as a refugee from Cambodia. Attending a football game for the first time is a completely new situation. She finds it can be both scary and interesting, both puzzling and fascinating. Think of a time when you were in a completely new situation. A situation that was completely foreign to you: unlike any situation you had been in before. What made this situation so different for you? Where were you? What setting variables about the time, place, weather or location were foreign or unsettling to you? Who was there with you? Were you alone? Were there other people you knew or could depend on there? Were you dealing with people who were new to you? What were you

 ©SCU2013

doing there? What was happening? What was scary? Interesting? Puzzling? Fascinating? Why was the situation so different for you? What made it so different from other situations you have been in?

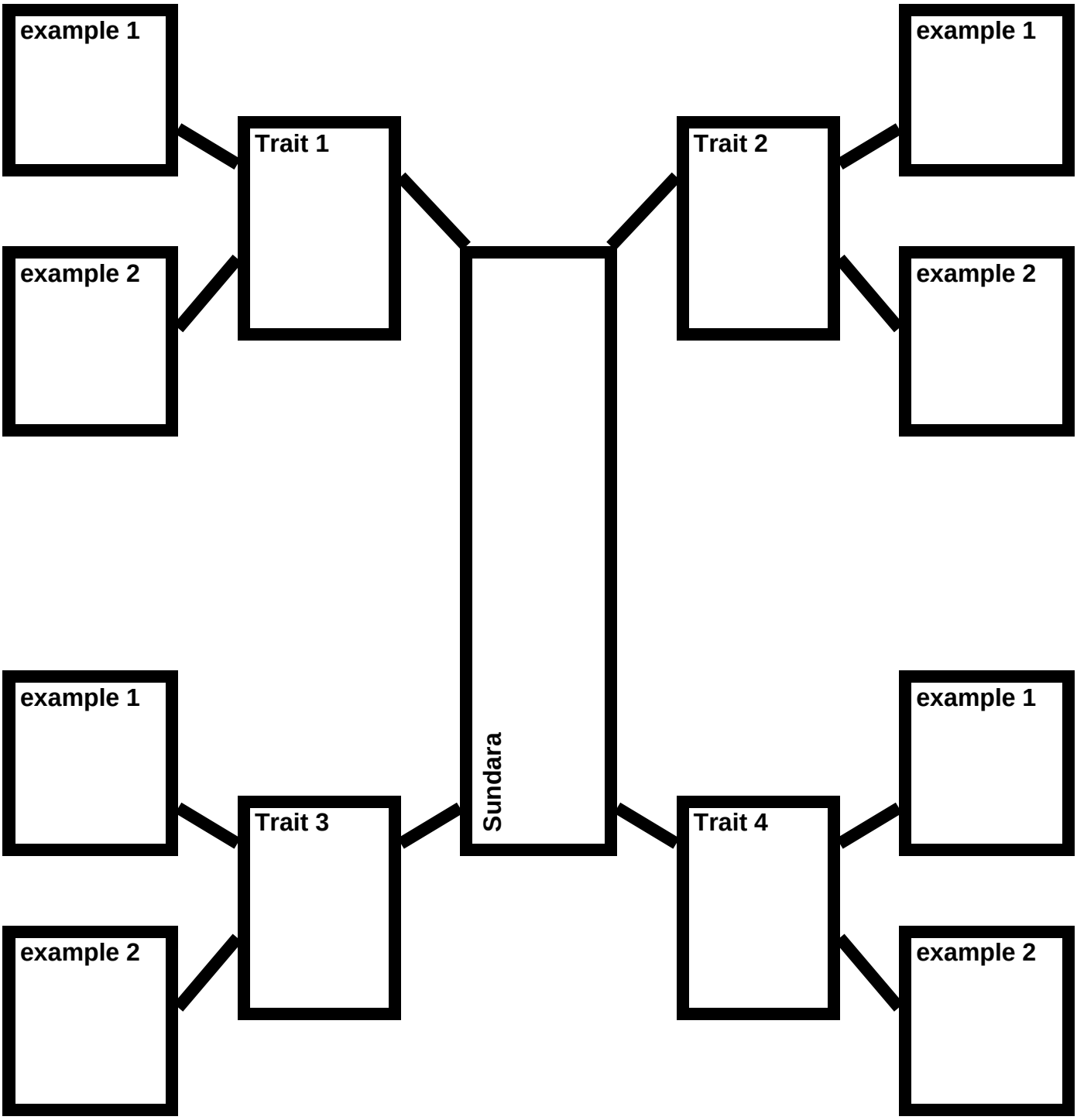
Write an informative paragraph that describes a situation that was completely new for you. This might have been traveling somewhere, attending an event in a different language or culture, going to a new school, visiting a different library, or going to an event that is completely unlike anything you have ever experienced. Describe in detail the situation you were in: where were you? When were you there? Who were you with? What were you doing? Why were you there? How did you get there? How did you leave? Why did you go there? Why did you leave? Explain whether you knew the rules, or specific language, or roles that people play in this situation and whether this made you more or less comfortable. Explain whether you knew many or any people there, and whether this made you more or less comfortable. Explain how the surroundings might have been like, or different from, those you are used to, and whether this made you more or less comfortable. Be as specific and clear with your details as possible. Also, when you have completed your writing, be sure to go over your work and edit it.

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

Extend the reading to the student's lives or to the world.

©SCU2013

Character Profile Chart of Sundara



©SCU2013

Dith Pran Reflects on Working Toward Peace

On April 17, 1975, the communist Khmer Rouge came to power. At first, everyone was happy because we thought peace had finally come. But we were wrong. The Khmer Rouge pointed guns at us and forced us to leave the cities. Families were separated from each other. People died along the way to the forced labor camps. At the camps we worked fourteen to sixteen hours a day, every day, and were given one bowl of watery rice to eat. People were dying everywhere around me. We lived in constant fear. I prayed to Buddha that if I survived, I would tell the world what the Khmer Rouge did to their own people. They took away our families, freedom, and our lives. They starved, beat, tortured, and killed us. One thing they couldn't take away was our spirit. I'm not a politician. I'm not a hero. I'm a messenger. It's very important that we study genocide because it has happened again and again. We made a mistake because we didn't believe Cambodians would kill Cambodians. We didn't believe that one human being would kill another human being. That's why we allowed them to kill us. I want you to know that genocide can happen anywhere on this planet. Together we can prevent genocide from happening again. Together we can make a better future for our children.

©SCU2013

Character Based Literacy Program Lesson Plan
Children of the River, Day 5

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)
a.) Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

• What will happen to intellectuals when the Khmer Rouge come to power? How will the Khmer Rouge empty the cities into the countryside?

The Khmer Rouge, during the time they controlled the government of Cambodia from 1975-1979, implemented an *agriculture first* policy. They believed that Cambodia would be strongest if it returned to its former days of surplus grain as the Khmer Empire. To do this they emptied out the towns into the countryside and forced virtually everyone into slave labor. They were especially suspect of people who had lived in towns and cities, had been prosperous, or were educated. Intellectuals, and those who worked for the government, were actually in great danger, and were likely to be killed or become torture victims. The Khmer Rouge considered peasants who lived in the country, and who were poor, less of a threat.

©SCU2013

• What do Americans know about the Cambodian Genocide, and how do they tend to perceive it? What do most Americans think happened?

• What is the setting of today's reading?

When	Time of Day	Where	Weather
1975	lunch time	Oregon	outdoor nice weather

2. Word Wall Five vocabulary words to teach and add to the Word Wall.

cratered -46	demur -41	evacuated -51	intellectuals -47	miscarriage -49

READ

3. Review Review the timeline from the beginning everyday.

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

***Children of the River* by Linda Crew, Chapter 5, pp. 40-52**

Setting	Characters	Pages
High school sitting on bench eating lunch	Sundara, Jonathan	40-44 intro's
		44-45 flirt
		45-47 war
		47-48 family
		48-52 out

RESPOND

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

Students might mention:

- Sundara meets Jonathan after International Relations to be interviewed on the situation in Cambodia; the interview ends up being between the two of them alone on the patio, which concerns Sundara.
- Jonathan's father turns out to be a well know pediatrician who treated Little Pon when he was little. He so sick and dehydrated from the boat trip that he weighted only 15 pounds at 2 years; Jonathan's father is the reason Sundara wants to be a doctor.
- Jonathan is impressed with Sundara's plans, but doesn't know what he wants to do when he grows up, other than he doesn't want to play football.
- Sundara begins to tell Jonathan her story of living in Phnom Penh, Cambodia where her father was a high school teacher during the time a protracted war was occurring. Sundara was studying for the high school entrance exam, which she never took because the bombings led to the schools being shut down just before the exams, and a confusing time of rising inflation and difficult living in the city.
- Other male students start coming by making remarks to Jonathan that they would give her [Sundara] a 9; a 10 if she wore a grass skirt. Sundara doesn't

©SCU2013

understand what they are talking about, Jonathan becomes flirtatious, but Sundara sticks to business.

- Sundara thinks Jonathan is shameless because of the way he discusses how she might look in a grass skirt or in jeans.
- Sundara discusses what the war did to people from the bombing, the horrible conditions in the city, and the anti-war fights in many places.
- Jonathan is reluctant to make Sundara talk about what happened if it makes her feel bad. He says he is glad she got out. It would have been terrible if she had stayed, especially given what they did to intellectuals given that her father is a teacher.
- Sundara clarifies that her family did not get out, only she did; she lives with her aunt and uncle.
- Sundara's father took her from her older brother and younger sister to the airport by pedicab, since all the roads were closed. There he put her on a plane to the coast.
- Sundara never saw or heard from her family again: she is a kamprea [orphan]; she also never heard from Chamroeun, the boy she loved and was to marry.
- The Khmer Rouge came to power and Naro had worked as a clerk for the U.S. government; he had to get out right away.
- They all boarded the boat to wait for everything to calm down. Then the boat sailed for a week with nowhere to go. The boat stalled in the Philippines and eventually settled in the U.S. People didn't know where they were going.
- It was not like the picture some people had of people being readily evacuated by the U.S. with a plan.
- Sundara still has hope that all of her family will be found.

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

- Add to your KWL chart – what have you learned about the characters so far? Is there information you still want to find out?

EXPLORE

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

One possible activity: Beginning Middle End Chart: Sundara's Cambodia Story

Fill out the Beginning-Middle-End Chart at the end of the lesson

1. In chapter 5 Sundara tells Jonathan the story of her moving from Phnom Penh to Ream during conflict, and then leaving on a ship as a refugee ending up in Oregon. Decide what the most important events in the story are. You may want to jot down a list.
2. Decide whether each event is part of the beginning, middle or end or the story. Then write a phrase describing each event in the correct column. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.

©SCU2013

3. If the events in a column are not in the order they took place, number the items in the column.

One possible activity: Plot Profile Chart for Sundara's Cambodia Story

Fill out the Plot Profile Chart at the end of the lesson

1. Decide on the 10 most important events in the story. List them in order in the rows at the bottom of the chart; trace the claims and themes you notice in these events, are they reasonable? If you go back the Beginning-Middle-End Chart, this will be easier to do.
2. Decide on a scale of 1 [low] to 10 [high] how reasonable and well-evidenced you think these claims are, and mark your score in the appropriate box.
3. Connect the marks in the boxes to form a graph.

This story within the plot flows like a plot: a refugee crisis in a war is such a human tragedy that it is easy to see the flow of the conflict, even though it is rarely a successful resolution.

One possible activity: Magazine of Sundara's Cambodia Story

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

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

1. You have been assigned to do the cover story on the events that took place in Sundara's Cambodia story, as she related it to Jonathan in chapter 5, with some of the background details that came through in chapters 1-4. . You will have the cover and 5 pages to cover the story.
2. Decide on your take on the story: what is it really about? What title will you give the overall story.

Step Two: Create the cover for the magazine.

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

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

1. Decide what the main idea will be for each page.
2. Remember that each page must relate directly back to the cover.
3. Use the first page to introduce the basic facts about the story [the setting in Cambodia and characters: Sundara and her family in Phnom Penh and Ream and their friends in Oregon] and the last page to bring it to conclusion [the resolution of the plot what happened to everyone].

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

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

©SCU2013

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What does Jonathan think happened in Cambodia at the time Sundara's family left and became refugees?
2. Why does Sundara want to become a doctor? Do you think this is a good reason? Why are Sundara and Jonathan so different in their level of certainty about what they want to do in the future?
3. How have Sundara's feelings and thoughts about her family changed as a result of her experiences since she left Phnom Penh?
4. What do you suspect Jonathan is thinking when he realizes that Sundara's family did not get out of Cambodia, and she has not heard from them since?
5. What do you think happened to Sundara's family?

9. Analyze Analyze the key paragraph.

Key Paragraph

"But true. All his meat is gone. Nothing but bone left. We are scared because he is so bad and we cannot understand any English. But your father, he is a very kind man, so tender to all the little ones. He make our Pon well again. My aunt say, 'Oh, if the people here are like Dr. McKinnon, maybe America gonna be a good place after all!' This why I'm wondering if you are the son. You see, it is because of your father I am inspired to be a doctor myself." [p. 41]

"What do *you* plan to be?"

He shrugged. "I don't really know." [p. 42]

"Well, if you're sure." He tapped the *Newsweek* on the top of his stack. "I've already read some about it. Enough to know I'm really glad you got out of there. I mean, I know you miss your home, but from what I've read about the Khmer Rouge being so down on intellectuals, it would have been terrible if you'd stayed. Your dad a teacher…" He shook his head. "Just lucky he got out in time."

"But Jonatan…" She laid down her fork carefully. "He doesn't get out." [p. 47]

"Yes! My father throw me on the pavement. My chest burn, I'm so scared. I feel the hot ground shake my face. Then he yank me up, drag me to the plane step. By now I don't want to go at all, just want to stay with my family. I'm crying, but he doesn't listen. I tell him, look, my elbow bleeding and his glasses have a crack, but he just shove me up with the people."

"And you haven't heard anything since then?"

"No. Only the rumor about what happen when the Khmer Rouge take Phnom Penh. A few who escape say the Communist make everyone march into the country to work and many die. Sometime I say to myself, 'Sundara, you may already be *kamprea.'* That mean orphan. A couple day ago we have a holiday, All Soul Day. We pray for everyone who already die. But I don't know who to pray for, because-well, who die and who doesn't?" [p. 48]

"I have a lot of fun with my brother and sister, even if I act mad with them sometime. Samet have more freedom because he's a boy, and Mayoury, she the little one, so

 ©SCU2013

naturally she kind of get spoiled. But I'm just the middle daughter. So when my mother say she sending me to Ream, I say, 'Good, I be glad to get away.' But then I get homesick. You see how foolish? I have to go away before I see how I love my family." [[p. 50]]

EXTEND

10. Write Every student writes a short product from today's prompt to connect to the unit theme.

Prompt 1 –Airport Scene from Sundara's Father's Point of View

Sundara described the scene at the airport in which she last saw her father to Jonathan, with the final note that she has heard nothing from or about him since.

> "Yes! My father throw me on the pavement. My chest burn, I'm so scared. I feel the hot ground shake my face. Then he yank me up, drag me to the plane step. By now I don't want to go at all, just want to stay with my family. I'm crying, but he doesn't listen. I tell him, look, my elbow bleeding and his glasses have a crack, but he just shove me up with the people." [p.48]

In the text the scene at the airport is descried at Sundara remembers it. Describe the scene as her father might have seen it. Be sure to include the details that would have been important to him. Before writing what you think about his point of view, brainstorm what you think is going on. What was important to him? Why was he rushing his daughter to the airport. Why was he trying to get her out in spite of the obstacles? What obstacles were in his way? What was he thinking and feeling as he tried to get his daughter on that plane? Do you think he has courage? Why or why not? If so, how did he show it?

Write a paragraph from the point of view of a father rushing his daughter off to the airport. Be informative in your writing; for instance, include details such as setting, your personal feelings, the obstacles that face your family/country, and the sense of urgency you must have felt. When you have completed writing, be sure to go over your work and edit it.

Prompt 2 – Description of the Boat Going Nowhere

When the Khmer Rouge came to power and those who were in danger left immediately, Sundara tells how they boarded a boat that left hoping that after a few days things would cool down. The boat did not have a planned destination, and certainly didn't have enough food or medicine or all those aboard. As the boat continued on, the passengers realized, as did Sundara:

> "Oh, we not heading *for* anyplace. We just getting away from the killing. First we go Thailand, then Malaysia, Indonesia… We don't know *where* we gonna end up. We just floating around like that for six, seven week. Finally the American let us come to a camp in the Philippine. We stay there awhile, then they bring us to California." [p. 51]

©SCU2013

Imagine that you were on that boat. Write an informative letter describing the conditions on the boat. Many details were provided in chapter 1 as well as chapter 5; use the information in these chapter to help you describe the boat. Also describe what you imagine it would be like to be on a boat when you do not know where you are going, when you will get there, and you cannot go back to where you came from. How might you feel? What might you be thinking?

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

Extend the reading to the student's lives or to the world.

©SCU2013

Beginning-Middle-End Chart

Events in Sundara's Cambodia Story

The story is told to Jonathan in Chapter 5, though you may wish to fill in details from chapters 1-4.

Beginning	Middle	End
How are the characters? What is the setting? What is conflict? What is happening?	What is main action? When does the conflict come to its highest point? When are the roadblocks their worst?	When does the conflict start to resolve? When do you know how the story will turn out [for now anyway]?

©SCU2013

Plot Profile Chart for Sundara's Cambodia Story

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

©SCU2013

Character Based Literacy Program Lesson Plan
Children of the River, Day 6

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
b.) Apply *grade7 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

• What might it have been like to be a Cambodian soldier fighting the Khmer Rouge?
The Cambodian soldiers were poorly armed due to corruption among the U.S. backed Lon Nol government officers. They were greatly outmatched against the communist forces backed by Hanoi. Website www.edwebproject.org, as listed at the beginning of this lesson plan, has a description of the war conditions between the Cambodian troops and the Khmer Rouge.

• Phnom Penh
Phnom Penh is the capitol of Cambodia (Kampuchea); it has been on and off since 1372. The city has colonial charm. Most of Phnom Penh's major sites are along the Tonle Riverside. Angkor Wat, one of the world's most beautiful temples, is near by. Wat Phnom is a major temple located on the center hill of the city. Other important sites are the Royal Palace, containing the magnificent Silver Pagoda, and the beautiful National Museum. It has served as an important trading port by the seventeenth century, but this

©SCU2013

has also made the city a target for invasion by Vietnam and Thailand in the eighteenth century. The city was invaded by the Khmer Rouge in April of 1975. It was subsequently looted, abandoned, and left to rot. In the 1990's, the city began a rebuilding process. One online site for learning some basics about Phnom Penh is asiaforvisitors.com

• Prince Sihanouk

He is considered "King-Father" of Cambodia, having retained many of his former prerogatives as constitutional king. He holds the Guinness Book of World Records for holding the greatest number of political offices. Considered a "ladies man", he's fathered 14 children. His official effective rule over Cambodia was from November 9, 1953 to March 18, 1970.

Prince Sihanouk has been involved in a complex juggling of political affiliation; demanding independence from France in the 50's, siding with China, the U. S. and ultimately Vietnam during the Vietnam War. Because of his politically repressive views, and China's extreme policies, his friendship with them collapsed during the peak of the Cultural Revolution, and he was ultimately overthrown by Prime Minister Lon Nol. Attempts to affiliate with the Khmer Rouge against the Vietnamese resulted in his presidency in 1978, but ultimately was exiled until 1991. He again regained the throne until 2004, when he announced his abdignation, and one of his sons was appointed king. Information about Prince Sihanouk was retrieved from Wikipedia.org.

• What is the setting of today's reading?

When	Time of Day	Where	Weather
1975	evening, indoors	Oregon	autumn weather

2. Word Wall Five vocabulary words to teach and add to the Word Wall.

admonition -68	interlude -60	languishing -59	sojourn -60	squalid -59

READ

3. Review Review the timeline from the beginning everyday.

©SCU2013

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

***Children of the River* by Linda Crew, Chapter 6, pp. 53-68**

Setting	Characters	Pages
Sundara's home: dining and living rooms	Sundara, Moni, Soka, Naro, Ravy, Pon, Grandmother, refugee visitors	53-63 54-55 Moni's story 57-60 Sundara reflects 61 Sad song
kitchen	Sundara, Moni	63-65 Life in America, Moni's marriage plans
Dining area	Sundara, Naro	65 They discuss her future
Sundara's garage bedroom	Sundara	67-68 Sundara alone

RESPOND

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

Students might mention:

- At Soka's dinner get together, Moni tells her story of courage fleeing the Khmer Rouge, while giving birth and caring for her newborn baby.
- This story has a strong effect on Sundara, feeling guilty about not saving her aunt Soka's baby.
- Sundara reminisces about childhood in Cambodia.
- The women share frustrations about adapting to life in America.
- Naro plays a sad Khmer song on tape, and the guests recall experiences of the invasion.
- Moni helps Sundara with the dishes, and they talk about adjusting to American life, and about men.
- Moni and Sundara discuss Moni's former husband, and future marriage plans.
- Sundara approaches Naro about her future- marriage, career.
- Sundara retreats to her space in the garage, and, lonely, reflects upon her planned future.

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

- Create an OMP for Moni. What do you think she is feeling when she talks with Sundara?
- new information can be added to the compare/contrast chart (see below)

EXPLORE

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

One possible activity: Beginning Middle End Chart: Moni's Cambodia Story
Fill out the Beginning-Middle-End Chart at the end of the lesson

©SCU2013

1. In chapter 6, Sundara's friend Moni tells the story of giving birth (swimming the Great River), and the survival of her infant during the march from Phnom Penh. (pg. 54) She describes the ordeal that she endured, while escaping to Thailand. Decide what the most important events in the story are. You may want to jot down a list. Do you think that these fictional events actually occurred during the time of upheaval in Cambodia? You may want to conduct research using literary or informational texts.
2. Decide whether each event is part of the beginning, middle or end or the story. Then write a phrase describing each event in the correct column. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems. NOTE: In the case of Moni's story, her life experiences continue throughout the story, and events can be added to the end part of this chart as they are explored further in the book.
3. If the events in a column are not in the order they took place, number the items in the column.

One possible activity: Character Trait Map of Moni
Please turn to the character map on the last page of this lesson plan for this activity. Think of 4 characteristics, or traits, that Moni has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
For each trait, find 2 concrete examples of it in chapters 1-3. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

One possible activity: Writing Poetry
Write a poem about a sad event in your life

1. Review the song lyrics (poetry) documented in today's reading [p. 61] (see Key Paragraphs below).
2. Decide on an event that you've been through or were struck by, that you can write a poem about.
3. Write a poem in the manner of the poem stated on page 61, 0r, like the poem that Sundara had written on pages 10-11 in chapter 2..

This poem can be then illustrated using media of your choice.

One possible activity: Compare and Contrast Chart
Cultural and political differences between the U.S. and Cambodia

1. On a large sheet of paper, draw two columns for the U.S. and Cambodia. This chart can be posted in front of the class, to be added to as the story progresses. Students can copy the information in their journals, and add information as they read, to be later shared with the class.
2. List examples of differences in conditions, customs and practices mentioned in the story. Similarities can also be noted.

 ©SCU2013

3. After adding the information provided by class volunteers, discuss as a group the possible implications of each compare/contrast example. What would it be like to live under the conditions of the Cambodian political structure and customs?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What particularly upsets Sundara concerning Moni's survival story during the dinner party?
2. Why do Sundara and the others sound discouraged when discussing life in America?
3. What is it about the sad Cambodian song that Naro plays that upsets some of the guests?
4. The dinner guests lament the passing rule of Prince Sihanouk. Where is he now, and what is the present state of affairs, according to the chapter?
5. What happened to Moni's former husband? Is she sure?
6. How does Moni approach the idea of marriage, now that she's in America? Do you agree with her plans?
7. What do you think motivates Sundara's thinking as she retreats for the evening?

9. Analyze Analyze the key paragraph.

Key Paragraph

As the march from Phnom Penh began, Moni's time came, as the Khmer women say, to swim the Great River. On the sidewalk, with people trudging past, she gave birth. Soka and Sundara had wept to hear this, but Moni reassured them she was not the only one. "And much worse things were happening. After my baby was born, a little boy begged me for help. He must have been one of those thrown out of the hospital because of his foot . . . was gone. But I couldn't carry him. I was so weak myself and with my own new baby . . . Oyez, his little spirit comes to me still." [p. 54]

When I read the words you wrote
I thought my dying hour had come
You say you've found a new life, a new wife
In a far-off foreign land.

Over the sea I send my spirit
To hurt your heart with one sad plea
Hear them cry for their father, though you love
  Another
And have long forgotten me. [p. 61]

Sundara poured the blue detergent into the cup.
"That's not surprising. You'd need a powerful dream to sustain yourself through all that time in the camp. Day after day you'd be promising yourself your troubles would be over

 ©SCU2013

if only you could get to America. And then, of course, it doesn't turn out that way." She closed the dishwasher door and punched the start button. [p. 64]

She climbed back onto her cot to the hum of the dryer, the rhythmic click of Pon's overall buckles against the metal drum. Not so long ago, she reflected, it had seemed quite reasonable that she should marry whoever was chosen for her, especially when the chosen one was Chamroeun. *(quote continued on next page)*

Now, somehow, she felt uneasy about this. What if it couldn't be Chamroen? What if Soka thought only of the man's income and didn't car if he was kind or had a nice smile? She didn't want to be like the unhappy girl in Salem. And as for Naro's admonition to think only of her education . . . Well, becoming a doctor was so far in the future, and right now, in this lonely time, a chemistry book was no comfort at all. She needed something closer, sooner, something to make her eager for each new day. [p. 68]

EXTEND

10. Write Every student writes a short product from today's prompt to connect to the unit theme.

Prompt – Imagine that you are escaping the Khmer Rouge with a newborn infant

"Not knowing which direction to walk, the city dwellers had been herded around the countryside by the dead-eyed, black-garbed soldiers. But Moni plodded steadily north toward her parents' rice –farming village, baby tied to her *karma.* She ate whatever she could find, even tree bark, when she came across some that was free of the Americans' leaf-killing poison spray. At her parents' she recovered, but soon learned her husband would have been one of the first executed when the Khmer Rouge began their purge. And the new Kampuchea had no place for the widows of anti-Communist soldiers. She, too, was marked for death. "(pg. 55)

Write an informative description of your imagined escape with a newborn baby. Use your imagination, and paint a picture with words. What are you feeling? What event or situation is forcing you to flee? You can approach this scenario as a mother or father. Illustrate the episode if applicable.

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

Extend the reading to the student's lives or to the world.

©SCU2013

Beginning-Middle-End Chart

Events in Moni's Cambodia Story

The story is told in Chapter 6.

Beginning	Middle	End
How are the characters? What is the setting? What is conflict? What is happening?	What is main action? When does the conflict come to its highest point? When are the roadblocks at their worst?	When does the conflict start to resolve? When do you know how the story will turn out [for now anyway]?

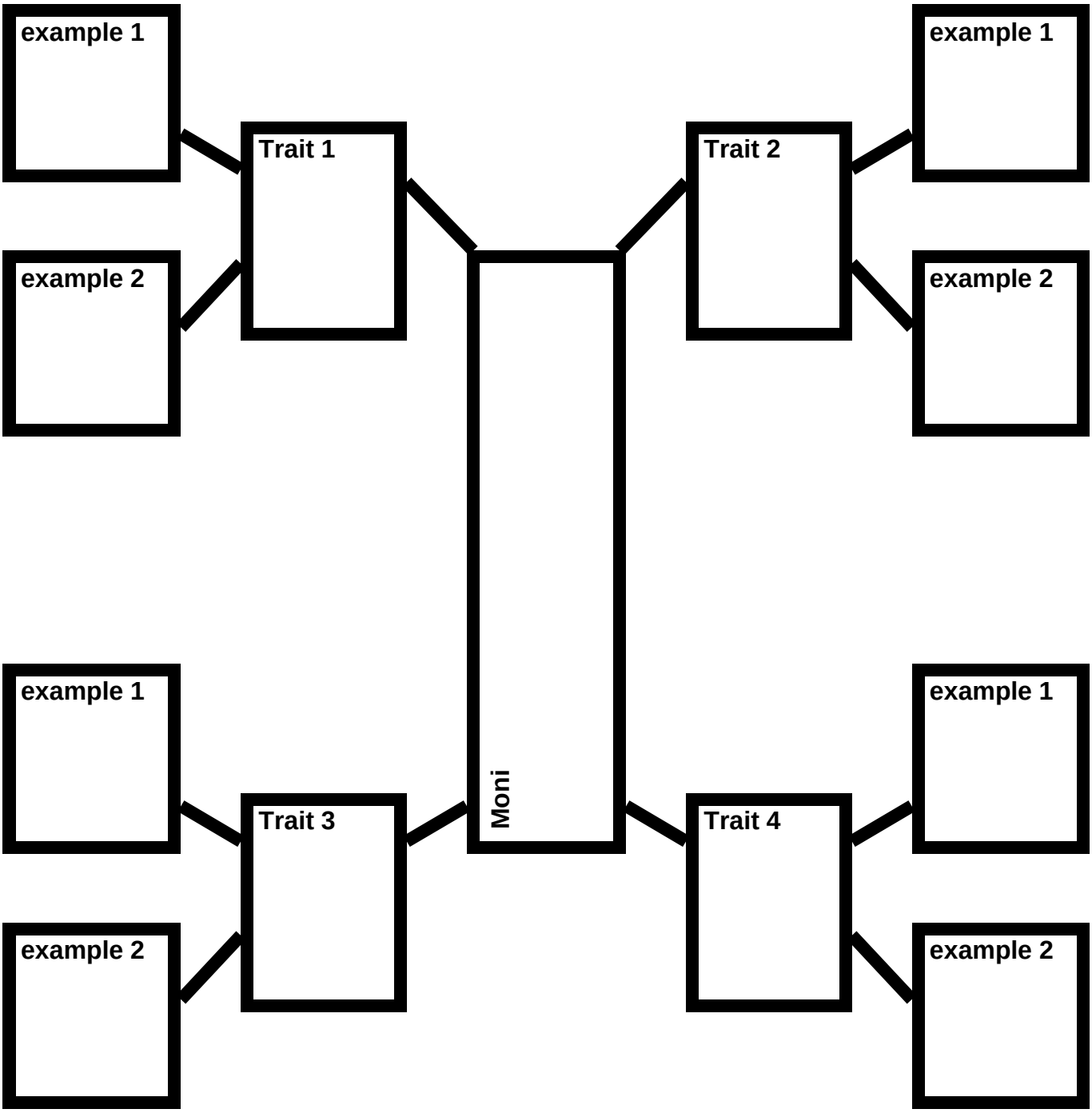
©SCU2013

Plot Profile Chart for Moni's Cambodia Story

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

©SCU2013

Character Profile Chart of Moni



©SCU2013

Compare and Contrast
Culture and Politics

U.S.	Cambodia

©SCU2013

Character Based Literacy Program Lesson Plan
Children of the River, Day 7

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

• Prejudice.
Prejudice is prevalent in our culture. It involves a preconceived feeling or opinion formed without knowledge, thought or reason. Specifically, it can involve unreasonable feelings, opinions or attitudes, especially of a hostile nature regarding a racial, religious or national group. Such attitudes are considered collectively.

• What is the setting of today's reading?

When	Time of Day	Where	Weather
1975	afternoon	High School in Oregon	outdoor nice weather

2. Word Wall Five vocabulary words to teach and add to the Word Wall.

banishing -84	complacent -73	deferential -75	temptation -71	treacherously -71

©SCU2013

READ

3. Review Review the timeline from the beginning everyday.

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

***Children of the River* by Linda Crew, Chapter 7, pp. 69-84.**

Setting	Characters	Pages
Sundara's high school	Sundara, Jonathan	69-71
High school PE locker room	Sundara, Kelly, Cathy Gates, other student	72-73
Lunch after International Studies	Sundara, Jonathan	73-75
Sundara's home at breakfast	Sundara, Pok Simo	75-76
Sundara takes the bus	Sundara, Soka, Ravy	76-82
	Sundara, Pok Simo	82-84

RESPOND

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

Students might mention:

- Jonathan asks Sundara for a date, but she refuses because of her custom of arranged marriages.
- In the PE locker room, Sundara and Kelly overhear Cathy Gates telling another student that she is Jonathan's girlfriend; that Sundara means nothing to him.
- Sundara and Jonathan discuss the differences in student behavior in the U.S. and Cambodia.
- Sundara encounters Pok Simo and fears repercussions for her fraternizing with an American (Jonathan.)
- Sundara has breakfast and observes her aunt Soka's attitude about American customs, and her belief that Sundara is becoming Americanized.
- Sundara takes the bus and talks with Pok Simo about being with an American boy.

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

- Add to the OMP you created for Sundara. How do you think she is feeling when she overhears Cathy in the locker room? How would you feel if you were in Sundara's situation?

EXPLORE

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

One possible activity: Graphic Organizer: Character Conflict Analysis

Fill out a graphic organizer that illustrates the pro/con conflict Sundara faces by seeing Jonathan

1. In chapter 7, Sundara agonizes about dating, or even seeing Jonathan.

©SCU2013

2. Chart a demonstration of the kind of thoughts that the character weighs in trying to make a decision about dating Jonathan, or even being seen with him.
3. This chart might look like a scale, for example, with one side weighing more (more blocks of information) than the other.

One possible activity: Character Trait Map of Jonathan
Please turn to the character map on the last page of this lesson plan for this activity. Think of 4 characteristics, or traits, that Jonathan has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
For each trait, find 2 concrete examples of it in chapters 1-3. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What conflict arises between Jonathan and Sundara?
2. Why does Sundara have reservations about being Jonathan's girlfriend?
3. How does Soka feel about life in America?
4. What do you think Sundara is going to do to resolve the situation?

9. Analyze Analyze the key paragraph.

Key Paragraph
"Oh. . ." She looked away from him, across the patio, stalling for time. A date. He was actually asking her out on a date. A picture flashed in her mind: Jonathan on the doorstep, like in the TV commercials, Naro and Soka looking him over, making him promise to keep her home on time. . .No, no, never in a thousand years. . .She turned back to Jonathan. "Thank you, but I cannot."
Pg. 69

EXTEND

10. Write Every student writes a short product from today's prompt to connect to the unit theme.

Prompt 1 – Family First?
Last paragraph on page 71: Sundara nodded grimly. Perhaps it was as Soka said. There was an order to things. Family must come first. Blood lines must not be broken. Destroy the order and it will destroy you. She'd opened her heart just the tiniest bit to an American boy, and already this had given Cathy's words the power to tear her apart. She resumed buttoning her blouse.

In this story, there is a cultural discrepancy between Cambodia and the U.S. regarding the custom of dating, (as we've been exploring), and also, fundamentally, there is a big difference in the structure of the family unit. In Cambodia, the family ties are very strong. Elders run the household in terms of power/position, and cultural norms are strictly adhered to; such as doing the right, honorable thing, according to custom. Working hard, keeping face, bettering oneself and the family, holding to tradition- these are some

 ©SCU2013

of the main priorities. Specifically, it is understood that a Cambodian girl is not to date an American (white) boy- she should date, and eventually marry a “chosen” boy of her country. The girl’s individual wants and needs must conform to this principle.

Write an explanatory surrounding the philosophy that family should come first. What does this mean in terms of controlling the direction, the decision making that you do regarding the issues of your life? Should family and customary expectations override a person’s feelings for another? How do you feel personally? Why do you feel this way? Explain your reasoning. When you have finished writing, go over your work and revise it.

Prompt 2 –A Special, (Yet Risky) Relationship
Pg 73: In spite of her fears, Sundara found herself letting Jonathan fall in step beside her every day after international relations. Then she would follow him with her lunch tray to their special place on the patio. She watched herself doing this, day after day, almost as if she were watching someone else. So daring! Yet somehow the risk made her moments with Jonathan all the sweeter.

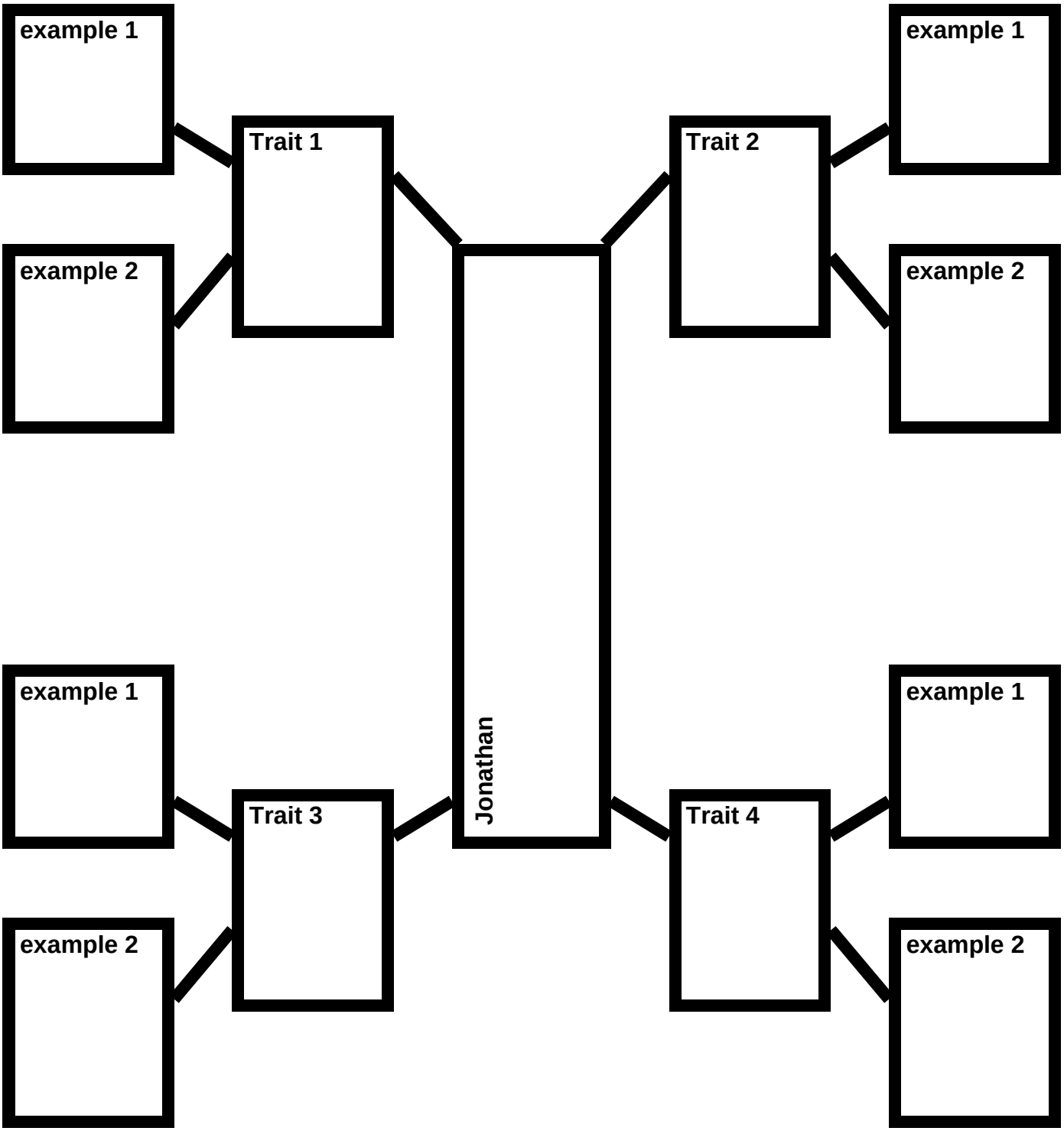
Have you ever had a special friend that you’ve risked public scrutiny over? Did the risk involved somehow make your relationship seem all the more special? Write an informational paragraph describing your experience.

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

Extend the reading to the student’s lives or to the world.

©SCU2013

Character Profile Chart of Jonathan



©SCU2013

Compare and Contrast Differences in Culture and Politics

U.S.	Cambodia

©SCU2013

Character Based Literacy Program Lesson Plan
Children of the River, Day 8

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)
a.) Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

•Social interaction: attention of others
Attractiveness: the capacity to produce pleasure in appearance.
Control: the exercising of restraint or direction over.
Love: a strong, tender, passionate affection for another.
Jealousy: feelings of resentment because of another's advantages.
These impulses/emotions are exemplified in the chapter.

• Prejudice
Prejudice is prevalent in our culture. It involves a preconceived feeling or opinion formed without knowledge, thought or reason. Specifically, it can involve unreasonable feelings, opinions or attitudes, especially of a hostile nature regarding a racial, religious or national group. Such attitudes are considered collectively.

©SCU2013

Example: pg. 85 **"**So when she'd first come here, people stared because she was different." Is this an example of prejudice?

• What is the setting of today's reading?

When	Time of Day	Where	Weather
1975	afternoon	High School in Oregon	outdoor nice weather

2. Word Wall Five vocabulary words to teach and add to the Word Wall.

automatic -86	confrontation-91	embarrassment -90	infatuated -86	monitoring -85

READ

3. Review Review the timeline from the beginning everyday.

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

***Children of the River* by Linda Crew, Chapter 8, pp. 85-91**

Setting	Characters	Pages
Sundara's high school patio	Sundara, Jonathan, Kelly, Jonathan's coach Hackenbruck	85-89
High school lavatory	Sundara, Cathy Gates, other student Jan	89-91

RESPOND

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

Students might mention:

- Sundara notices boys noticing her at school.
- They also notice that she and Jonathan are together.
- Jonathan's coach watches them from the faculty lunchroom.
- Coach Hackenbruck believes that girlfriends sap his players of energy.
- The coach talked to Jonathan about his slipping attitude of playing football.
- Cathy Gates with two friends confront Sundara. Cathy lures Sundara in, and tell her that she is liked just like any other friend of his. Cathy warns Sundara not to mess up the special relationship that she has with Jonathan.
- Sundara is left speculating about how she might have responded to Cathy, such as: "It's a free country! And I can have any boy I want!" Although, Sundara doesn't believe it.

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

- Create an Open Mind Portrait for Cathy Gates. What do you think is going through her mind when she confronts Sundara in today's reading?

©SCU2013

EXPLORE

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

One possible activity: Character Trait Map of Cathy
Please turn to the character map on the last page of this lesson plan for this activity. Think of 4 characteristics, or traits, that Cathy has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
For each trait, find 2 concrete examples of it in chapters 1-3. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Jonathan feels pressured by the coach to not have a girlfriend. Do you think this is right?
2. Jonathan is having second thought about playing football. According to the text, what is the basis of his argument?
3. What does Jonathan decide is the real motivation for him to play football?
4. What conflict arises between Sundara and Cathy?
5. How does Cathy manipulate Sundara into thinking that she cares about her?
6. What motivates Cathy to behave the way she does?
7. Do you think that Cathy is able to fool Sundara?
8. Sundara remains reserved during this exchange, yet in the end of the chapter imagines what she might have said. Should she have said it?

9. Analyze Analyze the key paragraph.

Key Paragraph
Only later did Sundara think of a good reply. She imagined herself holding up her head, looking Cathy straight in the eye. “It’s a free country,” she should have said, “And I can have any boy I want!”

EXTEND

10. Write Every student writes a short product from today’s prompt to connect to the unit theme.

Prompt 1 – (See key paragraph above) **Do We Live In A Free Country?**

Example: 1. Cambodia has also been overpowered by Viet Nam, and by the United States as a result of the Vietnam War. The country has subsequently suffered a complete political takeover by the Khmer Rouge regime. These takeovers have robbed Cambodians of the freedoms that they once knew. They live completely different lives than we do in the U.S. How have we provided freedom here, in ways that the Cambodian government has not? Refer to the reference material provided at the beginning of this unit. How do the fictional account of the Khmer Rouge and actual historical account differ?

©SCU2013

Before you write, brainstorm what freedom means to you. Then, write an explanatory paragraph about the difference between the US government and the Cambodian government. How does the definition of 'freedom' change from one culture to the next? What is your definition of freedom? Explain your reasoning. Be sure to maintain a formal tone throughout the paragraph.

Prompt 2–Wishing that You'd Said Something Else

Example: 2. In the U.S., our technology allows us many things- particularly the power of information access. This reality does pose a problem, in that our personal information is now under close scrutiny, and monitoring, due to computer technology. Is this an invasion of our personal freedom? There are also more and more laws being written that are supposed to protect the public, but also, result in more and more restrictions on our behaviors. What does it mean to live in a free country? Do we really live in a free country?

Write a paragraph explaining why or why not you believe we live in a free country. What is the 'price' that people pay for freedom? What does freedom mean to you? Be sure to provide descriptive examples to explain your point of view. Maintain a formal tone throughout your paragraph, and be sure to conclude with a reiteration of your claim. When you have finished writing, go over your work and edit it.

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

Extend the reading to the student's lives or to the world.

©SCU2013

Character Based Literacy Program Lesson Plan
Children of the River, Day 9

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

•Social Classes
There are wide discrepancies between social classes in most societies. There are the rich, middle class and the poor.
• Buddhism
Buddhism is a world religion, originating in India, and having spread to Asia and Southeast Asia. It is based upon the belief that life is full of suffering caused by desire, and that the way to end this suffering is through enlightenment, that enables one to transcend the endless cycle of birth and death.

• What is the setting of today's reading?

When	Time of Day	Where	Weather
1975	morning	McKinnon home	Sunny, approaching autumn

©SCU2013

2. Word Wall Five vocabulary words to teach and add to the Word Wall.

inquisition -101	marveled -92	plait -107	reservoir -98	treacherously -101

READ

3. Review Review the timeline from the beginning everyday.

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

***Children of the River* by Linda Crew, Chapter 9, pp. 92-107**

Setting	Characters	Pages
McKinnon home	Sundara, McKinnon family	92-97
Reservoir	Sundara, McKinnon family	97-107

RESPOND

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

Students might mention:

- Sundara is invited to go sailing with the McKinnon family.
- Sundara feels like this is fate, because her aunt Soka and uncle Naro are in Portland this weekend, at the Saturday market, without her.
- Sundara finds Mrs. McKinnon to be "down to earth" despite their family's wealth and property.
- They sail on the reservoir, aboard the *Bonnie Lass*.
- Sundara shares the story of the lady who cried to Buddha because of her bad luck.
- They all discuss future plans together regarding college; specifically Stanford, where Sundara hopes to earn a scholarship.
- The McKinnons reminisce about their idealistic younger days, she as a social worker and he as a doctor to the poor.
- Sundara and Jonathan share time on the boat, discussing cultural differences, especially those regarding married couples.
- Sundara and Jonathan grow closer as a result of their close talk.

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

- Add to your KWL chart. What have you learned this far in the book? Are there still topics you want to learn more about? What are they?

EXPLORE

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

One possible activity: Poster

Create a travel or movie poster depicting Sundara and Jonathan on the sail boat

©SCU2013

1. In chapter 9, Sundara and Jonathan go sailing aboard his family boat. They grow closer during this experience.
2. Design a poster that aims to capture the romantic moment: when Jonathan held Sundara as the boat swung around and tipped, or when Jonathan pulled the ribbon from Sundara's hair, or…
3. Think outside of the box on this activity in terms of how to represent the figures- they need not be represented traditionally/realistically. Try using cut out shapes, for example, to make a more abstract image of the two figures. Magazine clippings/collage can also be used.

One possible activity: Again, turn to the Compare/Contrast Chart regarding cultural/political differences between Cambodia and the U.S.
There are a number of differences in behavior discussed in this chapter. For example, according to Sundara, living conditions are quite different. In what way? Add these to the chart, and discuss them as a group.

One possible activity: Readers Theatre
Divide into small groups to enact the story of the lady who cried to Buddha because of her bad luck, as described on pg. 100. Students can take on the roll of narrator, Buddha, the lady, or members of a family displaying worse conflict than the lady has known. Students can write up a script collectively in their small groups, and alternately perform in front of the class.

One possible activity: Bookmark
Design a bookmark with a picture of you accomplishing one of your desired life goals. Every day, when you open your book to the bookmark, list one task that you'll perform that will help bring you closer to that goal.
Note: See 10. Extend Prompt 2.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Where does Sundara go? Why is this important?
2. What sorts of things does she learn about American marriages? What does she think of this?
3. What do you think the significance of the Buddha story was?
4. What are her plans for college? Are these realistic? Why?
5. What are her goals in this chapter? Is she being courageous in trying to achieve them? Why?

9. Analyze Analyze the key paragraph.

Key Paragraph
"Like the story about the lady who cried Buddha because of her bad luck. You know this one? He tell her that her trouble will go away if she bring a seed from a house that has never known sorrow. Then next week he find her singing so happy. When the

 ©SCU2013

Enlightened One ask if she find the Seed of Happiness, she say, 'No, Enlightened One. At every house I find trouble worse than my one. So I now believe I am truly quite fortunate.'"

EXTEND

10. Write Every student writes a short product from today's prompt to connect to the unit theme.

Prompt 1 – Parable: A short allegorical story designed to teach a fundamental truth.

1. (See key paragraph above): What personal meaning does the above story hold for you? Can you give an example from your life of how this story might ring true? Brainstorm a specific event or lesson you learned. What was it? Who was involved? How has this experience changed you? Write an explanatory paragraph about your experience. Describe the situation or event in detail, using a formal tone. Be sure to go back and revise your work when you have finished writing.

2. (See key paragraph above): The above paragraph from the story illustrates one parable. Can you think of a parable from your experience that has provided meaning for you? Write one or more paragraphs explaining your personal parable. Be sure to conclude your writing with a reiteration of your claim. Why is this story important to you? What lesson does it teach others?

Prompt 2 – Your Ideal Career Goal in Life

In chapter 9, the McKinnons reminisce about their youthful career goals (pg. 103). Do you think that one should follow one's idealized goals, no matter how "unrealistic"? What are your ideal goals in life, career or otherwise? What steps can you take now to edge yourself nearer to those goals?
Brainstorm your dream job: what is it? Are you in an office? A classroom? A hospital? An airplane? What tasks do you perform on a daily basis? Why would you love to have this job? Having brainstormed, write an informative paragraph describing your dream job. You may wish to use literary or informational texts to gather more information about the career you chose. When you have completed writing your paragraph, go back and revise your work to make sure your ideas and information are clearly expressed.

Note: see 7. Explore today's reading with visual and language activities- **bookmark.**

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

Extend the reading to the student's lives or to the world.

©SCU2013

Character Based Literacy Program Lesson Plan
Children of the River, Day 10

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

• Cambodian customs
In Cambodia, there is a custom regarding the touching of a child's head; that it might cause the child to lose their intelligence, or their soul. http://www.kwintessential.co.uk/ lists general facts regarding Cambodian language, culture, customs and etiquette.

• What is the setting of today's reading?

When	Time of Day	Where	Weather
1975	morning	Sundara's home	Sunny, approaching autumn

©SCU2013

2. Word Wall Five vocabulary words to teach and add to the Word Wall.

appreciate -112	gleaned -108	lingered -110	negotiate -111	vulnerable -112

READ

3. Review Review the timeline from the beginning everyday.

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

***Children of the River* by Linda Crew, Chapter 10, pp. 108-113**

Setting	Characters	Pages
Sundara's home	Sundara, boys: Pon, Ravy	108
Sundara's home	Sundara, boys: Pon, Ravy, Jonathan	109-112
Sundara's home	Sundara, boys: Pon, Ravy, Jonathan, Soka	112-113

RESPOND

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

Students might mention:

- Sundara is left to take care of cousins Pon and Ravy while Naro, Soka and Grandmother go to a grocery store in Salem.
- Jonathan arrives at the door, and wants to take Sundara for a drive.
- Jonathan innocently ruffles Pon's head, which is against Cambodian custom.
- Jonathan has also risked Cambodian custom by arriving at Sundara's home, and asking Sundara out.
- Sundara welcomes him in, as guest should be treated, regardless, and shows him around.
- Soka returns unexpectedly to retrieve a list.
- Jonathan reveals that Sundara had gone sailing with his family the weekend before, and states his intention to ask her out for a drive.
- Sundara is shaken by this confrontation of Jonathan and her aunt Soka.
- Soka, though acting polite, discourages Jonathan from spending time with Sundara.

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

- Update the OMP you created for Jonathan. What do you think he is feeling when he visits Sundara in today's reading? How would you feel if you were in his situation?

©SCU2013

EXPLORE

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

One possible activity: Cartoon

Cartoon strip

1. In chapter 10, Sundara is surprised by Jonathan at the door.
2. Draw a cartoon strip depicting the series of events that occur in this chapter. (Refer to the sequence stated above: 5. Respond.)
3. Cartoons can be posted on the wall for the class to view.

One possible activity: Again, turn to the compare/contrast chart regarding Cultural/Political differences between Cambodia and the U.S.

There are a number of differences in behavior discussed in this chapter. For example, according to Sundara, living conditions are quite different. In what way? Add these to the chart, and discuss them as a group. What fictional representations in the novel are inconsistent with real life accounts of Cambodia? You may gather facts and information from informational or literary texts.

One possible activity: Readers Theatre

Divide into small groups to enact the chapter events as listed above: 5. Respond. Characters include Sundara, Jonathan, Soka, Ravy, and Pon.

Students can write up a script collectively in their small groups, and alternately perform in front of the class.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What turn of events upsets Sundara in chapter 10?
2. How does Jonathan respond to Sundara's concerns?
3. What is Soka's motivation as she confronts Jonathan?
4. Are her actions courageous?
5. Is the scenario described in this chapter an effective way for the author to relay the internal states of the characters?

9. Analyze Analyze the key paragraph.

Key Paragraph

She shook her head. What good would that have done? It wasn't a question of calling ahead-her people didn't believe in that anyway. The problem was his being here at all. Look at him standing there. Clearly he had no idea why he wasn't being treated to a warmer reception. But why hadn't he taken her seriously when she explained how her aunt and uncle felt about these things?

©SCU2013

EXTEND

10. Write Every student writes a short product from today's prompt to connect to the unit theme.

Prompt 1 – Do well intentioned desires override traditional customs?

1. Brainstorm: What is your opinion regarding Jonathan's behavior as described in this chapter? Write a persuasive paragraph supporting your view of his actions. Did he act in a courageous manner? Was he being inconsiderate of the feelings of the family in this case? Write a first, explanatory paragraph that describes and explains your opinion of Johnathon's behavior in this chapter. Be sure to revise your work before you move on to the second question.
2. Brainstorm**:** If you were actively pursuing a love interest that had different cultural norms, how would you approach that person? Write an informational paragraph that provides the details and steps you would take to approach your love interest. What actions would you take? Why? Maintain a formal style of writing throughout your paragraph, and conclude with a reiteration of your opinion.

Prompt 2 – Predict what you think might happen as a result of the events described in this chapter.

There is a recurring theme presented in chapter 10- that of Cambodian customs conflicting with American customs as personified by the main characters. How might this discrepancy play itself out in the story? Write an explanatory paragraph that predicts events that could happen as a result of this chapter. Explain your reasoning – why do you think these events will happen?

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

Extend the reading to the student's lives or to the world.

©SCU2013

Character Based Literacy Program Lesson Plan
Children of the River, Day 11

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

• **Courage involves hope, and conviction** [One needs to have a foundational belief in oneself, and in what one considers to be right, to be courageous. One must find a source of strength to fuel one's power of courage; to enable courageous, heroic action.]
Hope: the feeling that things are going to work out for the best
Conviction: a fixed/firm belief

• **Why aren't people courageous all the time?**
What stops people from always doing the right thing? Most often it is because of:
Obstacles: something or someone is in the way
Emotions: the person doesn't feel like it or has emotions that are in the way
Difficulties: whatever it is would be hard to do or requires effort
Risk: it is dangerous or costs something or uses some resource:
the good to be achieved has to worth the risk

©SCU2013

• **Custom** A custom may refer to a habitual practice so long practiced that it has the force of law. It is transmitted from one generation to another. Particular customs are representative of different cultures.

• What is the setting of today's reading?

When	Time of Day	Where	Weather
1975	afternoon	Sundara's home	Autumn day

2. Word Wall Five vocabulary words to teach and add to the Word Wall.

artillery -124	inappropriate-116	persuasive -115	scuttling -114	wheedle -122

READ

3. Review Review the timeline from the beginning everyday.

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

***Children of the River* by Linda Crew, chapter 11, pp. 114-127**

Setting	Characters	Pages
Sundara's home	Sundara, Soka, cousins	114-117
	Sundara, Ravy	117
	Sundara, alone	117-118
	Sundara, Moni	118-124
	Sundara, lost in remembrance	124-126
	Sundara, with conviction	126-127

RESPOND

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

Students might mention:

- Sundara, shucking corn, is confronted by Soka regarding her date with Jonathan, and her relationship to him.
- Soka goes on a tirade, and shames Sundara for her actions, which Soka considers to be American, and no good.
- Soka's objections are based upon the idea that "white skins" are not to be involved with Cambodians.
- Soka is also embarrassed by the situation; concerned about how she looks to others of her country, when she is responsible for Sundara's upbringing.
- Sundara explains that Jonathan is from a good family- that his father is the doctor that tended Pon.
- This information only temporarily softens Soka.
- Soka's tirade wears Sundara down, and she resolves to stop seeing Jonathan for good.
- Soka leaves, and Moni enters the scene: she anguishes about leaving her baby behind in Cambodia. She also shares her plans for marrying Chan Seng.

©SCU2013

- Sundara reminisces about being back in Phnom Penh, about her mother, and about seeing her boyfriend from the past: Chamroeun.

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

- Add to the OMP you previously created for Soka. What is going through her mind when she confronts Sundara in today's readings?
- Add to your KWL chart. Have you learned anything new today?

EXPLORE

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

One possible activity: Rap
This chapter involves a dramatic exchange between Sundara and Soka. Soka uses several colloquial sayings from Cambodia in this chapter. Can you spot them? There are also other colorful words and phrasing. Have students form small groups, and try using some of this wording/ phrasing in a rap song that they compose. If possible, make copies of the group's lyrics to share with other members of the class. Have the students perform their songs for the rest of class.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. This chapter involves a dialog between two main characters-Soka and Sundara. There is dramatic conflict. Is this effectively portrayed by the author? How/how not?
2. Soka is clearly upset in this scene. What is the real basis of her concern?
3. Do you agree that Sundara should be "read the riot act" for her actions?
4. Soka is using shame to control Sundara. How does Sundara respond? How would you like Sundara to react to these tactics?
5. Why do you think that the author introduces Moni into the story at this point?
6. Again, the issue of cultural and racial differences is introduced in the text. How? Are these references indications of prejudice? Why? On whose part?
7. What do you think motivates Sundara to reminisce about Chamroeun?
8. What do you think is the likelihood of Sundara and Chamroeun ever reuniting?
9. What might you anticipate is going to happen between Sundara and Jonathan? Will Sundara "stick to her guns"? Should she?

9. Analyze Analyze the key paragraph.

Key Paragraph
"The way it looks bad is bad enough. Don't you understand? If people hear you're becoming an American brat, I will never find you a good husband. Shame! What a way to repay us for taking care of you! Ungrateful little crocodile!" [p. 115]

©SCU2013

"Yes, it will. Oh, Moni, if only she knew him. She thinks American boys are all bad, but Jonathan's really very kind and sensitive, not a loud, brawling type at all. He's been so nice to me. He's made me feel alive again. Oh, why didn't I stop seeing him long ago? Now it will be like I die." [p. 120]

"And until that day, the wonderful day when she stood at the airport and watched her handsome, grown-up Chamroeun step off the plane, she would just have to wait faithfully. And surely being faithful did not mean involving herself with an American boy. Shame. Was this the way to honor Chamroeun after the promise he'd made." [p. 126]

"She would see Jonathan no more. But how to tell him? The next time she was to meet him, she decided, she would simply not be there. That would be the least painful, most face-saving way for both of them. When she didn't come to the courtyard at break on Monday, he would surely understand, without her saying so, that their meetings must end." [p. 127]

EXTEND

10. Write Every student writes a short product from today's prompt to connect to the unit theme.

Prompt 1. Motivation

The characters in this story are strongly motivated to act in the manner that they do. What are some of those motivations? Before you begin wirting, take some time to brainstorm and write down what motivates you.

Write an explanatory paragraph on each character: Soka, Sundara, Moni. Write from each character's point of view and be sure to explain why they behave the way that they do –what motivates them? What inspires them? If you were in their situation, how would you act?

Prompt 2: Courage

As this is a unit which focuses on the Big Idea of Courage, and what it entails, let's revisit this concept: the main character Sundara has many obstacles and emotions to overcome, to achieve her dreams. What are the heartfelt hopes and dreams (goals) that Sundara has for her life? What are some of the obstacles and emotions that have gotten in the way of her goals? What are some of the ways that she has displayed courage in pursuing these goals? In what ways has Sundara displayed a lack of courage, in your opinion?

Write an informative paragraph about the issues stated above, as an analysis of Sundara's character. What is really going on in this situation? Do you agree with her way of handling her challenges? What might you learn from the way that she is behaving? Be sure to include details from the text. When you have finished writing, be sure to go back and edit your work.

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

Extend the reading to the student's lives or to the world.

©SCU2013

Character Based Literacy Program Lesson Plan
Children of the River, Day 12

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

• **Courage involves hope, and conviction** [One needs to have a foundational belief in oneself, and in what one considers to be right, to be courageous. One must find a source of strength to fuel one's power of courage; to enable courageous, heroic action.]
Hope: the feeling that things are going to work out for the best
Conviction: a fixed/firm belief

• **Racism** involves a belief that differences among races determines cultural or individual achievement; superiority over other races, and usually involving the right to rule over other races. In the more extreme, racism involves hatred or intolerance of another race.

• **Why aren't people courageous all the time?**
What stops people from always doing the right thing? Most often it is because of
Obstacles: something or someone is in the way
Emotions: the person doesn't feel like it or has emotions that are in the way

©SCU2013

Difficulties: whatever it is would be hard to do or requires effort
Risk: it is dangerous or costs something or uses some resource:
the good to be achieved has to worth the risk

• What is the setting of today's reading?

When	Time of Day	Where	Weather
1975	afternoon	high school locker room	Autumn day

2. Word Wall Five vocabulary words to teach and add to the Word Wall.

blunder -129	chaperoned -129	clod -129	magnitude -129	primly -128

READ

3. Review Review the timeline from the beginning everyday.

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

***Children of the River* by Linda Crew, chapter 12, pp. 128-131**

Setting	Characters	Pages
High school locker room	Sundara, Jonathan	128-131

RESPOND

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

Students might mention:

- Jonathan meets up with Sundara in the locker room.
- Jonathan questions Sundara about why she left so quickly after international relations class.
- Sundara explains that she thinks that they shouldn't see each other anymore.
- Jonathan gets upset, declaring that she can't mean that.
- Sundara explains that in her country, a girl doesn't go out with a boy; that she is in trouble.
- Sundara reveals that her family was very angry about them going out together.
- Jonathan gets angry about this, thinking it unfair, and overblown
- Sundara, more upset, explains once more about how she must follow the wishes of her family.
- They continue to argue the point.
- Jonathan admits that he needs her.
- Sundara stands her ground, and goes into the girl's room.

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

- Add to the OMP you previously created for Jonathan. What do you think is going on in his mind when we interacts with Sundara in today's reading?

©SCU2013

EXPLORE

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

One possible activity: Double Open Mind Portrait: Sundara and Jonathan
Use a large piece of stiff paper for Sundara/Jonathan, paper for bubbles, scissors, glue sticks, and markers; if you want to get more creative you can also use crayons, pens, pencils, paint, construction or tissue paper.

Step One: create a large head shot of Sundara/Jonathan (create 2 &/or copy the portrait of Sundara created for chapter 4, and add thoughts to it representative of this chapter, as paralleled with the portrait of Jonathan that you create.)

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

Step Two: place cartoon bubbles of Sundara's /Jonathan's thoughts around the portraits

1. Cut cartoon bubbles out.
2. Write things the Sundara/Jonathan thinks, or says to herself, on each bubble.
3. Put the bubbles up around her/his portrait.

Step Three: add bubbles as you learn new things about Sundara/Jonathan

1. Read the story further and identify new things you have learned about Sundara/Jonathan, or ways Sundara/Jonathan has changed.
2. Follow step 2 to create and place additional bubbles. Some bubbles may be shared between the two characters.

Note: as the conflicts in the novel develop, Sundara's/Jonathan's thinking is going to change substantially as she questions things. It would be useful to go back to this portrait several times and add additional bubbles, perhaps in a different color to look at how her thinking changes.

©SCU2013

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. This chapter involves a dialogue between two main characters- Sundara and Jonathan. There is dramatic conflict- person against person. Is this effectively portrayed by the author? How/how not?
2. The conflict between the two characters represents fundamental differences between the two cultures they belong to. As a review, what are the main cultural differences that are causing this conflict?
3. Are there other forces/individuals at work that are creating obstacles for Sundara and Jonathan?
4. What strengths do they exhibit individually, and as a couple?
5. Are these characters exhibiting courage in the way that they are handling this problem? How/how not?
6. Can you predict how the characters might eventually resolve their differences?

9. Analyze Analyze the key paragraph.

Key Paragraph

"But that's so unfair! I mean, I'm sorry I don't read sign language or eye language or whatever it is I'm too much of an American clod to pick up on, but I was trying to say the right thing. You're always saying how important families are, right? So, I thought if I mentioned mine she'd at least realize I wasn't just some lone punk cruising the streets." [p. 129]

Heaven help her, if she let herself look into those eyes any longer, she'd be giving in again. "This is bad for both of us," she said. "I think now they right in the beginning. When you ask me will I eat lunch with you, I should say no. Then we wouldn't have a hurt like this now." [p. 131]

EXTEND

10. Write Every student writes a short product from today's prompt to connect to the unit theme.

Prompt 1. Racial tension in the story

"Mostly it's just because I'm white, right? Your aunt would like me better with black hair and brown eyes."

"It's not just the color. You see, if you are Khmer, you would not ask me to go out with you in the first place."

Write an explanatory paragraph describing your belief regarding the possible issue of racism as addressed in this story. You may need to conduct research using informative or literary texts in order to aid research to provide a context of the incident that occurs in the novel. Be sure to explain your thoughts concisely. When you have finished your assignment, be sure to revise and edit your work.

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

Extend the reading to the student's lives or to the world.

©SCU2013

Character Based Literacy Program Lesson Plan
Children of the River, Day 13

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

• Why aren't people courageous all the time?

What stops people from always doing the right thing? Most often it is because of

Obstacles: something or someone is in the way
Emotions: the person doesn't feel like it or has emotions that are in the way
Difficulties: whatever it is would be hard to do or requires effort
Risk: it is dangerous or costs something or uses some resource:
the good to be achieved has to worth the risk

• What is the setting of today's reading?

When	Time of Day	Where	Weather
1975	afternoon	high school locker room,	November, cold and wet

©SCU2013

2. Word Wall Five vocabulary words to teach and add to the Word Wall.

esplanade -135	ghastly -138	inadvertently-132	leaden -136	respite -136

READ

3. Review Review the timeline from the beginning everyday.

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

***Children of the River* by Linda Crew, chapter 13, pp. 132-140**

Setting	Characters	Pages
High school shower room	Sundara, Cathy, other students	132-135
After school-bus	Sundara, students	135-136
Off the bus	Sundara	136
Home	Sundara	137

RESPOND

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

Students might mention:

- Sundara, embarrassed, showering in P.E., sees Cathy.
- Sundara resigns herself to the fact that Cathy is Jonathan's girlfriend after all.
- She runs into Jonathan, but turns away, given the circumstances.
- Sundara runs into Mr. McKinnon, who tells her she'd hoped to see her again.
- Mrs. McKinnon asks if something was wrong between Sundara and Jonathan.
- Sundara, ashamed, explains that her family prevents her from dating.
- Mrs. McKinnon reassures her that they understand, and that Jonathan has been dragging around the house.
- Sundara, reflects upon childhood- and muses about her childhood, about lessons her parents taught about knowledge, and how she just wanted to enjoy being a child.
- She decides to just follow the chosen path.
- Sundara then reflects on the wedding of Moni and Chan Seng.
- Sundara is homesick for Kampuchea; the family views TV, and are very upset by the by the war in Cambodia. Sundara is haunted in dreams by the images.
- The family receives letters regarding deceased friends, but at least not Sundara's family
- Tragedy strikes Sundara as she reads that Chamroeun is dead.

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

- Add to your KWL chart. What have you learned this far in the novel? Is there still information you want to learn about? If so, what is it? Update your chart.

©SCU2013

EXPLORE

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

One possible activity: Poster of the War

Part 1: Create Poster

1. Use large format paper and drawing/painting materials
2. Create a dramatic image of the Cambodian War- use reference images from the web sites if desired.
3. Incorporate wording from the text-see pg.138.
4. Display on the wall.

Part 2: Discussion

After students create their posters, facilitate a conversation about the way that the war is portrayed in the novel. How does it differ from accounts found in historical or informational texts. Have students either find articles, newspaper stories or other scholarly work that highlights actual events from the war. Next, compare the ways that the war is portrayed in the media vs. in the novel.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What are some of the signs in the chapter that Sundara and Jonathan still care for each other?
2. What memories still haunt Sundara?
3. How does the author convey the childhood conflict that Sundara felt when confronted with her parents' wishes?
4. The author contrasts a description of Moni's wedding with Sundara's longings for companionship. Is this an effective way to reveal her inner turmoil?
5. Though this chapter involves Sundara's inner conflict over her decision to stop seeing Jonathan, its main focus turns to the conditions of the war. Why?
6. Is Sundara courageous in her inner conflict or cowardly?

9. Analyze Analyze the key paragraph.

Key Paragraph

How she ached to have once again all that was rightfully hers. The boy promised to her. Her own land and people, the customs that had been passed down for centuries. Maybe she should ask Soka if she could study the traditional royal ballet here, in the new land, dance at the statewide New Year's celebration in a golden-spired head-dress. The trips to Portland for lessons would require time and money, it was true, but maybe Soka would think it worth the cost, to have everyone see Sundara making graceful poses next to the daughter of Pok Sary, her niece no longer excluded from this upper-class tradition as she would have been at home. [p. 135]

Sundara only wanted something of her own. Why hadn't she paid more attention when her parents tried to pass it all on to her? Why hadn't she listened when they visited the ancient temples at Angkor? "Look at this, children," her father had said over and over.

©SCU2013

"Remember what is carved in these stones: 'Of the qualities acquired, the highest is knowledge.'" She and Samet had obediently read every temple inscription he pointed out to them, but Sundara could think only what a bore it was, having to be solemn under the unseeing eyes of the huge stone faces. The esplanade seemed made for running, the twisting hallways and inner chambers perfect for hide-and-seek. What a lighthearted child she'd been. How little she'd understood of religion, of the world and war.... [p. 135]
Once the heavy leaden clouds began rolling over the Coast Range mountains in the last weeks of October, the rain never seemed to stop. Naro's fretting that the constant dampness was sure to rot the strange soft wood of their American-style house was bad enough, but Grandmother's mutterings were worse. "Someone must have died last week," she kept saying, listening to the drops drumming on the windows. "Now they are weeping because they realize they are dead." Maybe so. You had only to turn on the TV to know that enough Khmers were dying to flood the earth with tears from heaven.[p. 36]

EXTEND

10. Write Every student writes a short product from today's prompt to connect to the unit theme.

Prompt 1. Media Images Compared to Reality

"It had been hard, these last weeks, seeing the American girl walking the halls with Jonathan once again. Cathy seemed to have everything. This was her country, her language, and most of all, Jonathan was *her* boyfriend. She always looked like a girl in one of those Coke ads on television." [p.133]

In this passage, Sundara appears isolated from the image of the American girl in the Coke ads. Write a paragraph in which you explain your thoughts and feelings regarding the images you see in the media (television) that may differ from the reality of your own life. In what ways do certain images affect you? Are you attracted to them, angered by them, compare yourself to them, envy them? Explain. Make sure to use concrete examples; you may find that research or an internet search for images from the media that influence your self-perception may be helpful. Bring in these images to class with your assignment.

Prompt 2: Affirmation of One's Worth by Others

(This paragraph directly follows the one above.)

"But Sundara could tell Jonathan wasn't so satisfied.

Once, in the hall at school, their eyes had met. Before she glanced away, she caught the flicker of embarrassment in his, an apology. Another time he'd followed her, tried to talk." [p. 133]

In this exchange, Sundara is reaffirmed, though in a subtle manner, of Jonathan's interest, despite Cathy's allure. Before you being writing, brainstorm a time when you were reaffirmed yourself. As an adjunct to Prompt 1., write an informational account of a time when your worth was acknowledged, no matter how slightly, in spite of the presence of a person that you had deemed to be more favorable than you. Be sure to be clear and precise in your writing. Make sure to edit and revise your work when you are done.

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

Extend the reading to the student's lives or to the world.

©SCU2013

Character Based Literacy Program Lesson Plan
Children of the River, Day 14

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

• Why aren't people courageous all the time?
What stops people from always doing the right thing? Most often it is because of
Obstacles: something or someone is in the way
Emotions: the person doesn't feel like it or has emotions that are in the way
Difficulties: whatever it is would be hard to do or requires effort
Risk: it is dangerous or costs something or uses some resource:
the good to be achieved has to worth the risk

• Excessive Shame/Guilt?
One common obstacle to right action is shame. A healthy sense of shame is an appropriate response to wrong doing. Excessive shame can lead to excessive self-doubt. It can disable a person from believing in oneself, or taking right action when necessary.

©SCU2013

• What is the setting of today's reading?

When	Time of Day	Where	Weather
1975	afternoon	School day	November, cold and wet, raining

2. Word Wall Five vocabulary words to teach and add to the Word Wall.

apartheid -141	choice -146	fate -142	poised -141	unseeing -141

READ

3. Review Review the timeline from the beginning everyday.

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

***Children of the River* by Linda Crew, chapter 14, pp. 141-146**

Setting	Characters	Pages
International relations class, locker room	Sundara	141-142
football field	Sundara, Jonathan	143-146

RESPOND

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

Students might mention:

- Sundara feels in shock about Chamroeun's death.
- Her one reassurance is knowing that Chamroeun died before she'd met Jonathan.
- Later in the locker room Jonathan approaches her, and inquires what is wrong.
- They go to the football field in the rain to talk.
- Reluctantly, Sundara tells Jonathan about Chamroeun's death.
- Sundara breaks down and cries in Jonathan's arms.
- Sundara describes Chamroeun's death.
- Upset, she contemplates the nature of death, and describes the terrible situation in Cambodia.
- Jonathan attempts to stop her.
- Sundara notices an inscription on the bench: *"Smile! God Loves Us!"* She questions God's motives.
- She blames herself for Chamroeun's death, and, feeling guilty, laments not staying behind.
- Sundara concludes that she lacks courage, and Jonathan tries to convince her otherwise.
- Sundara wonders why God has spared her- to punish her?
- Jonathan reassures her that she is a good person, and that God has special plans for her, such as being a doctor.
- Sundara has trouble believing this, because, for example, she thinks that she's guilty for Soka's baby daughter's death.
- Sundara finally agrees with Jonathan, and philosophizes about how life is like a river flowing by, according to Cambodian custom.

©SCU2013

- Jonathan again reassures Sundara, and compliments her unusual strength.
- Sundara admits that if she were to start crying, she might never stop.

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

- Update the OMP you previously created for Sundara. How have the events of this chapter shown you her true feelings? Has she shown integrity in her actions? What do you think she is feeling as she makes decisions in this chapter?

EXPLORE

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

One possible activity: Venn Diagram

1. Label the two characters: Sundara and Jonathan, on the two circles.
2. Where the two circles overlap, write the way these two are alike.
3. Where the circles are distinct, write down how each is different.
4. Display on the wall.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What emotions do you feel best describe Sundara's condition as revealed in this chapter?
2. What events are triggering Sundara to feel the way that she does?
3. When you analyze the circumstances involved, do you feel that Sundara is guilty of Soka's baby's death?
4. Sundara feels that she lacked courage by leaving Cambodia. Do you agree?
5. Jonathan, on the other hand, feels that she is brave. Do you agree?
6. What does he say to consol Sundara, who feels she deserves punishment?
7. Sundara sounds angry with God in this chapter. Why?
8. What spiritual conviction is portrayed in the end of the chapter?
9. Sundara is trying to keep from crying about the tragedies in her life. Why? Is it good for her to hold back her emotions?
10. The author has presented dramatic events through the eyes of these characters. Do you feel that she has been effective in conveying the impact of these events?

9. Analyze Analyze the key paragraph.

Key Paragraph

"Mayoury. I worry so much about little Mayoury." She pulled back. "How can she live if Chamroeun cannot? He the clever one. All the people who run away from Cambodia, now they can tell the world the true. When they march everybody out of Phnom Penh, they say the little one the first to die. Then they killing all over the place, for no reason. Make you watch your mother die, and if a tear slip out, okay, that's it, you die too. The letters we get . . . Jonathan, they kill a baby for a game! They-" [p. 143]

©SCU2013

"Look here. This is hard to believe. Where is God when they kill the children?" She laughed bitterly. "Oh, maybe this person just mean God love Americans. He not watching in Cambodia. [p. 144]

"Come on. Maybe you were a good person. Maybe, that's why you were spared. Or maybe because you're special in this life. Maybe God or Fate or whatever has plans for you, like you're supposed to become a doctor. Instead of feeling guilty, why not just assume you're supposed to be alive?" [p. 145]

She gazed into the distance, no longer seeing the field, the school buildings. "We think of life more like a river. Think of it that way, maybe you right I have no choice. On a river it is not so simple as just choose which way to go. On a river we try to steer a good course, but all the time we get swept along by a force greater than ourselves. [p. 146]

"A road can go anywhere," she went on, almost to herself, "and then it stop. But a river never stop. All the river flow together and become one. This is more like life, don't you think so? Because then it begin all over again." [p. 146]

EXTEND

10. Write Every student writes a short product from today's prompt to connect to the unit theme.

Prompt 1. Excessive Guilt, or Guilty as Charged?

"You too nice to me. *Brave* is a word for Moni. Not me. You don't understand. I make a promise to my mother . . ." Should she tell? Could she risk it? No, for what if he began to hate her too? "Oh, I am nothing but trouble since the day I step on the boat. So why does God spare me?" She searched his face. "You think he spare to punish?" [p. 145]

1. In this passage, Sundara feels responsible for letting her mother down by not saving Soka's baby. Because of this, she feels that she deserves to be punished by God. Do you think that Sundara should feel guilty for the fact that the baby died? Does she deserve to be punished in such a way? What might be the outcome for her if she continues to feel this way? Write an informative paragraph that clearly states your opinion; provide at least three reasons that support your opinions. When you have completed your assignment, be sure to revise and edit your work.

2. Brainstorm a time when you felt responsible for an experience from your own life in which something bad happened. This should be an example that you feel comfortable writing about. Write an informational, autobiographical paragraph. What happened, and how did you feel? Did you deserve punishment for this? If so, what kind of punishment, and for how long? Do you deserve to continue to feel bad about this incident indefinitely? Why or why not? If, on the other hand, you feel that your actions did not deserve punishment, why not? Be clear in your writing and provide all the details necessary for your reader to comprehend the full situation and your feelings. When you have finished with your assignment, be sure to go over your work; revise and edit it.

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

Extend the reading to the student's lives or to the world.

©SCU2013

Character Based Literacy Program Lesson Plan
Children of the River, Day 15

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

• Why aren't people courageous all the time?

What stops people from always doing the right thing? Most often it is because of

Obstacles: something or someone is in the way
Emotions: the person doesn't feel like it or has emotions that are in the way
Difficulties: whatever it is would be hard to do or requires effort
Risk: it is dangerous or costs something or uses some resource:
the good to be achieved has to worth the risk

• Albert Schweitzer

Dr. Albert Schweitzer, Nobel Peace Prize recipient, was an Alsatian theologian, musician, philosopher, and physician. He founded the Lambarene Hospital in Gabon, west central Africa. He was known and awarded for his philosophy of "reverence for

©SCU2013

life". His missionary work was considered, in part, compensation for a sense of historic guilt of European colonizers.

• Omen

An omen can be considered as a sign of future events- anything that is perceived or experienced that is believed to foreshadow a good or evil event or circumstance that will happen in the future.

• What is the setting of today's reading?

When	Time of Day	Where	Weather
1975	evening	Sundara's home	November, cold and raining

2. Word Wall Five vocabulary words to teach and add to the Word Wall.

bewildered-153	concussion-153	foreboding-151	omen -141	mournful -147

READ

3. Review Review the timeline from the beginning everyday.

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

***Children of the River* by Linda Crew, chapter 15, pp. 147-158**

Setting	Characters	Pages
Sundara's home; Dining room, living room	Sundara, Naro Soka Grandma	147-148
Grandma & boy's bedroom	Sundara, Ravy, +Pon (sleeping)	149
Willamette Grove Memorial Hospital		151
Hospital room	Sundara, Jonathan, unseen roommate nurse	152 156

RESPOND

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

Students might mention:

- Sundara and Naro are working at the dining room table on a cold night; she studies, and watches Soka and Grandma sleeping in the living room. Naro is doing paperwork.
- Sundara worries about Soka, who is in mourning over her dead friend Theary.
- Sundara is mourning too. She envies the fact that Soka can cry.
- Naro turns off the tape deck (mournful song) concerned about Soka.
- Ravy returns from the football game, and tells Sundara that Jonathan McKinnon was in the hospital; injured during a tackle.
- Sundara has trouble sleeping. She dreams are about Chamroeun and Jonathan. She feels mournful, but realizes that Jonathan is what matters now.

©SCU2013

- Next day, she calls the hospital but gets no information. She decides to go there.
- Sundara reads an inscription by Albert Schweitzer that comforts her.
- She visits Jonathan in his hospital room. She finds he's had a concussion, but not seriously hurt.
- Jonathan urges Sundara to stay- he needs reassurance - he's been worrying about her.
- Sundara mentions the inscription; they discuss his father's behavior at the hospital, and how lucky he was not to be more hurt.
- Sundara sees Jonathan's injury as an omen.
- A nurse delivers flowers, cards, and balloons with smiley faces from Cathy.
- Jonathan and Sundara discuss his feelings for Cathy. He complains about her superficiality.
- Jonathan reveals to Sundara that he has changed- that she has changed him, for example, giving him a deeper understanding about her country's plight. Though not as happy, he has a deeper awareness.
- Jonathan tells Sundara to ask him if he loves her.

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

- Update the OMP you previously created for Jonathan. How has he changed since you last updated his OMP? What role has Sundara played in his transformation? What do you think he is feeling throughout today's reading?

EXPLORE

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

One possible activity: Personal Inscription

1. Sundara is deeply affected by the Albert Schweitzer inscription in this chapter. Think of an inscription that you've read, or, invent a saying that has meaning to you.
2. Using heavy weight paper, and markers, create a sign which incorporates your inscription
3. Display on the wall.
4. Students should individually explain their signs, and invite feedback from other students in turn.
5. If students do not already have a certain saying or quote in mind for this project, research via informational or textual sources can be beneficial.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. In the beginning of the chapter, Sundara and Soka are both mourning. Why?
2. Sundara is having dreams about Jonathan and Chamroeun. What does she realize about her dreaming that surprises her?
3. What is the conflict that she is experiencing regarding the two men? How does she reconcile herself?

©SCU2013

4. When Sundara reads the inscription, what thoughts and feelings does it inspire?
5. What is the omen that Sundara refers to? What does the omen indicate to you?
6. Cathy's gift is not well received by Jonathan. What concept(s) might the author be communicating through this character?
7. What does Jonathan explain in the hospital about his change of attitude? Do you agree that this is a positive change for him?

9. Analyze Analyze the key paragraph.

Key Paragraph

Strange, yesterday she'd thought only of Chamroeun and the past, both lost to all hope. But this fear for Jonathan had wrenched her back to the present, sparked her to life again, cut short her private mourning. Did this do Chamroeun dishonor? Heaven protect her, she couldn't help it. She was alive and had to move on. Chamroeun was the past, but Jonathan was right now, and suddenly, right now mattered very much. [p. 150]

HERE,
"AT WHATEVER HOUR YOU
COME YOU WILL FIND LIGHT
AND HELP AND HUMAN KINDNESS"
-ALBERT SCHWEITZER

Tears sprang to her eyes. A sense of peace filled her. A good place, good people inside to put this over the door, to know that people coming here might be feeling scared because they were sick or hurt. Or because they feared for a loved one. [p. 152]

No really. I've had it. I'm supposed to pray to win a football game when babies are starving? He gripped the bed's side rails. "You've changed everything. You've made me see the world isn't all nice sunny little places like Willamette Grove. [p. 157]

He sighed. "You want to know if I love her." He reached over and tilted Sundara's face toward him. "Ask me a question I can answer. Ask me if I love you." [p. 158]

EXTEND

10. Write Every student writes a short product from today's prompt to connect to the unit theme.

Prompt 1. Albert Schweitzer Inscription

HERE,
"AT WHATEVER HOUR YOU COME YOU WILL FIND LIGHT AND HELP AND HUMAN KINDNESS"
ALBERT SCHWEITZER [p. 152]

1. Sundara is comforted by reading this inscription at the hospital. It gives her a sense of hope and peace. Also, it inspires her dream of becoming a doctor. Later, she shares with Jonathan that it reminded her of his father's kindness. In a previous chapter, another inscription had been provocative as well- the inscription on the bench: *"Smile! God Loves Us!"* Brainsotrm: has there been a particular quote or phrase that has helped you get through a difficult time? What

 ©SCU2013

does the Albert Schweitzer quote mean to you? Write an explanatory paragraph that explores what this inscription might mean to you personally. Be clearin coveying your ideas and concpets. When you have finished your assignment, be sure to go over your work; edit and revise your paragraph.

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

Extend the reading to the student's lives or to the world.

©SCU2013

Character Based Literacy Program Lesson Plan
Children of the River, Day 16

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

• Why aren't people courageous all the time?
What stops people from always doing the right thing? Most often it is because of
- Obstacles: something or someone is in the way
- Emotions: the person doesn't feel like it or has emotions that are in the way
- Difficulties: whatever it is would be hard to do or requires effort
- Risk: it is dangerous or costs something or uses some resource:
  the good to be achieved has to worth the risk

• What is the setting of today's reading?

When	Time of Day	Where	Weather
1975	evening	Sundara's home	November, cold and raining

2. Word Wall Five vocabulary words to teach and add to the Word Wall.

dismayed -160	fleetingly -164	lingering -162	persuade -164	waffly -165

©SCU2013

READ

3. Review Review the timeline from the beginning everyday.

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

***Children of the River* by Linda Crew, chapter 16, pp. 156-167**

Setting	Characters	Pages
Sundara's home;	Sundara,	156-159
Dining room, living room	Sundara, Cathy	160-162
American Literature Class office	Sundara, Coach Hackenbruck, assistant coach	156
Outside of International relations class	Sundara, Jonathan	165

RESPOND

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

Students might mention:

- Sundara is pleasantly dazed by Jonathan's declaration of love.
- She admires the honesty that she, as a Cambodian, cannot express.
- Jonathan returns to school- there are welcome back Jonathan banners.
- Sundara can't find Jonathan at school.
- The rally girls take the banners down.
- There's a rumor spreading that Jonathan has quit the football team.
- Cathy angrily confronts Sundara, and blames her for Jonathan's change of attitude.
- Sundara responds that perhaps it is she that understands Jonathan, not Cathy.
- Cathy, in turn, accuses Sundara of trying to elicit sympathy for being a refugee.
- They go back and forth; Sundara declares that people are everything they have lived through (products of the past.)
- Cathy nearly "breaks"- suggesting that she, herself, needs to hope for something bad to happen to her, to be able to compete.
- Sundara realizes that she has the upper hand, and consequently feels bad for causing unhappiness.
- Sundara reports to Coach Hackenbruck, who lectures her about Jonathan quitting the team, and how she is somehow responsible for his change of attitude.
- Sundara defiantly claims that Jonathan may not be into a game where you hurt other players.
- The assistant coach joins in with the coach, and also hints at Sundara's racial background as making things more difficult.
- The assistant coach then suggests that Sundara can use feminine charms to influence Jonathan.
- Sundara takes objection to this, and leaves the office.

©SCU2013

- Sundara talks with Jonathan about the state of affairs- Jonathan dispels rumors of his going crazy, and tells her that he's had a fight with his parents.
- Jonathan expresses his disgust with his parents' lack of conviction regarding their humanitarian efforts.
- Sundara is disappointed by Jonathan's tirade; his attitude, and his lack of affection. In fact, she feels that everyone is against her.
- Sundara stands up for herself- and claims that Jonathan's problems are not her fault.

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

- Update your KWL chart. What have you learned about the events of the novel or the characters thus far? Has anything surprised you? Is there anything you still want to learn?

EXPLORE

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

One possible activity: Venn Diagram

1. Label the two characters: Sundara and Cathy, on the two circles.
2. Where the two circles overlap, write the way these two are alike.
3. Where the circles are distinct, write down how each is different.
4. Display on the wall.

One possible activity: Magazine Layout

Materials:

- Stiff paper 9x12 to 11x17 or butcher paper
- Pencils, paper, crayons, markers
- Construction paper, scissors, glue sticks if desired

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

You have been assigned to do the cover story.

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

Step Two: Create the cover for the magazine.

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

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

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

©SCU2013

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

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

Variations for the Magazine

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

Variations for Writing

1. Because all of the pages connect back to the cover, you could turn this magazine article into an expository essay. The cover is your thesis. Each of the pages can be written as a paragraph. The first page is your introduction; the last page is your conclusion.
2. Any, or all of the pages can be written as paragraphs. Or the entire article can be condensed into one paragraph.
3. Instead of making the magazine, you could do a design for the magazine detailing which words and pictures should appear in each spot. This should be specific enough that a designer could make the magazine pages from your specifications.
4. Bind the cover and pages together to form a mini-book.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Sundara feels dazed in the beginning of the chapter. Why?
2. What event is occurring at the high school? What rumor?
3. Cathy is really upset with Sundara. What upsets her, and can you sympathize with Cathy?
4. What is really bothering Jonathan? There are several answers.
5. How does the coach deal with Jonathan's quitting?
6. Do you agree with the coach's methods for addressing the problem?
7. What are some of Jonathan's objections to playing football?
8. How much do you think that Jonathan really liked playing football in the first place? According to the story so far, what has been one of Jonathan's main explanations for playing ball?
9. In this chapter, Cathy confronts Sundara directly about what issue? Who wins the argument?
10. The author has presented dramatic events through the eyes of these characters, as we've seen. Has the author been effective? Support your findings.

 ©SCU2013

9. Analyze Analyze the key paragraph.

Key Paragraph
"For the next few days, she wore Jonathan's love like a warm cloak around her. The way he'd just come right out and said it!" [159]

"Not my fault you mad at your father, not my fault you quit the team." She flashed her eyes at him. "And especially not my fault everybody die in Cambodia!" [167]

EXTEND

10. Write Every student writes a short product from today's prompt to connect to the unit theme.

Prompt 1: Love Requires Courage

During the beginning of this chapter, Sundara is dazed by Jonathan's declaration of love. She thinks about how she can not do that because she is a Cambodian woman. Think about this. What would you do if you were Sundara? Would you respect your culture or assimilate to the new one? Why? Does it take courage to do this? Write a informative paragraph explaining what you would do and why. Be sure to provide step-by-step explanations of your actions and responses. What would motivate your actions if you were in this sitation? Make sure to go over your work and revise it when you have completed your writing.

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

Extend the reading to the student's lives or to the world.

©SCU2013

Character Based Literacy Program Lesson Plan
Children of the River Day 17

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)
research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

• Why aren't people courageous all the time?

What stops people from always doing the right thing? Most often it is because of

Obstacles: something or someone is in the way
Emotions: the person doesn't feel like it or has emotions that are in the way
Difficulties: whatever it is would be hard to do or requires effort
Risk: it is dangerous or costs something or uses some resource: the good to be achieved has to worth the risk

• What is the setting of today's reading?

When	Time of Day	Where	Weather
1975	evening	Sundara's home	November, cold, wet

©SCU2013

2. Word Wall Five vocabulary words to teach and add to the Word Wall.

agitated- 171	engulfing - 176	intensity- 172	premonition- 170	retorts - 173	solicitude -181

READ

3. Review Review the timeline from the beginning everyday.

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

***Children of the River* by Linda Crew, chapter 17, pp. 168-181**

Setting	Characters	Pages
Sundara's home; the kitchen, bedroom, etc.	Sundara, Ravy	168
	Sundara,	170
kitchen	Sundara, Grandmother, Naro, Soka	171
dump	Sundara, Moni	175
back home	Sundara, Grandmother, Naro, Soka, boys	181

RESPOND

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

Students might mention:

- Sundara asks Ravy, who is watching T.V., for help with chores.
- Ravy is resistant, and despite Sundara's objections, goes into the garage..
- Sundara has defied convention by not waiting on him. She then apologizes.
- Soka, who has continued to grieve the loss of her friend, is sick with a cold.
- Soka has been complaining to Sundara all week, grieving about the state of affairs in her home country.
- Sundara continues to clean house, and the family returns from the grocery store.
- Soka complains about running into the wife of Pok Sary, who had told them that her son had seen Sundara and Jonathan together.
- Sundara explains that Jonathan had only been comforting her over the death of Theary and Chamroeun.
- Soka accuses Sundara of deceiving her. She claims that she's lost face with people- like the wife of Pok Sary. She orders Sundara to leave the house.
- Naro intercedes on Sundara's behalf: he accuses Soka of providing discipline, but not love. He states a case for Sundara's character- hard working, moral, a good student.
- Soka reveals that she regrets coming to America, because of the ensuing predicament regarding Sundara and Jonathan.
- Surprised by his anger, Naro puts his hand on Sundara's shoulder, and suggests that she go to the dump alone. He reassures her that he will speak to Soka.
- Sundara feels that nothing will change her aunt's hateful feelings.
- She visits Moni and tells her of the argument with Soka.

©SCU2013

- Moni decides to go with her to the dump. Sundara is ready to completely give up.
- Sundara sees a tiny arm reaching through the garbage, and thinks it's a dead baby.
- Moni tries to convince her that it is a doll.
- Sundara becomes hysterical, thinking of Soka's dead baby.
- Moni drives them home, fearing for Sundara's sanity.
- Back home, Sundara is received by Naro; apologizes to Soka.
- Grandmother believes that Sundara has become possessed by the dead baby's spirit. She appeals to the spirit to leave her.
- Sundara lets go and cries now, over all of her pain.
- This softens Soka, who has a change of heart. She strokes Sundara's hair. Sundara finally sleeps.
- Grandmother believes that the spirit has left her.
- Soka goes on to Moni about her regrets involving Sundara.
- Soka thinks of Sundara's guilt over her dead baby, and realizes that she's not to blame.
- Sundara wakes, and remembers nothing.

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

- Update the OMP you previously created for Sundara. What is going on in her mind at this point in the novel? Do her decisions show integrity and wholeness?

EXPLORE

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

One possible activity: Sketch the Visual Details

Materials:

- paper suitable for drawing, like 9x12 manila paper
- pencil, pen, crayon, marker or chalk as desired

Step One: List the details

1. Read pages
2. Make a list of all the details

Step Two: Draw a sketch

Variations of this sketch

3. The same process can be used to create a setting sketch for any story.
4. The same process can be used to create a visual of the future wishes of characters in any story.

Variations for Writing

5. This sketch can be used to help write a setting paragraph.
6. The same process can be used to create a visual of the future wishes of characters in any story.

 ©SCU2013

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Sundara and Soka have an argument about what issue?
2. How does Naro handle the situation?
3. How do you think Soka should have handled the situation?
4. What emotion is Soka attempting to elicit in Sundara?
5. What do you think is going through Sundara's mind when she sees the baby arm?
6. How are these two scenarios related, as far as Sundara's feelings are concerned?
7. Grandma believes that Sundara is possessed by the dead baby's spirit. In the story, Sundara goes through a transformation. Can this be explained in terms of Grandma's belief?
   Pay particular attention to "Story Patterns"
   - The Quest
   - The Discovery
   - The Rite of Passage
   - The Choice
   - The Union
   - The Reversal

9. Analyze Analyze the key paragraph.

Key Paragraph

"What have I done?" Sundara's voice was faint.
"What, she asks. *What?* Shames us all, that's what! We met with the wife of Pok Sary in the produce section, and listen to this: She could not *wait* to tell us that her son saw you and that American boy walking away from the school together." [171]

EXTEND

10. Write Every student writes a short product from today's prompt to connect to the unit theme.

Prompt 1: Integrity Requires Wholeness

"Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things." This explanation comes from the theme for this novel, Integrity Requires Wholeness. How might these conditions be represented in the story? What characters exhibit them?
Brainstorm before you write: When you think of integrity and wholeness, what comes to mind? A situation with a friend or relative? A historical figure? Write an explanatory paragraph that concisely describes your views. After you have completed your paragraph, be sure to go over your work and revise it.

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

Extend the reading to the student's lives or to the world.

©SCU2013

Character Based Literacy Program Lesson Plan
Children of the River, Day 18

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)
b.) Apply *grade7 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

• Why aren't people courageous all the time?
What stops people from always doing the right thing? Most often it is because of

Obstacles: something or someone is in the way
Emotions: the person doesn't feel like it or has emotions that are in the way
Difficulties: whatever it is would be hard to do or requires effort
Risk: it is dangerous or costs something or uses some resource: the good to be achieved has to worth the risk

• Angkor Wat
Angkor Wat is a temple dedicated to the god Vishnu. It is recognized as the highest achievement of Khmer temple architecture. It was built under the reign of Suryavuman

©SCU2013

II, who reigned 1113 – 1150. It is an example of Indian architecture, carefully constructed from sandstone blocks, fitted without mortar.

• What is the setting of today's reading?

When	Time of Day	Where	Weather
1975	Indoors, daytime	Sundara's home	November, cold, wet

2. Word Wall Five vocabulary words to teach and add to the Word Wall.

corpse-187	desperation-176	frantic-191	kaob -170	procession -173

READ

3. Review Review the timeline from the beginning everyday.

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

***Children of the River* by Linda Crew, chapter 18, pp. 182-193**

Setting	Characters	Pages
bedroom	Naro, Sundara, Soka, Dr. McKinnon on the phone	182-184
McKinnon home	Sundara, Dr. McKinnon, Mrs. McKinnon, Jonathan	184-185
Visit to new refugee family	Sundara, Soka, wife of Pok Sary, new family	185-187
Back home Thanksgiving feast Kitchen clean-up	Sundara, Grandmother, Naro, Soka, boys Sundara, Soka	188-190 190-193

RESPOND

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

Students might mention:

- Dr. McKinnon is going to a Thailand refugee camp, and calls, asking if Sundara might teach him Khmer.
- Soka expresses suspicion, even thinks it could be a trick, considering Jonathan, but, influenced by Naro, he begins to understand this as an opportunity.
- Soka admits that Dr. McKinnon is a good man and is willing to do more than Khmer people would.
- Sundara continues to give Dr. McKinnon advice about Cambodian customs.
- Jonathan watches the tutoring sessions, which pleases Sundara.
- Sundara and Soka visit a new family home, and run into the wife of Pok Sary.
- The wife of Pok Sary takes on an air of superiority, and Soka stand up to her.
- Soka explains that they are just there to help the new family with the appliances, and deliver them some clothes, which they do.

©SCU2013

- Soka rages to Naro about the experience when they get home, and goes on about how hard it's been to survive.
- Soka comes to the conclusion that, proudly, they are now American citizens. They could even rescue loved ones in Kampuchea.
- Sundara thinks about the option of being a citizen of both countries. She overhears Soka standing her ground in regards to Pok Sary's wife's criticisms of her.
- There's a thanksgiving celebration. Sundara bakes a pumpkin pie. She compares Thanksgiving to her country's Water Festival.
- At the feast, guests are curious about Dr. McKinnon's trip, his family, and the situation in Cambodia.
- Soka receives a phone call from her sister Valinn, who is coming to America.
- Sundara and Soka clean up from the feast; Soka talks about feeling blessed (sister arriving.)
- Sundara is preoccupied with thoughts of her mother; Soka reassures her of her mother's intentions to protect her-Sundara should not feel guilty for leaving.
- More importantly, Soka assures Sundara not to feel guilty about her baby's death.
- Sundara feels very peaceful after this exchange.

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

- Update your KWL chart. What have you learned in today's reading? Are there any situations or customs that were new to you? Is there anything else you would like to learn about the characters or events of the novel? If so, list it.

EXPLORE

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

One possible activity: Open Mind Portrait of Soka
Use a large piece of stiff paper for Soka, paper for bubbles, scissors, glue sticks, and markers; if you want to get more creative you can also use crayons, pens, pencils, paint, construction or tissue paper.

Step One: create a large head shot of Soka

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

©SCU2013

Step Two: place cartoon bubbles of Soka's thoughts around the portrait

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

Step Three: add bubbles as you learn new things about Soka

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

Note: as the conflicts in the novel develop, Soka's thinking is going to change substantially as she questions things. It would be useful to go back to this portrait several times and add additional bubbles, perhaps in a different color to look at how her thinking changes.
This chapter involves a major attitude shift for Soka.

How do you personally feel about the changes that Soka undergo? How is this shift in values similar or different from your own? Do you believe that everyone is capable of change?

One possible activity: Sketch the Visual Details

materials:

- paper suitable for drawing, like 9x12 manila paper
- pencil, pen, crayon, marker or chalk as desired

Step One: List the details

1. Read pages
2. Make a list of all the details

Step Two: Draw a sketch

Variations of this sketch

1. The same process can be used to create a setting sketch for any story.
2. The same process can be used to create a visual of the future wishes of characters in any story.

Variations for Writing

1. This sketch can be used to help write a setting paragraph.
2. The same process can be used to create a visual of the future wishes of characters in any story.

Create a sketch of both holidays: they should be displayed side by side for comparison. Use the information from the following paragraph for inspiration:
1. But somehow thanksgiving always made her feel more sad than thankful. It reminded her of the Khmer celebration of plenty, the Water Festival. Even though the pageants had ended with the war, she still remembered the lighted floats on the river, could almost feel her mother's hand around hers as they joined the throng watching the

 ©SCU2013

colorful procession from the banks. The American Pilgrims were thankful for wild turkeys and Indian corn. But what about the Mekong? What about the Mother of Waters?

A river so bountiful with fish that when the monsoons were over and the Tonle Sap began to drain, the people had only to walk out and fill their baskets with the fish that flopped in the puddles! Surely America was an amazing country, and worth feeling thankful for. But the way some Americans talked, you'd think this was the *only* country on earth worth loving. [p. 189]

2. Option: A Sketch of the temple Angkor Wat

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Dr. McKinnon's offer comes at an opportune time? Why?
2. What bothers Soka about this offer?
3. Who in the story helped to clarify that this offer is indeed an honor?
4. Sundara has several recommendations for Dr. McKinnon, in terms of proper behavior while in Cambodia. What does she recommend?
5. Soka has a change of heart in this chapter. What does her new attitude involve?
6. What events in the chapter contribute to Soka's transformation?
7. Sundara receives forgiveness in the end of this chapter. Who forgives her? What for? Why?

9. Analyze Analyze the key paragraph.

Key Paragraph

"A fancy trick indeed. Would a man journey to the other side of the world just for a trick? Little Sister, if a man is willing to help our people like this, I am certainly not going to insult him by forbidding my niece to teach him Khmer just because his son is smart enough to know a pretty girl when he sees one!" [p. 183]

I'm only taking your advice, Naro. I've thought about what you said the other day and you're right. What do I care what they think? We are the ones who have been here almost the required five years." She turned to Sundara. "Do you know what that means, Niece? We will become *American Citizens*, and American citizens don't have to make themselves low to anybody! Why, we could even go rescue our relatives in Kampuchea and nobody would dare touch us! Not when we told them we are citizens of the United States of America. [p. 188]

Well, there are always sad thoughts for those who want to be sad, Sundara told herself, but now she had this to hold on to: Losing the baby was not her fault. Soka did not blame her. And in spite of the angry last words, her parents had hurried her onto that plane for a reason she'd never let herself believe: love. [p. 193]

 ©SCU2013

EXTEND

10. Write Every student writes a short product from today's prompt to connect to the unit theme.

Prompt 1. Attitude Shift

I'm only taking your advice, Naro. I've thought about what you said the other day and you're right. What do I care what they think? We are the ones who have been here almost the required five years." She turned to Sundara. "Do you know what that means, Niece? We will become *American Citizens*, and American citizens don't have to make themselves low to anybody! Why, we could even go rescue our relatives in Kampuchea and nobody would dare touch us! Not when we told them we are citizens of the United States of America. [p. 188]

Write an informative paragraph describing the change of attitude that Soka experiences, from her negative comments in past chapters about American customs, to the attitude displayed in the above paragraph. What emotion best describes Soka's feeling about America now? Why? Use specific details from the text as evidene of these changes.

Prompt 2:

The kitchen was warm as she and Soka worked together, the quiet between them easy. What a Thanksgiving this turned out to be! The clinking of the dishes wounded to Sundara like sweet, peaceful music. Temple bells. [p. 193]

Brainstorm a time in which you were accused or blamed for something that you did not actually do. How did you feel? Now, write an explanatory paragraph relating an experience that you've had when you have been released from guilt over some perceived offence. How did you feel as a result of been exonerated? Be descriptive in your writing. Be sure to go over your work and edit it when you have completed the assignment.

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

Extend the reading to the student's lives or to the world.

©SCU2013

Character Based Literacy Program Lesson Plan
Children of the River, Day 19

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

• Why aren't people courageous all the time?
What stops people from always doing the right thing? Most often it is because of
- Obstacles: something or someone is in the way
  - Emotions: the person doesn't feel like it or has emotions that are in the way
  - Difficulties: whatever it is would be hard to do or requires effort
- Risk: it is dangerous or costs something or uses some resource: the good to be achieved has to worth the risk

• Thailand
Thailand is an Asian country directly Northwest of Cambodia. It is approximately the size of France, population 62.4 million. Buddhism is the major religion; it remains a constitutional monarchy. The population is mostly rural, concentrating in the rice-growing areas of the central, northeastern, and northern regions. However, Thailand is

©SCU2013

becoming increasingly urbanized, principally in the Bangkok area. A good website for information is www.state.gov/r/pa/ei/bgn/2814.htm

• What is the setting of today's reading?

When	Time of Day	Where	Weather
1975	Indoors, late night	McKinnon home	November, cold, wet

2. Word Wall Five vocabulary words to teach and add to the Word Wall.

paramedics -194	plaque -196	psyched -197	responsible -197	satchel -195	ultimate -192

READ

3. Review Review the timeline from the beginning everyday.

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

***Children of the River* by Linda Crew, chapter 19, pp. 194-198**

Setting	Characters	Pages
Dr. McKinnon's home office	Dr. McKinnon, Mrs. McKinnon, Sundara, Jonathan	194-196
Outside, by the car	Sundara, Jonathan	196-198

RESPOND

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

Students might mention:

- Dr. McKinnon prepares for his 2 month trip to Thailand.
- Sundara, Jonathan and Mrs. McKinnon are worried about his trip; Sundara tries to give him some last minute tips.
- Sundara presents Dr. McKinnon with a plaque that she's inscribed with the quote from Albert Schweitzer. She tells him that someday she would like to follow in his footsteps.
- Jonathan regrets being so hard on his parents, now that he sees his father's resolve.
- Jonathan walks Sundara to her car. They discuss his father's trip, and of how difficult it must be for him.
- Jonathan embraces Sundara. He kisses her. She asks him to kiss her again.

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

- Update your OMP for Sundara. What is she thinking at this point in the novel?
- Update your OMP for Jonathan. What are his feelings? How does he internally react to the situation he finds himself involved in.

©SCU2013

EXPLORE

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

One possible activity: Cubing An Action
Please turn to the cubing diagram on the last page of this lesson plan for this activity.
In this chapter, Dr. McKinnon is preparing for a trip to Thailand, the circumstances which can be displayed as an action cube. Consult the text for information to fill in the sides of the cube. (At end of today's lesson)

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Dr. McKinnon faces difficulties when he goes on his trip to Thailand. What types of difficulties might be present?
2. What bothers Jonathan about his own behavior in regards to his dad's mission?
3. Why do you think Sundara gives Dr. McKinnon the plaque?
4. Jonathan realizes something about the source of his dad's bravery. Does this mean that his dad is not brave after all?
5. Do you think that Jonathan should feel remorse about his actions?
6. Is Sundara upset when Jonathan kisses her? What is her last thought? How is her response different from that of the past? What do you think accounts for her change of behavior?

9. Analyze Analyze the key paragraph.

Key Paragraph
"Dr. McKinnon, this is for you." She handed him a small wooden plaque that she'd lettered in Khmer script. "You will honor me if you hang this where you work at the camp. I'm thinking some people might be fear of your white face, and you so big, so I make this to help them know you are a good man, one who see not only with his eyes." [p. 196]

"Yeah," He leaned on the open car door. "You know, I always thought people who did this sort of thing just went off, all brave and full of conviction. It never occurred to me that they might have mixed feelings. Now I see there's a lot more to it. It's not that my dad's so brave, see. Actually he's scared. But he's going anyway. That's what gets me. He's scared but he's psyched up too. [p. 197]

©SCU2013

EXTEND

10. Write Every student writes a short product from today's prompt to connect to the unit theme.

Prompt 1. A Gift with a Special Message
Dr. McKinnon is about to leave his family for a 2 month stay in Thailand. His trip is not without danger. In this chapter, Sundara presents Dr. McKinnon with a gift; a plaque that she's inscribed with the saying by Albert Schweitzer, as described on page 152 in chapter 15. She tells him: "You will honor me if you hang this where you work at the camp. I'm thinking some people might be fear of your white face, and you so big, so I make this to help them know you are a good man, one who see not only with his eyes." [p. 196]
Before you write, Brainstorm: What kind of vision might Sundara be referring to?

Write an explanatory paragraph in which you explain the significance of her comment, in terms of what you know about the characters, and their circumstances. Provide specific details that will help explain the significance of her words. When you have finished writing, be sure to provide a conclusion that summarizes your views. After you have completed the assignment, go back over your work and edit it.

Prompt 2: Courage in the midst of Fear
Jonathan grew to feel badly about the argument that he'd had with his parents as told in chapter

Dr. McKinnon's choice to minister to the people of Thailand inspired his son Jonathan to see him in a new light. He admitted this to Sundara:
"Yeah," He leaned on the open car door. "You know, I always thought people who did this sort of thing just went off, all brave and full of conviction. It never occurred to me that they might have mixed feelings. Now I see there's a lot more to it. It's not that my dad's so brave, see. Actually he's scared. But he's going anyway. That's what gets me. He's scared but he's psyched up too. [p. 197]
How might you analyze the dilemma that Dr. McKinnon faced in terms of the definition of courage as presented in this unit? Write an informative paragraph that provides information that helps explain how his situation fits this definition. Be clear and concise in your writing. If it will help aid your work, you may conduct research using informational or textual sources.

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

Extend the reading to the student's lives or to the world.

©SCU2013

Cubing

materials:

desired cubing formats 1c1-1c12 copied on 8.5 x 11 or 11 x 17 paper
cubing format 1c2 for cutting and folding directions
pencils, pens, crayons, markers
scissors, glue sticks or paste

Step One: 11c12 Cubing an Action

1. You want to cube an action. In this case, you will be cubing the action involved in Dr. McKinnon's trip to Thailand.
2. To begin, you will study and practice assembling a cube using the diagram: 2c12 Cubing Directions: Assembling the Cube

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

1. Six of the squares will have a question or topic listed inside the square. Six of the squares are information squares and the others are flaps that will help the cube hold together when you assemble the cube. Fill out only the information squares: the ones that have something already printed in them.
2. In regard to your overall subject, answer the question in each box or write about the topic in each square. For example, if you are writing about an event, like a news story, you would use the 4c12 Cubing Who, What, When, Where, Why form. In the *Who* square write about who the story is about; in the *What* square write about what happened; in the *When* box write about when it happened; in the *Where* box, write about where it happened; in the *Why* box, write about why you think it happened.
3. In each square write the basic, important information you know about this question or topic. Depending on the size of the box, this might be anywhere from 1 to 5 sentences.

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

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

Variations for Cubing

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

 ©SCU2013

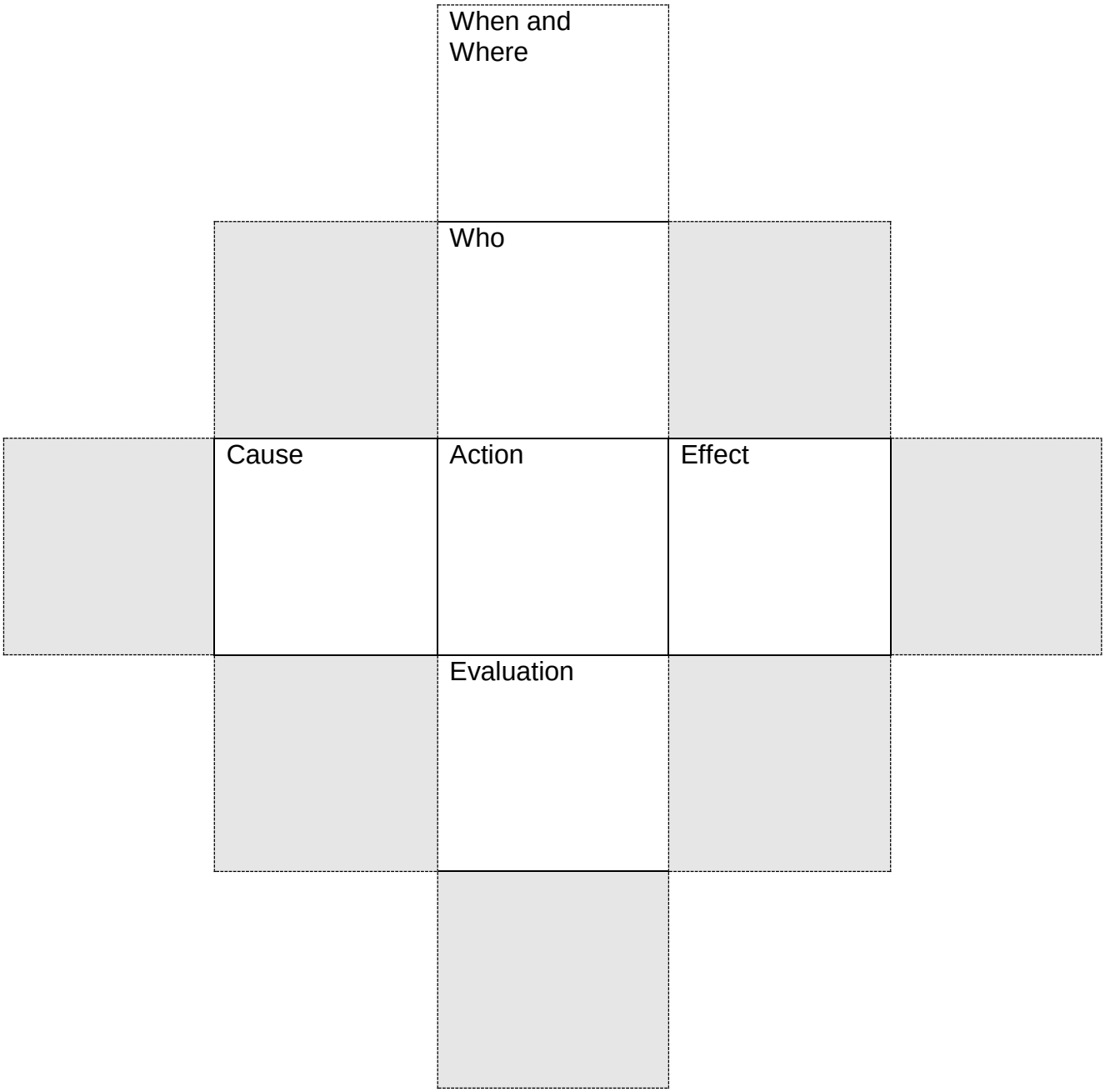
2c12 Cubing Directions: Assembling the Cube

		back fold 10th pull to the back		
	fold 1st	top fold 9th	fold 4th	
fold 3rd push behind front	left side	front	right side	fold 6th push behind front
	fold 2nd	bottom fold 7th	fold 5th	
		fold 8th pull to the back		

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

©SCU2013

11c12 Cubing an Action



©SCU2013

Character Based Literacy Program Lesson Plan
Children of the River, Day 20

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

• Why aren't people courageous all the time?
What stops people from always doing the right thing? Most often it is because of
- Obstacles: something or someone is in the way
  - Emotions: the person doesn't feel like it or has emotions that are in the way
  - Difficulties: whatever it is would be hard to do or requires effort
- Risk: it is dangerous or costs something or uses some resource:
  the good to be achieved has to worth the risk

• Bonze
Bonze is an archaic English term for a Chinese or Japanese Buddhist monk.
From Wikipedia.com

• What is the setting of today's reading?

When	Time of Day	Where	Weather
1975	daytime	Portland International Airport	December 21

©SCU2013

2. Word Wall Five vocabulary words to teach and add to the Word Wall.

endured -199	harrowing -203	honored -202	swaggered -207	roiling -212

READ

3. Review Review the timeline from the beginning everyday.

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

***Children of the River* by Linda Crew, chapter 20-21, pp. 199-213**

Setting	Characters	Pages
Portland International Airport	Sundara, Soka Naro, Ravy, Pon, Grandmother + two Khmer families + Valinn	199 207-208
Riverfront Plaza	Sundara, Jonathan	209-213

RESPOND

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

Students might mention:

- The family goes to the airport to pick up Valinn (Sundara's aunt, Soka's sister.)
- Waiting for the plane to arrive, they meet up with 2 Khmer families that know Valinn and her deceased husband.
- Sundara and Pon, (who is sick) get briefly separated from the family.
- Sundara is relieved to see a large, dark-skinned Khmer woman who embraces her, and takes Pon in her arms.
- Sundara then sees Moni, who is anxious to meet Valinn, and to ask her about the homeland and the people she knew.
- Sundara checks in with Soka. She wants to go to the flowercart and buy a flower for Valinn. She finds Soka very excited to see her sister again.
- Moni tells why she didn't attend the Thanksgiving dinner: she had received an answer to her letter and found out that her husband Chan Seng has another wife and two children, all alive and living in one of the camps. And, they want to come to America.
- Chan Seng wants to divorce Moni and reunite with his first wife; Moni agrees to this.
- Moni has several reasons for agreeing: if he is married to two women, immigration can't help him. She can put herself in the other woman's shoes. She realizes that Chan Seng's spirit will be with his first wife.
- Soka had not told Sundara because she was concerned that it would discourage Sundara from finding a Khmer husband.

©SCU2013

- Sundara feels sorry for Moni. She knows the hardships that Moni has been through, and now, for what?
- In turn, Sundara explains her strong feelings for Jonathan, and, though against custom, now that they're in America, people should expect to "give way to the flow".
- Everyone's jumpy as they wait for the plane to land.
- Soka mentions Sundara's mother (Soka's favorite sister) and how she wishes that she could also be coming. This gets Sundara thinking about the homeland, her baby sister Mayoury, and of Chamroeun. She feels closer to Soka as they both go through all of this.
- Soka thinks out loud about having a bonze perform a ceremony honoring the dead, then asks Sundara what she did with her dead baby.
- Sundara reluctantly admits that she had to put the baby in the water.
- Sundara tries to comfort Soka by telling her that at least she prayed for the baby, and Soka tells Sundara that she's a good girl.
- A human chute of 40 Khmers forms to welcome the passengers, and, suddenly, Valinn arrives to be welcomed with open arms by Soka.
- Valinn asks for "little" Sundara (it has been 4 or 5 years.) With palms clasped, she tells her that she brings news.
- Sundara meets Jonathan at the riverfront plaza
- She excitedly reveals to him that her sister was found at a refugee camp alive
- They talk about how it is a miracle
- Jonathan awkwardly shifts away because he knows that Sundara has to return home
- She reveals to him that her aunt knows she is there
- She says that when you love someone, you should tell them while you can
- They hold hands and look at the river

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

Update your KWL chart one more time. What have you learned from this novel? Has it raised any other questions for you? If so, what are they?

EXPLORE

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

One possible activity: Cubing What When Where Why
Please turn to the cubing diagram on the last page of this lesson plan for this activity.
In this chapter, Moni tells of the marital conflict that she's facing- finding out that she is actually wife number two; that Chan Seng's wife and children are still alive. She's faced with the decision on his part to get a divorce. Create a cube representing this dilemma. How do you personally feel about the situation? How does it relate to the theme: integrity requires wholeness? What does that mean to you?

©SCU2013

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. The family goes to the airport to pick up Sundara's aunt Valinn. What might be the significance of this event in the story?
2. Once at the airport, who does Sundara meet that makes her feel more at ease? To what do you attribute this?
3. The Khmer people at the airport congregate in a "chute" to welcome passengers. Why?
4. While waiting for Valinn to arrive, Soka and Sundara have a conversation about the homeland. They find resolution on what important subject?
5. Moni reveals some important information to Sundara at the airport. What is this news?
6. Moni's decision regarding the news speaks of her courage. Why?
7. In the end of the chapter, Valinn tells Sundara that she's brought news. Can you make a prediction as to what this news might be about?
8. Why would the author structure the last passage of the chapter this way?
9. What emotion does Sundara display during the beginning of the chapter?
10. What is Jonathan's reaction to what Sundara tells him?
11. Jonathan backs away from Sundara. Why?
12. What emotions or feelings are these two feeling?
13. Is Sundara showing courage by being there with Jonathan? Why or why not?
14. Is Jonathan being courageous by allowing himself to care for Sundara?

9. Analyze Analyze the key paragraph.

Key Paragraph

"I think I must learn to steer my own boat down this river, Little Sister. I must take care of myself now. I cannot worry so much what the others say. [204]

Sundara sighed. "Even when I keep my promise to stay away, my spirit is with him." She knew Soka still thought it was wrong to care for Jonathan. But now, in the new land, everyone had to make changes. Some changed more quickly than others, but in the end all had to give way to the flow. No one could keep the river from the sea. [204]

Suddenly the group surged toward the gate, Sundara shuffling blindly with them. *Soka had called her a good girl.* Hastily she rubbed her palms up her cheeks. Tears were not the way to welcome Valinn. [206]

"Five year ago," she said shyly, "I never dream that someday I stand on the back of a river so far from the Mekong, holding the hand of an American boy. So who can ever tell about the future?" [213]

©SCU2013

EXTEND

10. Write Every student writes a short product from today's prompt to connect to the unit theme.

Prompt 1. Moni's Courage

We found out in this chapter that Moni is not motivated by convention, as she declared: I think I must learn to steer my own boat down this river, Little Sister. I must take care of myself now, I cannot worry so much what the others say." Later on Moni explained to Sundara that she had found out that her husband Chen Seng's first wife and two children were still alive in Cambodia. Instead of insisting on remaining married, as Soka had advised, she agreed to divorce, as her husband wished. She had several reasons, for example: "But she is his number one wife. I am only wife number two. Of course Soka tells me not to divorce him. You are his number one wife in America,' she says. A man cannot have two wives here, so unless I agree to a divorce, the Immigration people cannot help him." [p. 203] She also explained: "But he cannot just close his eyes to his first wife, can he? She writes to him that she will wait forever for him to rescue her."

Before you begin writing, brainstorm: Are Moni's actions characteristic of courageous behavior? In what way (s) is she being courageous? Whose interests does she have in mind?

Write an explanatory paragraph that supports and explains Moni's behavior. What would you do if you were in her situation? How does she display integrity? Wholeness? When you have finished writing, be sure to go over your work and edit it.

Prompt 2: Reconciliation

Soka has been very critical of Sundara in previous chapters. Here, she seems to have developed a change of heart. When Sundara told her of the baby's fate, and of how she prayed, Soka said: "That's better than nothing." She sniffed and looked at Sundara. "You know, you really are a good girl." What do you think are some of the reasons that Soka has changed her attitude concerning Sundara. Write an informative paragraph in which you explore actions on both their parts, as described in the book, that you feel may have contributed to their developing closeness. What situations helped them to become close? Have you ever had a similar experience in your own life?

Prompt 3: Courageous Relationship At the end of the chapter, Jonathan and Sundara hold hands signifying their love, devotion, and courage into the unknown. Throughout the text, both of them have been struggling with hostile cultural situations and customs. What has changed now? Write a paragraph describing how the miracle that Sundara's sister is alive gives Sundara the courage to tell Jonathan how she feels. You may want to use yourself as inspiration.

Before you being writing, Brainstorm:

What would you do? Why? What would motivate you to be courageous and go against what other people say to do what is right?

Now, write an explanatory paragraph that provides reasons that support Sundara's decision at the close of the novel. How does her choice display wholeness? Integrity? When you have finished the assignment, go over your work and edit it.

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

Extend the reading to the student's lives or to the world.

©SCU2013

Cubing

Materials:
desired cubing formats 1c1-1c12 copied on 8.5 x 11 or 11 x 17 paper
cubing format 1c2 for cutting and folding directions
pencils, pens, crayons, markers
scissors, glue sticks or paste

Step One: 11c12 Cubing Who What When Where Why

1. You want to cube who what when where why. In this case, you will be cubing the circumstances surrounding Moni's marital problem.
2. To begin, you will study and practice assembling a cube using the diagram: 2c12 Cubing Directions: Assembling the Cube

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

1. Six of the squares will have a question or topic listed inside the square. Six of the squares are information squares and the others are flaps that will help the cube hold together when you assemble the cube. Fill out only the information squares: the ones that have something already printed in them.
2. In regard to your overall subject, answer the question in each box or write about the topic in each square. For example, if you are writing about an event, like a news story, you would use the 4c12 Cubing Who, What, When, Where, Why form. In the *Who* square write about who the story is about; in the *What* square write about what happened; in the *When* box write about when it happened; in the *Where* box, write about where it happened; in the *Why* box, write about why you think it happened.
3. In each square write the basic, important information you know about this question or topic. Depending on the size of the box, this might be anywhere from 1 to 5 sentences.

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

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

Variations for Cubing

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

 ©SCU2013

2c12 Cubing Directions: Assembling the Cube

		back fold 10th pull to the back		
	fold 1st	top fold 9th	fold 4th	
fold 3rd push behind front	left side	front	right side	fold 6th push behind front
	fold 2nd	bottom fold 7th	fold 5th	
		fold 8th pull to the back		

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

©SCU2013