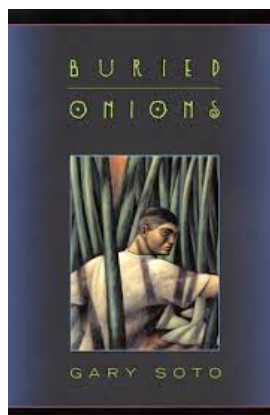


Buried Onions



CHARACTER
BASED
LITERACY



ISBN-10 0-06-44071-3

ISBN-13

Author Soto, Gary

Publisher HMH Books for Young Readers

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Lexile 850L

Genre Young adult, Realistic Fiction

Synopsis A young Mexican American fighting to make something of himself in Fresno, California. He is surrounded by death: The death of his father, his best friend, and his cousin. The community he lives in forces Eddie to constantly fight negative influences such as guns, drugs, cultural stereotypes, and a lack of opportunity. But, Eddie does struggle and often feels there is no hope to attain a comfortable life, and that is what unveils in the story.

Themes Barrio Culture

Protagonist

Setting Fresno, California

Note The page numbers in this lesson plan refer to the paperback ISBN edition 0-06-44071-3, first printed in 1999. Page numbers may vary by edition.

More Information www.scu.edu/character



Character Based Literacy Program

Independent Study Lesson Plan

Buried Onions, Week 1



PREPARE

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



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

Where is Fresno, California?

What is Revenge?

What is Miscommunication?

What is faith?

What is the American Dream?

Word Wall Here are vocabulary words to add to the Word Wall.

mortuary (1)	blistered (2)	quiver (2)	sagged (2)	shimmer (2)
gaudy (3)	stenciled (4)	merciless (7)	scam (9)	cavernous (13)
palsied (19)	surveying (19)	gnaw (20)	fiery (21)	ambition (24)
stank (28)	spongy (28)	centerpiece (29)	advice (31)	ribbed (31)
sentries (37)	tottered (38)	sissy (38)	hesitation (39)	Milling (41)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

pp. 1–43 (stop at break on 43)

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RESPOND

Timeline List the 15–20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Open Mind Portrait

Create portrait of Eddie. New character information can be added to his portrait.

Materials:

- Open Mind Portrait diagram (next page).
- Large piece of stiff paper, like 11x17 oak tag
- Paper for bubbles with scissors and glue sticks
- Pencils, pens, crayons, markers
- Construction or tissue paper, scissors and glue sticks if desired

Step One: Create a large head shot of the character

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

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

1. Cut cartoon bubbles out.
2. What do you think the character is thinking and feeling? Add 3–5 things they think, or says to themselves, on each bubble.
3. Put the bubbles up around the portrait.
4. Keep the portrait in your folder. You will add to the portrait later.

KWL Chart

An answer can be added to a question from the KWL Chart.

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

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

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

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

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

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

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

Step Five: Review the chart when it is complete

Variations of the KWL Chart

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

Map

A new location or change can be added to the map.

Figurative Language Chart

This is an on-going activity that allows you to explore the types of figurative language used by Soto in his writing. The suggested activity will run the entire unit.

Note: Objectives of the suggested activity:

- Allow yourself an opportunity to explore language that communicates ideas beyond the literal meaning of the words (figurative language).
- You will identify the types of figurative language of simile, metaphor, imagery, alliteration, assonance, and repetition.
- If possible, work with a friend to practice your social skills and build your ability for conversation.

Introduction: For each day's reading, you will find one example of figurative language (15 total). Keep track of the quotation on a sheet of paper or in a notebook, identify the page number where it can be found, state the type of figurative language, what is being compared or what particular image is conveyed (this will be at least two sentences). The following template (example provided) can be used:

Quotation	Type	Comparison/or Image	Meaning
"His hand was peppered with age marks and his skin looked as thin as a sheet of onion."	Simile	An old man's hand to an onion peel.	A frail old man is weak and worn out from living. His hands show his frailty and age.

Background Knowledge: **Direct Instruction**

1. Simile = comparison of two unlike things (using like or as)
2. Metaphor = comparison of two unlike things – something is something else
3. Imagery = collection of images
4. Alliteration = repetition of initial consonant sound
5. Repetition = repetition of idea, sound, or phrase
6. Personification = makes an inanimate object take on a human quality

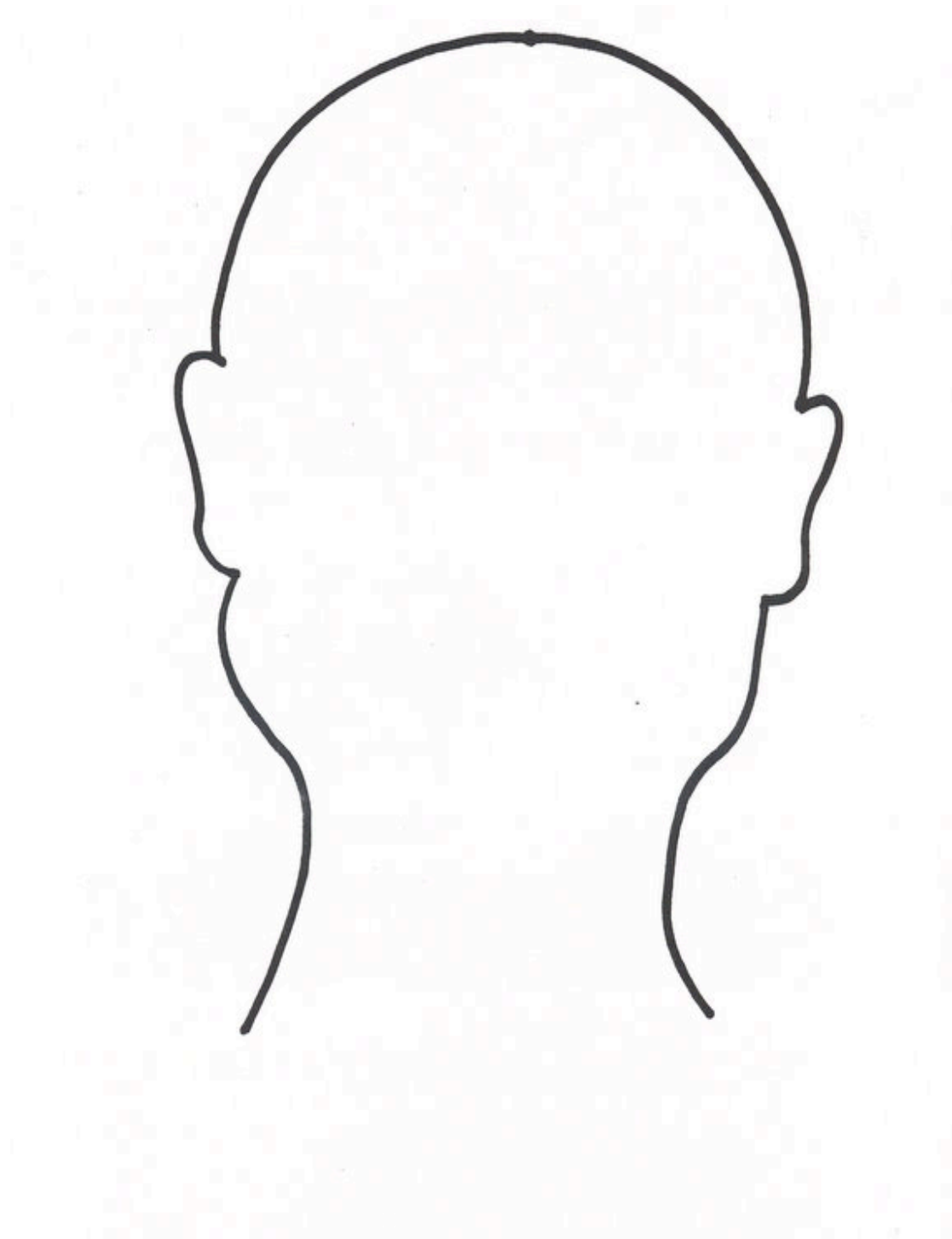
Materials:

- Notebook and pen
- *Buried Onions* book
- Overhead or board if using

Fill out the Character Profile Chart on Eddie

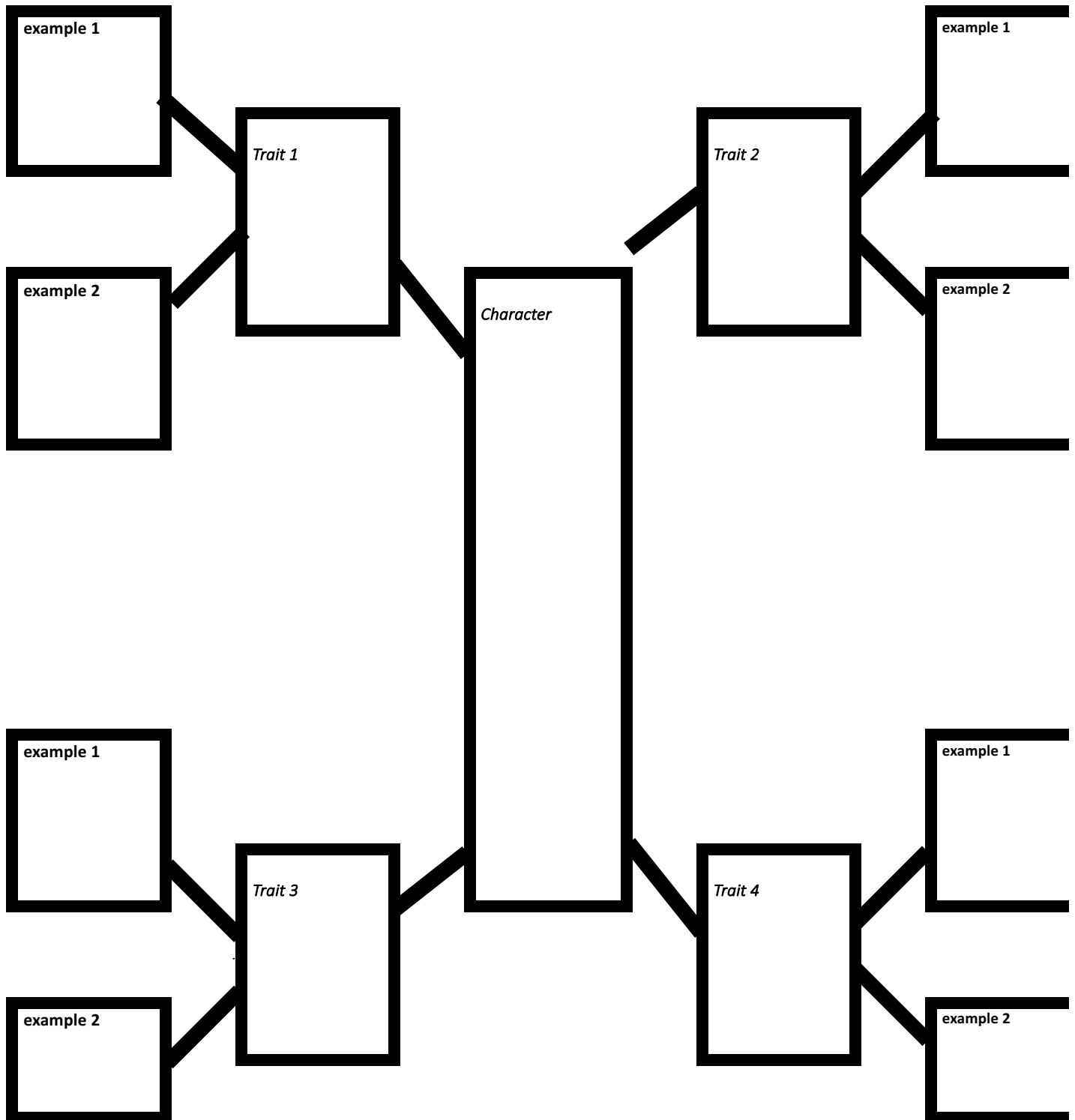
1. Write the name of the character in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story.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

Open Mind Portrait



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

4g6 Character Profile Chart





SMART CHART: CHARACTER TRAITS

Common Core Reading Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

*Remember, a character trait is how a person is all the time—traits don't change.
List three more character traits. Then write the synonym and the antonym for each one.*

TRAIT	SYNONYM	ANTONYM
brave		
wise		

Analyze, then Infer with evidence

Write about a character who has one of the traits in your chart. Use examples from the story of what the person does to explain how you know that character or person has those traits.

EXPLORE

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

Bookmark

Create a bookmark shaped like an onion. On one side of the onion write the word Responsibility and the word Eddie. As you read the novel you will write on your bookmark the various ways Eddie shows responsibility.

Scene Sketch

Draw a birch tree on one side and explain the symbolism of it on the other.

Letter

Write a letter to Mr. Stiles explaining, in detail, what happened to his missing truck.

Create a poster

Create a poster advising your version of the American Dream. Please use symbols to describe the American dream. Attached to the poster, write a paragraph explaining each symbol used in the poster.

Discussion

Key Questions (pp. 1–2)

1. Explain the “vapors” that Eddie describes as the heat of the city.
2. If you could compare your city to a food or object what would it be and why? Describe your reasons for your comparison.
3. Eddie compares himself, and others like him, to strollers. In what ways is life for Eddie like a stroller?

Key Questions (pp. 3–17)

1. Who is Mr. Stiles?
2. In attempting to teach the little boy about the tree he was planting, Eddie was confronted by Mr. Stiles for doing something wrong. How did Eddie handle the situation? How would you have handled the situation?
3. Why do you think Eddie creates and tells stories about himself that are not true to people?
4. In your words, explain whether or not you think Eddie should be trusted.
5. At the end of the today’s reading Eddie lies about what is inside the truck for the dump. Do you think Eddie is going to get caught keeping some of the money Mr. Stiles has given him?

Key Questions (pp. 18–27)

1. Who is Mr. Stiles?
2. In attempting to teach the little boy about the tree he was planting, Eddie was confronted by Mr. Stiles for doing something wrong. How did Eddie handle the situation? How would you have handled the situation?

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3. Why do you think Eddie creates and tells stories about himself that are not true to people?
4. In your words, explain whether or not you think Eddie should be trusted.
5. At the end of the today's reading Eddie lies about what is inside the truck for the dump. Do you think Eddie is going to get caught keeping some of the money Mr. Stiles has given him?

Key Questions (pp. 27–34)

1. Explain what happened to the truck when Eddie stopped at his apartment on the way back from the dump?
2. Eddie blames his ambition for the stolen truck incident. Do you agree, with Eddie, that ambition is unsafe or harmful?
3. Would you have returned to Mr. Stiles house to explain what happened to the truck? Explain.
4. What do you think Mr. Stiles response would have been if Eddie returned to his house without the truck and explained what happened?
5. At the end of the chapter Eddie states that he is tired of trying to keep on the straight line. Do you think Eddie will give in and help Angel get the person who killed Jesus?

Key Questions (pp. 35–43)

1. How does Eddie describe the “good life”?
2. Describe in your own words what you think the “good life” is.
3. Do you think Angel took the truck? Explain?
4. Explain what a sissy is in your own words? Do you think Eddie is a sissy?
5. Why does the author reveal about Eddie when he writes “I had my moments of gangster mentality.”
6. Do you think the man with the yellow shoes is the person that killed Jesus?
7. How do you think Mr. Stiles found Eddie apartment?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 2

“I returned to my apartment, which was in a part of Fresno where fences sagged and the paint blistered on houses. The swamp coolers squeaked like squirrels. Dogs pulled at chains, the clover leaf of their padded paws hardened by years of this kind of traction. Laundry wept from the lines, the faded flags of poor, ignorant, unemployable people. The old sat on porches, fanning themselves, stirring up the onion smell so that it moved up and down the block. Some guys, all of them Mexican like me, worked on their cars, and the young mothers stood on their front lawns, talking as they pushed their strollers back and forth a few inches. Still the babies cried, and their crying stirred up our frustration because we were like those strollers going back and forth, back and forth, getting nowhere” (p. 2).

Writing Prompt

Eddie has compared Fresno's heat to onions and the pace of life to strollers.

Write a narrative paragraph in which you describe your life you have and the life you want to have. Describe the people, the neighborhood, and the goals you wish to have. In what ways are you responsible for the actions and your place in life?

Key Paragraph, p. 5

"I went to the garage to get my bike. My stuff—the paints and stencils, a piece of cardboard and a rag, a length of chain to lock my bike—was in the basket. I walked my bike to the front yard. The street was deserted. It was eleven o'clock and already everyone had retreaded inside, either to get away from the heat or to tune into the Mexican soap operas—telenovelas. I straddled my bike and sat on the seat, not wanting to go. But I forced myself, pushed on the pedal, because like that red ant, I had to come home with my own crumbs" (p. 5).

Writing Prompt

Eddie dreaded having to go into the heat and start his job of stenciling, but "like the ant" he has to make his own crumb. **Write a narrative paragraph in which you reflect on a time in which you had to maintain responsibility. Describe in detail the actions you had to do to maintain that responsibility even when you do not want to.**

Key Paragraph, p. 23

"'Eddie,' he said calmly as he walked up to me, his head lowered. He gave off a smell of cologne and coffee. A red vein throbbed by his left eye. 'Eddie, my neighbor said that you called him...a foul name'" (p. 23).

Writing Prompt

In today's reading, Eddie was accused of saying a foul name, when in fact he said the word "birch" not "bitch." Think back to a time when you were accused of doing something you did not do. **Write a narrative paragraph that is a detailed description of the event and how it made you feel? How did you handle the situation? Do you believe you handle it correctly? If so, how and why?**

Key Paragraph, p. 31

"I felt like a deflated inner tube hanging in a garage, black from depression, because I had done what people and the Bible told me to do: work. But that advice had failed me... the working life was a scam. I could stencil every curb in Fresno from pagan Monday to holy Sunday... But no matter how hard I tried to live a straight life. I could still mess up" (p. 31).

Writing Prompt

In today's reading selection, the reader finds that Eddie is human—a person gets down and feels defeated even though he is trying to do the right thing. This quarter emphasizes the importance of doing what you should be doing right now – the active side of morality and something that responsibility requires. There are times, though, that

doing the “right thing” does not end up perfect. People have to persevere through the difficult times knowing that the “right thing” is worth the effort in the end. It requires faith in one’s goals and values. **Write a narrative paragraph in which you describe a time a time when you felt you were doing the right thing, but things did not go as well as expected. How did you feel? What did you do? How did you handle the disappointment?**

Key Paragraph, p. 36

“I poured a bowl and splashed milk on those wimpy-ass flakes, remembering when I ate boatloads of Wheaties and believed they would make me a man one day. It didn’t work” (p. 36).

Writing Prompt

At the beginning of this lesson, the teacher and the class discussed the American Dream concept and the vision of the good life. **Now, each student should write a narrative paragraph about a time in his/her life when his/her vision of the good life was reality. If more appropriate, have the student write about how the good life would play out in his/her future.**

Character Based Literacy Program

Independent Study Lesson Plan

Buried Onions, Week 2



PREPARE

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



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

What is responsibility?

Who and what are Marines?

What is the purpose of SPCA?

What is racial profiling?

What is the Army?

Word Wall Here are vocabulary words to add to the Word Wall.

dank (44)	gawkers (46)	dismantled (46)	barren (47)	absentmindedly (51)
bellowed (57)	conviction (57)	heeded (57)	tattered (61)	patrons (62)
taunted (71)	panting (73)	inaudible (75)	sludge (77)	whimper (80)
heaved (82)	pummel (83)	growled (81)	dusk (82)	slurred (83)
confessional (87)	pissant (88)	perpetual (89)	jabbering (92)	slogging (95)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read pp. 43–95

RESPOND

Timeline List the 15–20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why.
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Figurative Language Chart

Introduction: For each day's reading, you will find one example of figurative language (15 total). Keep track of the quotation on a sheet of paper or in a notebook, identify the page number where it can be found, state the type of figurative language, what is being compared or what particular image is conveyed (this will be at least two sentences). The following template (example provided) can be used:

Quotation	Type	Comparison/or Image	Meaning
"His hand was peppered with age marks and his skin looked as thin as a sheet of onion."	Simile	An old man's hand to an onion peel.	A frail old man is weak and worn out from living. His hands show his frailty and age.

Character Chart

Add to complete character traits of Eddie.

Open Mind Portrait

Add to the portrait of Eddie.

Bookmark

Add to the Responsibility bookmark.

EXPLORE

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

Plot Storyboard

Recreate the story so far by using pictures. Under each picture write a heading that describes that picture. Draw at least 5 pictures

Venn Diagram

Compare and Contrast the lives of Jose Dominguez and Eddie. Create a Venn diagram of the pro and cons of Eddie leaving Fresno

Complete a Plot Profile Chart

Instructions and a blank copy follow;

1. Decide on the 10 most important events in the story, chapter or segment you are analyzing. List them in order in the rows at the bottom of the chart. 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 intense you think this event is, and mark your score in the appropriate box.
3. Connect the marks in the boxes to form a graph.
4. This graph will help you to profile the plot. How it looks will depend on the story you are reading and whether you are plotting an entire story, or a chapter or segment.

Obituary

Create an obituary for Jose. Use the information from the reading to create the obituary.

Storyboard

Recreate the story in six pictures. Under each picture please list the event.

Advertisement Poster

Create an advertisement poster for the Army or Navy.

Discussion

Key Questions (pp. 43–53)

1. Why didn't Eddie just throw away the keys instead of returning the keys to Mr. Stiles?
2. Did Eddie do the right thing by trying to deliver the explanation note and key to Mr. Stile? Why or why not?
3. If you were Mr. Stiles would you have believed Eddie? Explain.
4. What does the outside of Mr. Stiles house look like when Eddie arrives?
5. How is the visual outside of Mr. Stiles house a reflection of the "onion" that is buried beneath it?
6. What does Eddie's mother do for a living?
7. Why do you think Eddie's mom and aunt are worried about Eddie not having a girlfriend or not being married?

Key Questions (pp. 54–68)

1. Why do you think Norma told Eddie that Angel killed Jesus?
2. What reason did Norma say was the reason why Angel killed Jesus?

3. If you were Mr. Stiles, would you believe Eddie about the truck? Why or why not?
4. How did Jose reach the American dream? Do you think Eddie can steal achieve it?
5. What kind of person is Jose? Use examples from the book to support your answer.
6. Why do you think the author had Eddie calling Mr. Stiles about his truck? Do you think it was a good idea for Eddie to call Mr. Stiles and tell him where to find his truck? Explain.
7. Do you agree with Jose's family that it is Eddie's fault that Jose got stabbed? Explain.
8. Do you think Mr. Stiles ever came and picked up his truck?

Key Questions (pp. 69–80)

1. What did the Eddie mean when said that "[He] wanted to spring straight into the future but I kept running in circles."?
2. What do you think the author is inferring about the future of the neighborhood by looking at the younger kids Eddie encounters?
3. Why does Eddie have the desire the leave Fresno for a few weeks?
4. In what way is Samuel an early version of Eddie?
5. In what ways are Samuel and his friends like "vapors on the asphalt?"
6. Why does Eddie want to leave the neighborhood for a few weeks?
7. What was Eddie's mother reply when Eddie asked her to send him money to go visit her for a few weeks?

Key Questions (pp. 80–86)

1. Why did Eddie tell Lupe about Samuel's behavior?
2. Did Eddie want to help Samuel by telling Lupe?
3. Why did Eddie and Lupe get stopped by the police on the way to the hospital?
4. Jose tells Eddie that he is never coming back to Fresno? Do you agree with Jose feelings? If you could get out of your neighborhood for a better future would you?
5. Explain why Eddie was worried that Angel was going to follow him home after his visit with Jose

Key Questions (pp. 87–95)

1. Why did Eddie feel the need to talk to someone?
2. Describe Holmes Playground?
3. Do you find it odd that Eddie was able to explain he "life story" to Coach and it took "only" 10 minutes? Explain.
4. In your opinion, explain Eddie's rationale for leaving Fresno.
5. If you were Eddie would you join the Army? Why or why not.
6. Why did Eddie want to leave Fresno?
7. Do you think Eddie should go back and work for Mr. Stiles? Why or why not.
8. Why did Eddie finally decide to join the navy?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 47

"I felt for the envelope in my back pocket and scolded myself for being such a good Boy Scout. I should have just tossed the keys in the trash and forgotten about it" (p. 47).

Writing Prompt

Thus far in the novel, Eddie seems to admire Mr. Stiles and his sense of order. Eddie admires the lawn that is kept so nicely – the lawn representing security and calm that is the opposite of the chaos he sees daily in his neighborhood (the barrio). People of any age tend to look to others to see what they have – occasionally being jealous of what others seem to have. But, it is perfectly human to admire other people – especially in childhood.

Think back to your childhood. Who did you admire? **Write a narrative paragraph in which you tell a story about a person from your childhood that you admired. What drew you to that person? What characteristics made that person someone to look up to? And why? Do you still look up to that person? Why or why not?**

Key Paragraph, p. 65

"'Why did you do it, Eddie?' he cried..."

'I'm telling you, I didn't do it!' I told him I had gone to the dump, done my job, and picked up a refrigerator, and when I took it home, someone snagged his truck" (p. 65).

Writing Prompt

Eddie and Jose appear to be doing the right thing. They are returning the stolen truck back to the owner. However noble, maybe they should have called Mr. Stiles first rather than try to handle the situation themselves. **Write a narrative paragraph in which you describe a time in your life when you did the right thing even though it may have cost you a job, a trust, or friendship.**

Key Paragraph, p. 72

"'Little punks,' Coach said, 'I don't know if they're going to stay alive the way they act'" (p. 72).

Writing Prompt

The saying goes that a person gets wiser with age. In today's reading Eddie sees a lot of his younger self in the faces of kids like Samuel and others in his neighborhood. Are there any friends that you no longer keep in touch with or talk to because you have "outgrown" your younger self? **Write a narrative paragraph in which you describe a time when you realized that you had nothing in common with your childhood**

friends. How did you know? How did it make you feel? What were you doing when you first realized it?

Key Paragraph, p. 81

“I returned the next day toward the evening and told him (Lupe) that his asshole brother was messing up and if I had my way I was going to kick his ass” (p. 81).

Writing Prompts

Responsibility is the active side of morality and includes doing what is best for everybody. In today’s reading selection, Eddie did what he thought was best for everyone by telling Lupe that his brother was messing up. The way Lupe handled it may not have been appropriate, but one can assume that Eddie had good intentions in that he wanted to help Samuel. And by helping Samuel, Eddie would be doing what is best for everyone in the community.

Write a narrative describing a time when you did the best thing to better the community. Or, have you ever witnessed such an act. Or, has anyone tried to help you and upon reflection you realize that s/he was trying to do what was best for the community.

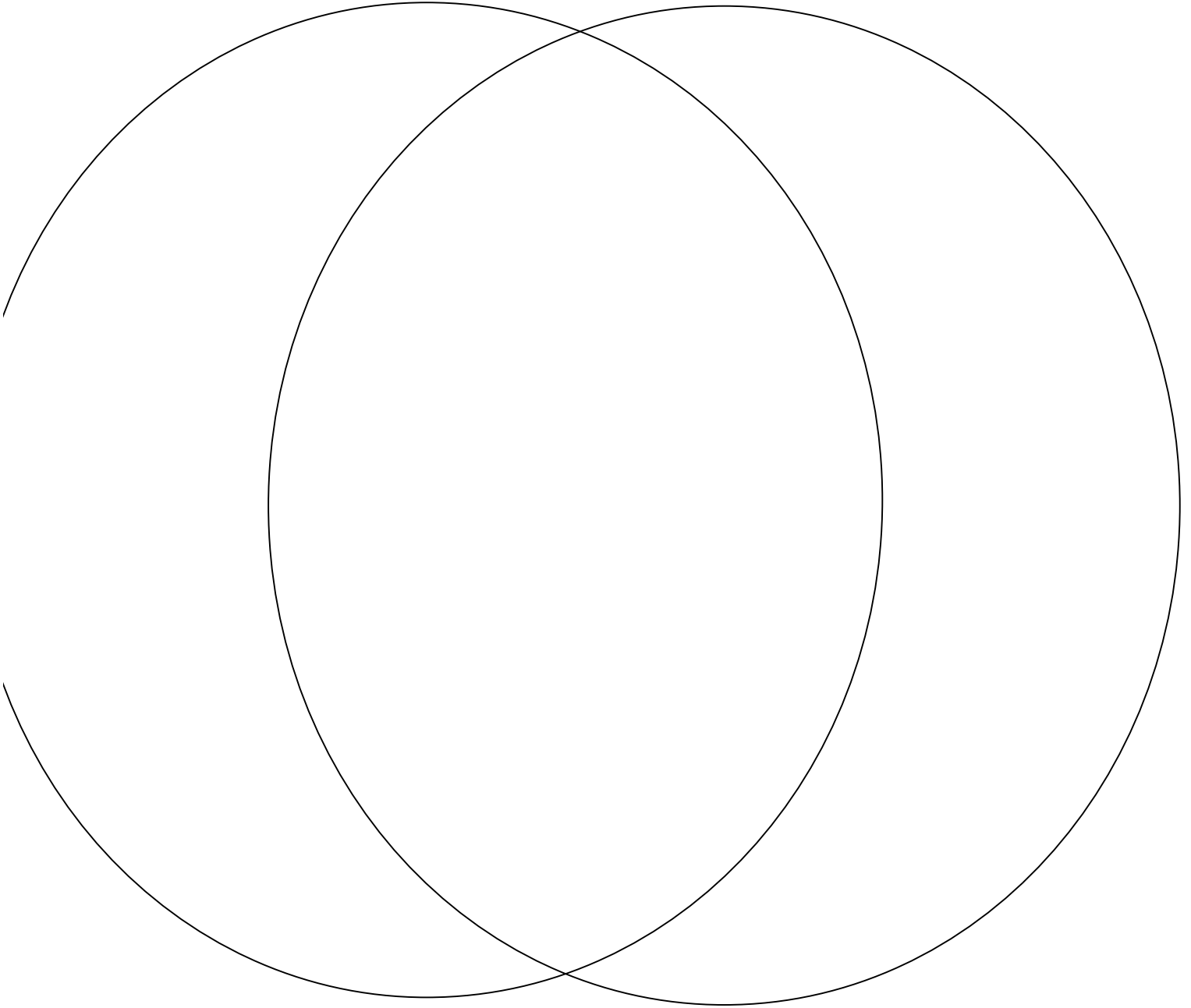
Key Paragraph, p. 94

“I wanted to get out of Fresno, but at the same time it alarmed me. I was nineteen and I hadn’t been anywhere – two times to L.A. and four times to Sacramento. But Sacramento didn’t count. It looked a lot like Fresno” (p. 94).

Writing Prompt

Eddie wants to leave Fresno, but he is scared. Understandable, change can be frightening even if it seems the right thing to do. In fact, even when it seems the best thing for you. **Write a narrative in which you describe a time in your life that you were afraid to make a change. Why were you afraid? Did you actually try the change? What was the result of the change? If you did not follow through with the change, why not?**

6g6 Venn Diagram Chart



3g6 Plot Profile Chart

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

Character Based Literacy Program

Independent Study Lesson Plan

Buried Onions, Week 3



PREPARE

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



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

What is the Navy?

What is fate?

What is the journey of life?

What is Self-Reflection?

Word Wall Here are vocabulary words to add to the Word Wall.

trudged (95)	recruiting (95)	ancestors (96)	ambition (98)	redeemed (103)
gaffed (106)	smirking (106)	briskly (108)	paced (109)	scowl (111)
pondered (113)	glint (113)	recklessly (115)	surged (115)	diverted (116)
adjoining (121)	eternally (123)	foliage (125)	desolate (125)	crouched (130)
wilted (141)	savagely (141)	litany (142)	clods (146)	braggart (145)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read pp. 95–146

RESPOND

Timeline List the 15–20 most important on the timeline.

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Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why.
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Figurative Language Chart

For each day's reading, you will find one example of figurative language (15 total). Keep track of the quotation on a sheet of paper or in a notebook, identify the page number where it can be found, state the type of figurative language, what is being compared or what particular image is conveyed (this will be at least two sentences). The following template (example provided) can be used:

Quotation	Type	Comparison/or Image	Meaning
"His hand was peppered with age marks and his skin looked as thin as a sheet of onion."	Simile	An old man's hand to an onion peel.	A frail old man is weak and worn out from living. His hands show his frailty and age.

Open Mind Portrait

Add to Open Mind Portrait of Eddie.

Bookmark

Add to the Responsibility bookmark.

EXPLORE

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

Advertisement Poster

Create an advertisement poster for the Navy.

Pro and Cons

Create a list of 5 Pros and 5 Cons of Eddie joining the Navy or the Army. Predict whether or not you think Eddie would join either.

Symbol Sketch

Create a symbol that you believe best describes Eddie and his life so far. Under the symbol write a paragraph in which you explain the symbolism.

Plot Storyboard

Recreate the story so far by using pictures. Under each picture write a heading that describes that picture. Draw at least 5 pictures but no more than 10.

Acrostic Poem

Use either Eddie or Responsibility as your subject word, create an acrostic poem where each line of the poem begins with a letter of this word. Use a dictionary or thesaurus to help you find words that go with your theme.

Scene Sketch

Draw a picture of his/her favorite childhood spot or activity. You could also opt for drawing a picture of the “perfect” future spot.

CD Project

Your novel deals with many issues and themes that are present throughout many people’s lives. You can find these themes being discussed and/or expressed in many different places, i.e. art, film, music, dance, etc. For this

Activity

You will create a CD Cover that reflects the themes from your novel. You will include songs in this project that illustrate these different issues. You may choose songs from any genre (rock, alternative, oldies, rap, etc.) as long as the songs relate directly to the themes in the book.

Rewrite the Ending

At the end of the novel you are left wondering if Eddie went back to the van or if he has decided to stay in Fresno. Recreate the end of the story. Use information and your impression of Eddie to rewrite the ending.

Discussion

Key Questions (pp. 95–104)

1. Why was Eddie hesitant to sign up for the navy once he arrived?
2. Eddie returns to Mr. Stile’s house. Do you think that was a good idea?
3. Explain why you feel it is important for Eddie to feel trusted? Should Eddie be trusted?
4. Would you have called the police if you were Mr. Stiles? Explain
5. What reason did the cops give Eddie for hauling him off the jail?
6. Was it ambition or more of an option to get out of a neighborhood that was spiraling Eddie downward?
7. What do you think is going to happen to Eddie?

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Key Questions (pp. 105–111)

1. If you were in Eddie's position, how would you feel towards Coach, Mr. Stiles, and the police officers?
2. Should Eddie forgive Mr. Stiles for calling the police?
3. Did Mr. Stiles do what was best for the community and thus need no forgiveness?
4. Do you think that Eddie and Mr. Stiles are now even since Eddie lost his truck and Mr. Stiles had him arrested for a crime he didn't commit? Explain your answer.
5. What reasons did Mr. Stiles give for calling the police?
6. Why do you think Eddie didn't leave his house for two days?
7. Explain why Eddie didn't use the money that was left to him from Mr. Stiles to go visit his mom? Do you think Eddie really wants to leave Fresno? Explain your answer.

Key Questions (pp. 112–120)

1. As far back as you can remember, what did you do or where did you go as a child that brought you great joy?
2. Do you believe Jose when he said he didn't recognize the people who stabbed him?
3. Eddie appears to want people to believe that he is doing well in life. Why doesn't Eddie do well in real life instead of fantasizing about doing well for himself?

Key Questions (pp. 121–139)

1. What did Eddie do with the fifteen dollars that his mom sent him?
2. How long has Eddie been living on his own?
3. Why do you think Eddie says it is better that his dead is dead? What reasons do you think Eddie has for believing it?
4. Describe the Golden Rule for Homies?
5. Do you really believe that Eddie should have fought Angel?
6. Why do you think Eddie is surprised to find happiness in the world? What do you think would make Eddie happy?
7. Describe the friendship between Eddie and Jose.
8. What other options are available to Eddie and Angel when they see each other in the stairwell?

Key Questions (pp. 140–146)

1. What does buried onions mean to the author? What does it stand for in your opinion?
2. Why didn't Eddie get in Jose's car when Jose tried to offer him a way home?
3. In your opinion should Eddie have asked Angel if he killed Jesus as opposed to assuming what Norma said was true?

4. Explain in your own words why you think Eddie didn't tell Jose he was entering the Navy?
5. What do you think happened to Eddie at the end of the novel?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 101

"... I didn't have to knock on Mr. Stile's door. He was in the garage, wearing safety goggles, sawing planks the length of a coffin.

'Eddie,' he said. We shook hands. I told him how sorry I was about his truck. 'I wouldn't steal from you,' I nearly blubbered. I was glad to be trusted. I felt that would slave for this man, work until there was nothing left in my shoulders and back" (p. 101).

Writing Prompt

Eddie has always felt that Mr. Stiles was a great man and that he wanted Mr. Stiles to trust and believe in him. Have you ever broken a trust or bond between you and a family member or friend? **Write a narrative in which you describe a time where you were no longer trusted by a friend, family member. How did it make you feel? Describe the incident in which the trust was lost. Were you able to repair the trust? Use detailed examples and feelings to write your paragraph.**

Key Paragraph, p. 109

"In those two days I wavered between hate for Mr. Stiles to something like love for him because he was the kind of guy who was putting together a life for his family. I still couldn't make up my mind" (p. 109).

Writing Prompt

Write a narrative paragraph in which you describe a time in your life when you could not make up your mind if someone was trying to help you or hurt you. Include how it made you feel and if today you believe the same thing as you did when it was happening. In other words, today, do you believe the person was trying to help you or harm you?

Key Paragraph, p. 120

"We stopped at a drive-in dairy and bought bottles of chocolate milk. We each got our own bottle, nearly as cold as the river. We drank them leaning on a fence, our bellies filling with that *beautiful childhood liquid*. In the dusk, in the quiet before actual night, cows chewed their grass and the flies chewed their cows" (p. 120).

Writing Prompt

Write a narrative paragraph in which you describe your favorite childhood memories. Describe the people, events, and places that brought you great happiness. Try and use as many of your senses as possible to paint the picture. Describe why these memories are so memorable and important to you.

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Key Paragraph, p. 138

“Instead of taking the elevator we took the stairs, and whether it was God’s choice or the devil’s I don’t know, but at the landing at the bottom stood Angel, his eye swollen from a row of new stitches” (p. 138).

Writing Prompt

In today’s selection, the author writes, “Maybe there was no way to look back. Maybe we should stare into the future. I didn’t even try to help with the rearview mirror.” This statement came from a car ride that Eddie and Jose were taking to the hospital. But, looking back helps people learn about the future. When a person reflects on past behavior that led to trouble, the person hopefully learns to modify future behavior. **Write a narrative describing a past event that led to trouble for you and discuss what you learned from it. Then, write about what you can do differently if the same thing happened in the future.**

Key Paragraph, p. 146

“... I hurried over the clods, my legs suddenly heavy, hurried to meet these brothers. I slowed to a stop. I stood within a yard of them and could have touched their faces but knew it wouldn’t be right. They were dirty but hard-muscled, these men who were sweaty but making a living from leftovers” (p. 146).

Final Assignment:

Unit: Responsibility Requires Action

Novel: *Buried Onions* by Gary Soto

Final Assignment: Autobiographical Essay

Task: Write an autobiographical essay.

Directions

Over the past three weeks, you have read the novel *Buried Onions* by Gary Soto. In the novel, Soto guides the reader through the life of a young Mexican-American growing up in Fresno, California – in a neighborhood burdened with violence, frustration, and anger. But the main character, Eddie, believes there is more to life than the violence and depression. Throughout the story the reader is given insight into Eddie’s views through his reflections and commentary on the happenings around him. He shares who he is and what he hopes for through the story.

Using the writing snapshots you kept over the three weeks, write an autobiography sharing a period of time in your life. You should use the section on Autobiographical Writing to guide you through this exercise.

Remember that one paragraph should flow into the next. In order to produce this effect, you may have to re-write some sentences or paragraphs from your daily snapshots. You may also need to add leading or unifying sentences at the beginning or end of paragraphs to aid your reader in following the direction of your essay.

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- Type your essay.
- Spell check it.
- Save it.
- Print and trade with a peer. Edit each other's essay using the rubric discussed in class.
- Revise your essay.
- Save and print again.

If you have a portfolio, place the final autobiographical writing inside the folder.

