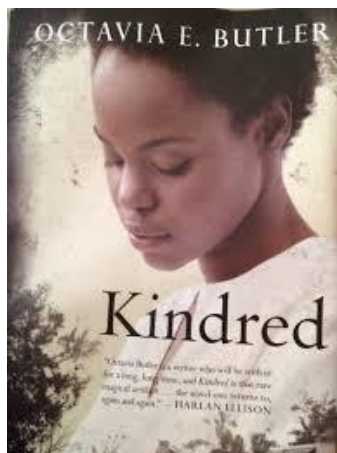


Kindred



ISBN-10 0-8070-8369-0

ISBN-13 978-0-8070-8369-7

Author Butler, Octavia

Publisher Beacon Press

Copyright 1979

Lexile 580L

Genre Novel, Fiction, Speculative fiction, Feminist science fiction

Synopsis A contemporary Los Angeles woman travels back in time to an Antebellum plantation, where she is assumed to be a slave and discovers the identity of her ancestors. Violent confrontations and emotional intensity are aspects of this novel depicting the political, ethical, and social influences of slavery on both black and white Americans.

Themes Role of environment in shaping people's attitudes and personalities, Race and gender, slavery

Protagonist Female, African American.

Note Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

Content Warning This book contains offensive language.

More Information www.scu.edu/character



Character Based Literacy Program 40-Minute Lesson Plan

Kindred, Day 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.

What is science fiction? Science fiction is fiction, which is literature that describes imaginary events and people. It is based on imagined future, scientific, or technological advances and major social or environmental changes. It frequently portrays space or time travel and life on other planets.

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

hybrid (ix)	mutilated (x)	fable (xi)	irony (xi)	reclusive (xiii)
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READ

Review Review the timeline from the beginning every day.

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

Read pp.ix–xii; Introduction part I and part II

RESPOND

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

Students might mention:

Part I

- Slave narratives stopped being written when the last person who lived as a slave died.
- Now a slave narrative could only be written if someone traveled to the past, became a slave, and returned to tell the story.
- Octavia Butler thought she had accomplished this with *Kindred*, published in 1979.
- While Edana is moving into a new house in Los Angeles on her 26th birthday, she feels nauseous and dizzy and abruptly finds herself on a riverbank. She helps save a boy, and then finds herself back in the present.
- Edana, “Dana” for short, is transported alone or sometimes with her husband, Kevin.
- One of the times, Dana is moved to plantation of a slave owner in Maryland who is a distant ancestor of hers.
- When Dana is gone, it is a brief absence from Los Angeles but months are spent on the plantation.

- Dana transports whenever the child's she rescued by the river, Rufus Weyin, life is in danger. Dana must keep him alive until a slave woman has his child.
- When Rufus dies, Dana returns permanently to the present in 1976.
- The last time Dana returns, she is mutilated, missing an arm.
- Butler leaves the reader uneasy and disturbed because the ending does not make sense.
- Most of Butler's stories take place in the future and directly or indirectly deal with issues of cultural differences.
- *Kindred* is her only novel set in the past and deals with relationships between the empowered and powerless.
- *Kindred* is not science fiction. Butler likes to call it "grim fantasy," and it avoids easy classification by blurring boundaries of different genres.

Part II

- The experience of women in her family, her mother and grandmother, influenced her reading and earliest efforts at writing.
- Their lives seemed so terrible that Butler would invent alternative realities through her writing.
- Because of her strict Baptist upbringing, Butler was reclusive and books took the place of friends.
- Although Butler did not grow up during slavery, she still saw her mother work in a white society where she was ignored and internalized this status.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. ix

"The American slave narrative is a literary form whose historical boundaries are firmly marked. Slave narratives ceased to be written when the last American citizen who had lived under institutionalized slavery died. The only way in which a new slave-memoir could be written is if someone were able to travel into the past, become a slave, and return to tell a story. Because the laws of physics...preclude traveling backwards in time, such a book would have to be a hybrid of autobiographical narrative and scientific fantasy. That is exactly the sort of book Octavia Butler imagined when she wrote *Kindred*, first published in 1979. Like all good works of fiction, it looks like the truth" (p. ix).

EXTEND

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

The theme responsibility requires action states, "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."

Write a short narrative product discussing a time when you felt called to change something, and what you did about it. Why was this important to you?

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

Extend the reading to the students' lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan
Kindred, Day 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 sociology? Sociology is the study of the development, structure, and functioning of human society's organization and institutions. It is the study of social problems. Sociology is a social science, and uses research, empirical data, and many qualitative and quantitative techniques to gather evidence and draw conclusions about everything from individual agency to systems of social structure.

What is feminism?

Feminism is a collection of movement and ideologies aimed at establishing political, social, and economic equality between men and women. The issue of women's rights first became prominent during the French and American revolutions in the late 18th century. In Britain, it was not until the emergence of the suffragette movement in the late 19th century that there was significant political change. A 'second wave' of feminism arose in the 1960s, with an emphasis on unity and sisterhood. The current 'third wave' of feminism began in the 1990's. It is a reaction to the perceived failures of second wave feminism, and addresses the differences between women and their experiences as well as their similarities.

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

ignorant (xiv)	allusion (xv)	paradoxical (xvi)	polemic (xvii)	metaphors (xviii)
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READ

Review Review the timeline from the beginning every day.

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

Read pp. xiv–xxiii; Introduction part II and part III

RESPOND

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

Students might mention:

Part II (continued)

- One of Dana and Butler's focuses in this novel is seeing slaves as real, individual people, not just stereotypical figures.
- As an adolescent, people found Butler's interest in reading and writing strange. She immersed herself in science fiction, and the lack of black women in the genre did not push her away.
- In the 1940's and 1950's few women and no black writers wrote science fiction.
- Few black readers found interest in science fiction because it was geared towards young white boys, was racist, or the plot consisted of "color-blind" societies.
- In the 1950's, only a few texts had black characters and acknowledged blackness.
- American women writers added more plurality to the human image in this genre.

- In an article, “Why Black Don’t Read Science Fiction,” by Saunders, he says that even today the reason for this is that black readership has hardly grown, science fiction television and cinema remain white-focused, and this genre seems irrelevant to their main concerns. He believes black science fiction will be short-lived.

Part III

- Butler was able to move away from the typical genre definition to address political and social issues of the Afro-American experience.
- Butler exposes various issues in a historical context in both real and imaginary past and future situations.
- Butler’s metaphors address one person’s power over the other.
- Black characters are usually in science fiction books to be politically correct or to show a problem. In Butler’s stories, they are meant to be there. There are always a number of races in her stories as she celebrates racial differences.
- Butler builds complex social and psychological differences in her stories. The powerless community in her stories always come together through their common anger and suffering to find a common strength.
- The white characters in her novel are the ones who seem odd and problematic.
- Parallels between Rufus Weylin and Kevin Franklin are drawn in *Kindred*. It shows how a progressive white man, Kevin, who has to play the role of a racist slave owner could easily fall into the mindset. Dana begins to wonder about how much dominance he has over her and their relationship.
- Dana’s final return to Los Angeles is July 4, 1976. She returns with a truer understanding of black history than the censored media has showed her.
- Books did not tell her why some slaves accepted their status or the bravery they showed in the most humiliating situations.
- In *Kindred*, during first-person moments, memoirs of ex-slaves are revealed.
- Dana fights an internal battle when she realizes that her morals as a twentieth century black feminist cannot be exercised in the slave world. In the slave world, she finds herself facing a situation that will not satisfy her own internal feminist battle at the expense of a slave woman.
- *Kindred* is a reminder that history was not that long ago and repeats itself. The readers may find more of a connection with the characters than they’d like to admit, and that their historical context has been enriched.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. xxiii

“In the end, what may be most powerful and valuable for readers of *Kindred* is the simple reminder that all that history is not so very long ago. Butler focuses our attention on the continuity between past and present. The reader of *Kindred* may discover a closer kinship with the characters and events of the antebellum South than we often care to admit. Readers of this fantastic invention may also find their understanding of history enriched and deepened. In *Kindred* Octavia Butler has designed her own underground railroad between past and present whose terminus is the reawakened imagination of the reader” (p. xxiii).

EXTEND

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

Dana, the protagonist in the *Kindred*, is presented in the introduction. The theme responsibility requires actions is defined as, "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."

Dana is faced with moral battles in this novel, some of which are mentioned in the introduction. **In one to two paragraphs, write a narrative product about how reading about others' moral battles influences your own moral compass. Use specific examples to support your ideas.**

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

Extend the reading to the students' lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

Kindred, Day 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 mouth-to-mouth resuscitation? Mouth-to-mouth resuscitation is a method of artificial respiration in which a person breathes into an unconscious patient's lungs through the mouth. It is different than CPR, which is used when the patient's heart has stopped and blood flow is contused manually through rhythmic chest compressions.

Where is Los Angeles?

It is a heavily populated city on the Pacific coast in southern California. It is a major center of industry, filmmaking, and television.

Where is Altadena?

It is residential suburb in southwestern California, just north of Pasadena

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

intermittently (9)	vague (10)	coherently (10)	perversity (12)	malevolent (13)
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READ

Review Review the timeline from the beginning every day.

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

Read pp. 9–17

RESPOND

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

Students might mention:

Prologue:

- Dana lost her arm on her last trip.
- Kevin was released from jail, where he had been because the police and hospital staff thought he had hurt Dana.
- Dana had to convince the police that Kenny did not hurt her by telling them it was an accident.
- Kevin joined her at the hospital and she was relieved.

- Dana's arm was now a stump, and she blamed herself for it.
- Kevin had told them that he heard Dana scream in the room, and it seemed as if her arm were stuck in the wall. He told them he did not know how it could have happened.

The River:

- June 9, 1976 was Dana's 26th birthday, and the day she met Rufus.
- She and Kevin had just moved into their own house.
- While Dana was unpacking, she became dizzy and Kenny vanished.
- Dana found herself kneeling on the ground in front of the river.
- There was a child drowning in the river. Dana saved the child by giving him mouth-to-mouth resuscitation.
- She found herself facing the barrel of a man's loaded gun.
- Dana became dizzy again and found herself back in her living room.
- Kevin saw her disappear then reappear and demanded to know how she did it, but she did not know.
- Dana's body ached from where the child's mother had hit her. She was also wet.
- Dana told Kevin what happened while she was gone.
- Dana feels like she was gone for minutes, but Kevin says it was seconds. She knows what she felt and believes it happened. Kevin is doubtful.
- Dana began to worry about it happening again. Kevin worried but Dana could not tell if it was for her sanity or because she had disappeared.
- Kevin tells her the best thing she could do is pull away from it because there is not anything else she could do.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 17

"I wondered bitterly whether he was worried about my vanishing again or worried about my sanity. I still didn't think he believed my story.

'Maybe you're right,' I said. 'I hope you are. Maybe I'm just like a victim of robbery or rape or something—a victim who survives, but who doesn't feel safe any more.' I shrugged. 'I don't have a name for the thing that happened to me, but I don't feel safe any more'" (p. 17).

EXTEND

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

The theme responsibility requires actions is defined as, "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."

Write a short narrative product describing a time when you helped someone only to have your kindness backfire on you. What happened? How did you feel afterwards? If you could do it over, would you still help them?

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

Extend the reading to the students' lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan
Kindred, Day 4



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 a plantation? A plantation is an estate on which crops such as cotton, coffee, sugar, and tobacco are cultivated for commercial purposes. Plantations still exist today all over the world. The people who work on them are usually paid a very low wage, or are forced to participate in share-cropping to pay off a debt at a very high interest rate. The plantations featured in *Kindred* utilized resident slave labor to grow and harvest crops.

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

limbo (18)	averted (20)	timid (21)	spite (22)	welts (25)
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READ

Review Review the timeline from the beginning every day.

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

Read pp. 18–27

RESPOND

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

Students might mention:

- Kenny wants Dana to stop packing and go out to eat with him. Dana is scared to leave the house in case it happens again.
- Suddenly, Dana feels dizzy again and she vanishes again.
- Dana finds herself in a bedroom with a boy who she thinks may be Rufus.
- Rufus lights his draperies on fire, and Dana throws them out the window.
- Dana does not go back immediately after saving herself and the boy from danger like last time. She begins to panic.
- When she calms down, she tells the boy someone should use the stick on him.
- The boy threatens to tell his dad and Dana realizes she needs this boy to help her.
- The boy does not know who she is and tells her his name is Rufus and has never seen her before.
- Dana reminds him of the river and suddenly the boy remembers her from the river.
- Rufus remembers seeing her in a room with books.
- Rufus remembers her disappearing and asked if she went to the room with the books. Dana confirmed that she had gone back home.
- Rufus wants to know how it happened and who controls it. She tells Rufus she doesn't know.
- Rufus thinks she may be a ghost, but he touches Dana and realizes she is real.
- Dana thinks the boy is the reason for her travels and may be the cause of them.
- Rufus calls her a “nigger” and this shocks Dana, but she does not understand why yet.

- Rufus explains that he set the draperies on fire to get back at his dad for hitting him. His dad hit him because he thought Rufus stole money. Rufus wanted all the money to burn.
- Rufus got scared because last time he burned down the stable his mother told him his father almost killed him.
- Rufus tells Dana his father whips niggers when they need it.
- Dana asks where they are and Rufus says by Baltimore.
- Dana asks the date and Rufus says it is 1815.
- Dana asks if they are on a plantation and if a girl name Alice lives there. Rufus says it his is father's plantation, Tom Weylin, and Alice is his friend.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 24

“Fact then: Somehow, my travels crossed time as well as distance. Another fact: The boy was the focus of my travels—perhaps the cause of them. He has seen me in my living room before I was drawn to him; he couldn't have made that up. But I had seen nothing at all, felt nothing but sickness and disorientation” (p. 24).

EXTEND

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

Again and again, Dana is called to save this boy from near-death situations. The theme responsibility requires actions is defined as, “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.” The second time Dana saves the boy by putting out the fire.

In one to two paragraphs, write a narrative product about a time when you or someone you know continued to make the same mistakes, regardless of any else's help or advice. What happened? How did you feel about these situations? How did the others involved feel?

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

Extend the reading to the students' lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

Kindred, Day 5



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 does the word “nigger” come from? *Nigger* is derived from the Latin word for the color black, niger. It did not originate as a slur but took on a derogatory connotation over time. The word nigger was used as an adjective denoting a black person as early as the 17th century and has long had strong offensive connotations. Today it remains one of the most racially offensive words in the English language.

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

ornately (29)	beckoned (32)	remnants (32)	suppress (34)	raucous (36)
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READ

Review Review the timeline from the beginning every day.

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

Read pp. 28–37

RESPOND

Timeline Agree on the facts in today’s reading and list the 3–5 most important on the Timeline.

Students might mention:

- Rufus tells Dana that Alice is free and not a slave.
- Dana begins to realize that Rufus may be her ancestor because her grandmother was born to a Rufus Weylin and Alice Greenwood.
- Dana never knew Rufus was white. His daughter, Hagar Weylin, had died way before any of Dana’s living family members.
- Now Dana has a reason for saving him: to make sure her family lives on, ensuring her own birth. She wondered if this is why she was there.
- Rufus would have to live to father Hagar or Dana would not exist.
- Rufus tells Dana she looks like Alice’s mother and questions if they are related.
- Dana wonders if there are slaves on the plantation. There are 38.
- Rufus wonders if Dana is a slave. Once, she says no he tells her to call him mister or else she will get in trouble by his father. She agrees to call him Mister Rufus.

- Rufus tells Dana he heard her before she arrived. A man was saying her name and Dana says it was her husband.
- Dana needs somewhere to go. Rufus suggests she work for daddy or go to town. Last, he says she should go to Alice's house and ask her mother for work.
- Rufus walks Dana downstairs and he gives her directions. She tells Rufus to burn the rest of the draperies in the fireplace and to not burn anything else.
- Dana is worried about running into white adults on the way to Alice's house. She tried taking a shortcut but it did not work.
- Horses began approaching Dana, and she hid.
- Dana watched the men on the horses approach a house and throw a man, woman, and child out on the ground.
- The white men asked the black man if he had a pass to see his family. He said he did but lost it on the way.
- The woman was standing naked while obscenities were said to her.
- They began to whip the man as the child and woman watched.
- When they stopped whipping him, they tied him to a rope and dragged him away and punched the woman in the face.
- The child jumped up to run away. Dana called out, "Alice!" and the girl turned her way.
- Dana realizes these are her ancestors.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 37

"She stopped, peered at me through the darkness. She was Alice, then. These people were my relatives, my ancestors. And this place could be my refuge" (37).

EXTEND

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

"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." Dana watches secretly as a black man is getting whipped in front of her.

Write a short narrative product about a time in your life when doing nothing was more responsible than doing something. Why is it difficult to determine this? What ultimately happened?

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

Character Based Literacy Program 40-Minute Lesson Plan Kindred, Day 6



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 slavery? Slavery is the practice of people owning other people. The owned people are called slaves. They have to work for the owners, doing whatever the owners ask of them. In the past, many societies practiced slavery. It is now illegal in some countries, but it still exists in others. Slavery was not officially abolished in the United States until 1865.

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

gourd (38)	refuge (38)	vulnerable (40)	contrite (40)	indignant (41)
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READ

Review Review the timeline from the beginning every day.

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

Read Section 4–5; pp. 37–45

RESPOND

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

Students might mention:

- Dana tells Alice she's a friend as she tries to help the woman.
- The woman was not dead but still in a lot of pain.
- The woman regained consciousness and questioned who Dana was.
- Dana told the woman she was a freewoman. The woman doubted her and thought she was a runaway.
- Since Dana did not have free papers the woman worried that Dana would get her trouble.
- Dana told the woman Rufus had sent her. The woman said Rufus would not say anything, but wanted to make sure the father had not seen Dana.
- The woman told Dana that Tom Weylin owned her husband. Mr. Weylin wouldn't give her husband a pass to see her because she was free, and he wanted him to marry someone on the plantation.
- Dana told the lady she was from New York and she had been carried off. Her husband is there and she plans to go back to him.
- Alice allows Dana to stay for a night so then she can move on.
- Dana went outside to get a blanket and one of the white men had returned. He thought she was a runaway and she panicked.

- Dana scratched the man deeply and tried running back into the house. The woman did not let her back in because she would have gotten in trouble.
- Dana ran into the woods, but the man caught her and beat her.
- He told her she had to pay, and was preparing to rape her.
- Dana found a tree limb after she hit her head on it, and she hit the man across the head with it.
- The man was unconscious and she tried running away.
- Dana began losing consciousness and she worried that if she did not get away then he would catch her.
- Dana reappeared back at home. She scratched Kevin's face because she thought he was the patroller.
- Dana was gone for 2–3 minutes this time.
- Kevin wants to take her to the hospital, but Dana is worried she will disappear again.
- Dana began to tell Kevin about the patroller, but then drifted off to sleep.
- Before she fell asleep, Kevin asked Dana if he had raped her. She said no because she hit him with a stick.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 39

“And there in her words was a reason for the risk I had taken. I hadn’t thought of it until now, but if Rufus was one to tell what he shouldn’t, Alice’s mother should know so she could either hide more or send me away. I waited to see what she would say” (39).

EXTEND

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

Responsibility requires action is defined as, “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.”

Alice’s mother is hurt and scared, and refuses to let Dana sleep in her home. **In one to two paragraphs, write about a time when you let fear determine your actions. Be specific. How did you feel? What was your thought process like? How did you feel after the fact?**

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

Extend the reading to the students’ lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

Kindred, Day 7



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.

Who were free blacks at this time? Free blacks were a population that included both ex-slaves and free born. Free blacks lived with constant fear of being re-enslaved. The horror of being separated from their family was always present because of the determination of slave traders. Free blacks also lived in fear of being suspected of having helped runaway slaves.

What is the Fugitive Slave Act of 1850? With this law, slave patrollers operated openly, not just in the South, but in the North where fugitive slaves, and free blacks, considered to be suspect or who fit a certain description, were retrieved. The Fugitive Slave Law strengthened a previous law by adding provisions that placed cases under Federal supervision, gave \$10 for each arrest that sent a slave back to his or her owner, and imposed fines on those who aided fugitives.

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

parasite (46)	debatable (48)	forge (48)	liable (51)	endurance (51)
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READ

Review Review the timeline from the beginning every day.

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

Read Section 6 pp.4 6–51

RESPOND

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

Students might mention:

- Dana woke up clean and in bed.
- Dana began to tell Kevin about the patrollers and what their job was.
- Dana tells Kevin she was in Maryland and how this all connects to her ancestors.
- Kevin does not believe it and she suggests he read the Bible.
- Dana truly believes what happened to her and tells him to take it seriously.
- Kevin says he will help her in any way and brings out a switchblade.
- He shows Dana how to use it so she can protect herself.
- They began searching for a copy of free papers in black history books so they could forge some for Dana, but they could not find any.
- It was against the law to teach slaves how to read and write because they could write themselves passes and escape.
- Dana got herself a scratch pad, new pen, and tore out a map of Maryland from an atlas.
- Dana looked up when the Pennsylvania Railroad was made, but it was made after the time in Maryland.
- Kevin thinks that fear is what brings Dana home.
- Dana is skeptical, but then begins to believe Kevin in that Rufus's fear of death takes her to the past and her own fear of death brings her back to the present.
- Kevin thinks Dana is at an advantage because she comes from the present. Dana thinks she is at a disadvantage because her ancestors had more endurance and strength.
- Kevin wonders if Dana could come home to him and be okay still after what she has gone through.
- Dana says she needs him to come home to, and Kevin says he needs her to come to him too.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 47

“I moved closer to him, relieved, content with even such grudging acceptance. He had become my anchor, suddenly, my tie to my own world. He couldn’t have known how much I need him firmly on my side” (p. 47).

EXTEND

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

Responsibility requires action is described as, “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.”

When Rufus was alive, slavery was not considered wrong by most people; today, we know that slavery was not morally responsible. People often make different mistakes during some parts of their lives than they do during other parts. **In one to two paragraphs, write a narrative product about a mistake you made when you were younger than you wouldn’t make today. What happened? How did you learn from it?**

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

Extend the reading to the students’ lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

Kindred, Day 8



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 a biracial couple? A biracial couple is a couple from two different racial groups. Biracial marriage was not fully legal in the United States until 1967, when the Supreme Court decreed that anti-miscegenation laws were unconstitutional.

Where is Compton? It is an industrial city in southwestern California, just south of Los Angeles.

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

aerospace (56)	clerical (56)	exasperation (56)	kindred (57)	candor (57)
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READ

Review Review the timeline from the beginning every day.

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

Read Section 1; pp.52–57

RESPOND

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

Students might mention:

- When Dana and Kevin met, she was working out of a casual labor agency.
- If they sent her home, she would make no money that day. If they sent her to work, she would work for minimum wage.
- After work, Dana would go home and nap. At 1 or 2 in the morning she was fully awake working on her novel.
- At one of her jobs at an auto-parts warehouse, Dana met Kevin.
- Their supervisor told Kevin she was a writer and he asked Dana about it.
- Kevin told her he had just published a book.
- They had lunch together and Dana found out he not only published his book but also made a big paperback.

- Kevin noticed Dana was not eating so he bought her lunch. Dana resisted at first, but Kevin understood she did not have enough money to buy lunch.
- Dana had not sold anything big yet but was going to keep trying until she convinced herself to get a good job.
- Both of their parents had died when they were younger.
- Dana dropped out of college and got a job. She was writing articles for an aerospace company, but the whole department was laid off.
- Kevin came back every day during every break to talk to her.
- He had published three novels, but never met anyone who had read them.
- Dana became interested in his likes and dislikes. The thought of being a couple was pleasant for her.
- Kevin asked her to go to a play with him. At the end of the night, they went home together.
- When they laid together, she realized she knew less about loneliness than she had thought.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 57

“It was a good evening. I brought him home with me when it was over, and the night was even better. Sometime during the early hours of the next morning when we lay together, tired and content in my bed, I realized that I knew less about loneliness than I had thought—and much less than I would know when he went away” (p. 57).

EXTEND

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

How responsible is someone for making their dreams come true? Responsibility requires action is described as, “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.” Dana and Kevin are determined to reach their dream of being writers.

Write a narrative product about a dream that you have, and how you are working toward making this dream come alive. What obstacles are you facing? How are you trying to overcome them?

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

Extend the reading to the students’ lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

Kindred, Day 9



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 Missouri Compromise? In an effort to preserve the balance of power in Congress between slave and free states, the Missouri Compromise was passed in 1820 admitting Missouri as a slave state and Maine as a free state. Furthermore, with the exception of Missouri, this law prohibited slavery in the Louisiana Territory north of the 36° 30' latitude line. In 1854, the Kansas-Nebraska Act repealed the Missouri Compromise. Three years later, the Supreme Court, in the Dred Scott decision, declared the Missouri Compromise unconstitutional. This ruled that Congress did not have the authority to prohibit slavery in the territories.

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

feebly (59)	demote (60)	vulgar (61)	sheer (63)	commemorate (64)
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READ

Review Review the timeline from the beginning every day.

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

Read Section 2; pp. 58–65

RESPOND

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

Students might mention:

- Dana prepared a bag with a comb, brush, and soap in case she disappeared again for a longer amount of time.
- Dana felt the room spin and Kevin held onto her.
- Kevin and Dana both found themselves sitting in the woods. Now Kevin knew it was real.
- Dana found Rufus on the ground, clutching his leg in pain.
- Rufus recognized her and said he saw her on a bed before she appeared.
- Rufus had broken his leg when he fell out of a tree.
- Nigel, a black boy, was told to go get his father. He was hesitant because he was scared he would get in trouble for leaving Rufus or for letting him get hurt.

- Rufus asked who Kevin was and if he was Dana's owner. Kevin said Dana was his wife.
- Rufus said niggers could not marry white people.
- Dana told him not to use that word because he would not like to be called white trash. She also told him that where they are from they are allowed to get married.
- Dana tries explaining to Rufus after he asks that she is from California of 1965.
- Rufus thinks she is crazy because it is 1819 in his time.
- Dana tells him that when he is in trouble, she is called to the past.
- Kevin tells Rufus California will become a state in 1850 and he thinks they are making it up.
- Dana tells Rufus the next president and about the Missouri Compromise to try to convince him.
- Kevin shows Rufus coins with the year on them and Rufus begins to believe them.
- Rufus had told Nigel about Dana appearing and disappearing.
- Dana tells Rufus not tell anyone else so they can fit in as much as possible.
- Dana wants Kevin to stay close to her so he can hold onto her when she disappears.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 65

“‘Good. Best not to tell anyone about us now either. Nothing about California or nineteen seventy-six.’ I took Kevin’s hand and held it. ‘We’re going to have to fit in the best we can with the people here for as long as we have to stay. That means we’re going to have to play the roles you gave us’” (p. 65).

EXTEND

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

In this reading, Nigel is hesitant to call Mr. Weylin because he thinks he will get in trouble for leaving Rufus or for letting him get hurt. Even though Nigel is not responsible for Rufus’ actions, he may get blamed for Rufus’ mistakes.

In one to two paragraphs, narrate a time when you were blamed for something you did not do. Did you accept the blame or deny it? How did you feel about what happened?

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

Extend the reading to the students’ lives or to the world.

Fill out the Character Interaction Chart for 3 characters

1. Choose 3 characters you have profiled and wish to analyze. Fill the name of each character in one of the 3 boxes.
2. Each character box has another character box on each side. On the side of the first character box near the second character box, write down what the first character thinks

about the second character, and how the first character interacts or gets along with, the second character.

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

Character Based Literacy Program 40-Minute Lesson Plan

Kindred, Day 10



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 a free state? In America, prior to the American Civil War, a slave state was a U.S. state where slavery was legal. A free state did not allow slavery. Slavery was one of the causes of the American Civil War and was abolished by the 13th Amendment of the United States Constitution in 1865.

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

depraved (65)	insolent (66)	perennial (68)	solemnly (70)	rampant (73)
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READ

Review Review the timeline from the beginning every day.

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

Read Section 3; pp.65–74

RESPOND

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

Students might mention:

- Rufus's father arrived and asked what had happened and who Dana and Kevin were.
- Rufus did not want Dana to leave. At first Mr. Weylin did not invite Dana and Kevin to come to the house, but then invited them to dinner.
- Dana told Mr. Weylin she was from New York, and he seemed bothered afterwards.
- As they rode to the house, Dana saw slaves working in fields. Dana was not impressed with the Weylin house when they arrived.
- Dana gets sent to eat separately, but Rufus does not let her go.
- Dana offers to stay with Rufus, and a slave tells her to be careful because the family turns mean quickly.
- Dana realized she was the worse guardian for him for this time, but she was determined to do her best and plant a few ideas in his mind about equality.
- Rufus's mother arrived and was frantic about his leg. She was mad that Dana was in the room, but Mr. Weylin said it would not do any harm.
- Mrs. Weylin remembers seeing Dana before.
- Dana realizes that there was something about her these people did not like, and she wanted Kevin to find out what it was.
- Dana asked a young girl slave where the cookhouse was. She did not answer Dana, but Dana soon realized she couldn't talk.
- The girl slave looked at Dana's clothes, and Dana blamed Kevin for her attire.
- The cookhouse looked like the friendliest place to Dana.
- Dana met Sarah and the first thing she did was call Rufus' mother a name.

- The slaves eat corn meal mush and whatever is left from the white people's food.
- Luke and Nigel begin asking Dana questions about where she was from, how she spoke, and what she wore.
- They wonder why Dana talks like white people. She says her mother was a teacher and the slaves are shocked.
- They tell Dana to watch out, saying that Mr. Weylin doesn't like her because she comes from a free state and is educated. He does not want her sounding smarter than he is or putting ideas about freedom in the slave's heads.
- Nigel asks how Rufus can see her before she arrives. Dana avoids the question.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 74

"'You'll get into trouble,' he said. 'Marse Tom already don't like you. You talk too educated and you come from a free state.'

'Why should either of those things matter to him? I don't belong to him.'

The boy smiled.

'He don't want no niggers 'round here talking better than him, putting freedom ideas in our heads'" (p. 74).

EXTEND

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

Think about everyone's initial reaction to Dana when she arrives to Mr. Weylin's plantation. All the characters react to her differently based on what they know or think they know about her.

Write a short narrative product about a time when you based your reactions to someone based on what you thought you knew about them. What happened? Were you right to act the way you did? How did you feel afterwards?

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

Extend the reading to the students' lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

Kindred, Day 11



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.

How much did a slave cost in the 1800's? Share the following Website:

<http://www.measuringworth.com/slavery.php>

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

abruptly (75)	haste (76)	discretion (82)	humiliations (83)	pallets (83)
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READ

Review Review the timeline from the beginning every day.

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

Read Section 4 and part of 5; pp.74–84

RESPOND

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

Students might mention:

- Dana is worried about eating food prepared during this time period, remembering stories she had heard about the diseases that ran rampant.
- Sarah's husband died cutting a tree and Master Tom sold three of her four children, but let her keep her mute daughter Carrie.
- Kevin came out to talk to Dana and they had to act like master and slave.
- They went for a walk and talked about why Kenny went with Dana to the past, and how he would have to remain near to Dana so he could get back.
- Kevin said he could survive if he had to, but Dana thought that if he stayed the time he spent there would mark him somehow.
- Rufus passed out from the pain the doctor put him through fixing his leg.
- Dana is worried that they won't be able to stay with the Weylins, but Kevin made up a story that they were broke and he was looking for work.
- Master Tom offered Kevin a job tutoring Rufus.
- Kevin tells Dana that she does not have to work for Master Tom, but she says she will have to in order to make friends with the other slaves.
- Kevin is supposed to be a writer from New York who drank with the wrong people and got robbed.
- Dana is all Kevin has left and is helping him with his book.
- Master Tom told Kevin it was not wise to keep a slave like Dana because she might run away. Kevin said he was planning on selling Dana in Louisiana and that she would not run because he promised to give her freedom eventually.
- Dana wants to help Kevin with Rufus in case she returns again.
- Dana is expected to sleep in the attic away from Kevin.
- Kevin wants to leave because Margaret threw coffee on Dana. Dana does not want to leave because she wants to be safe in case she returns without Kevin the next time.
- Kevin decides to move Dana to his room after seeing where she sleeps.
- Dana feels like she is being treated like every other slave.
- Dana does not want to leave until Rufus' leg heals.

- Dana thinks Margaret will care if she switches rooms because she seems like a moral woman. Kevin says she is not because she is chasing him.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 82

“You’ll try. Maybe that will be enough. I hope so. But if it isn’t, if I do have to come here alone, I’ll have a better chance of surviving if I stay here now and work on the insurance we talked about. Rufus. He’ll probably be old enough to have some authority when I come again. Old enough to help me. I want him to have as many good memories of me as I can give him now” (82).

EXTEND

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

Our theme of “Responsibility Requires Action” states that responsibility is “doing what is best for everybody.” Dana wants to try to win Rufus over in case she returns again. She believes if he has good memories of her that he may help her the next time she returns. **In one to two narrative paragraphs, write about a time when you changed your actions to influence someone else’s behavior. What happened? Did it work?**

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

Extend the reading to the students’ lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan *Kindred*, Day 12



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 *Robinson Crusoe*? *Robinson Crusoe* is a novel written by Daniel Defoe in 1719. Daniel Defoe tells the story of an English sailor stranded on a desert island near Trinidad for nearly three decades. An ordinary man struggling to survive in extraordinary circumstances, Robinson Crusoe wrestles with fate and the nature of God. He faces cannibals, mutineers and captives before being rescued.

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

immortality (85)	castaway (87)	legitimate (92)	menial (94)	sadistic (94)
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READ

Review Review the timeline from the beginning every day.

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

Read part of section 5–6; pp.85–96

RESPOND

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

Students might mention:

- Dana decides to move into Kevin's room after she hears that Margaret is chasing after her husband.
- Kevin has seen three black children who look similar to Master Tom. Dana has seen Margaret slap those children.
- Dana and Kevin decide that if they have to leave, then they will head to Pennsylvania, a free state.
- Margaret is away for the day and Rufus asks to see Dana.
- Rufus asks her if Sarah hits her because she used to hit another girl who was helping her. He says she was mad then because Master Tom sold her child.
- Rufus asks Dana if she can read, and tells her to read a book to him. He likes the way she reads to him.
- Rufus tells Dana the books belonged to Miss Hannah, Master Tom's first wife, who loved to read.
- Rufus believes reading is too much trouble, and his teacher told him he was too stupid to learn anyway.
- Dana asks about Alice and her mother. Alice's husband was sold to a trader because Master Tom thought he'd run away. Alice and her mother still live nearby.
- Rufus told his mother that Dana was the one who saved him from drowning, but it did not make her like Dana any more.
- Rufus does not want Dana to go home, but he does not want her to stay and get hurt.
- Mr. Weylin caught Dana reading to Rufus. She had to explain that Rufus had called for her and wanted her to read to him.
- After Mr. Weylin asked, Dana told him she was 26 and did not have children.
- Mr. Weylin offers Dana Kevin's job teaching Rufus, then asks her how she would feel about him buying her.
- Dana said she'd rather stay with Kevin, and Mr. Weylin tells her she'll regret it.
- Mr. Weylin made all the slaves watch another slave get whipped. It scared Dana.
- At first, no one realized that Dana had moved into Kevin's room since she woke up before the Weylin's and went to bed after them.

- Margaret realizes Dana is sleeping in Kevin's room. When Dana confirms it for her, she slaps her and tells her she will change that.
- Sarah shares with Dana that she does not like Margaret because it was her idea to sell Sarah's children for new furniture.
- Master Tom questioned Sarah about Dana. He wanted to know if she worked well, because he was thinking of buying her.
- Dana tells Sarah that Kevin would not sell her, but Sarah says Dana is caught in the middle because Margaret does not want Dana but does want Kevin. Sarah suggests she go back to sleeping in the attic.
- Sarah tells Dana she can make Kevin do whatever she wants and to do what she can now to be set free.
- Dana asks Sarah if she tried doing this with Mr. Weylin when she was younger and Sarah walks away.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 85

"I knew which children he meant. They had different mothers, but there was a definite family resemblance between them. I'd seen Margaret Weylin slap one of them hard across the face. The child had done nothing more than toddle in to her path. If she was willing to punish a child for her husband's sins, would she be any less willing to punish me if she knew that I was where she wanted to be with Kevin? I tried not to think about it." (p. 85).

EXTEND

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

The theme "Responsibility Requires Action" states that 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." **Write a short narrative product about a time when you took your anger out on someone who did not deserve it.** What happened? How did you feel afterwards?

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

Extend the reading to the students' lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

Kindred, Day 13



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.

Why were slaves not allowed to read and write? Visit:

<http://www.pbs.org/wnet/slavery/experience/education/history2.html> Read the article “The Slave Experience: Education, Arts, and Culture”

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

pretentious (97)	subversive (101)	hostile (104)	conscience (104)	searing (107)
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READ

Review Review the timeline from the beginning every day.

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

Read section 7–8; pp.96–107

RESPOND

Timeline Agree on the facts in today’s reading and list the 3–5 most important on the Timeline.

Students might mention:

- Dana overheard Luke tell Nigel to never say no to white folks and to do as they say then go ahead and do what you want to do. Dana decided to follow this advice.
- Dana did not move out of Kevin’s room and nothing happened to her.
- Dana felt ashamed and uncomfortable about sleeping in Kevin’s room because she looked like a slave sleeping with her master.
- Dana and Kevin became a part of the household, were accepted, and began accepting more about the time they were in. This bothered Dana because of how easy it was for them to mix into the time.
- Mr. Weylin catches Dana reading in his library and tells her she is only allowed to read to Rufus.
- Nigel asks Dana to teach him how to read. She takes the risk of being whipped and steals a book to teach him.
- Dana began to realize that she and Kevin fit in so well because they were actors or observers watching everything around them.

- Dana and Kevin saw small black children playing a game where they were pretending to sell each other to white folks.
- Dana becomes frustrated at the game, but Kevin says she is reading too much into it.
- Kevin says it is not that bad and minimizes the wrong, but Dana points out her point of view and does not agree with Kevin.
- Dana feels like she ought to be doing more. She tells Kevin about teaching Nigel. Kevin tells her to continue so maybe he can teach others one day.
- Master Tom tells Rufus that Dana can read better than him and that he should be ashamed. Rufus tells his father the same thing. Master Tom threatens to have Dana stop reading to him if he does not apologize.
- One day while Dana is reading, Margaret enters the room and begins to bother Rufus and ask him why he likes listening to her read. Rufus gets mad and kicks her out of the room.
- Dana offers to teach Carrie during Nigel's lesson but Sarah does not want her to get in trouble. Dana asks anyways and Carrie nods. Dana tells Carrie to find some place where Sarah and the white folks will not find out she's teaching her.
- During Nigel's lesson, Master Tom walks in and Dana is holding the speller. He thinks Dana stole the book from him.
- Mr. Weylin began whipping Dana and all she wanted to do was die to stop the pain.
- Kevin was running out to her, but Dana could only see a blurred vision of him.
- Dana realized what was happening to her, and she needed Kevin to reach her on time.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 97

"Time passed. Kevin and I became more of the household, familiar, accepted, accepting. That disturbed me too when I thought about it. How easily we seemed to acclimatize. Not that I wanted us to have trouble, but it seemed as though we should have had a harder time adjusting to this particular segment in history—adjusting to our places in the household of a slaveholder" (p. 97).

EXTEND

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

In this reading Dana says, "But now and then, like with the kids' game, I can't maintain the distance. I'm drawn all the way into eighteen nineteen, and I don't know what to do. I ought to be doing something though. I know that."

Write a short narrative product about a time when you knew you should change something, but you didn't know what to do. What happened? How did you resolve the situation?

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

Extend the reading to the students' lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

Kindred, Day 14



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 Atlantic*? It is an American magazine that was founded in 1857 in Boston, Massachusetts. *The Atlantic* started as a literary and commentary magazine and now covers news and analysis of politics, business, culture, technology, and national and international life.

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

pompous (110)	incongruously (115)	lacerations (115)	bondage (116)	degradation (117)
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READ

Review Review the timeline from the beginning every day.

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

Read section 1–2; pp.108–117

RESPOND

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

Students might mention:

- Dana and Kevin never really moved in together. They went back and forth between the two apartments even though Kevin wanted her to move in.
- Kevin asked her to marry him.
- Dana refused to type manuscripts for him, left the apartment, came back and still refused.
- When he accepted her after all this, then she decided they were ready to get married.
- Kevin thought his sister would love Dana, but she did not even want to meet her.
- Kevin blamed his sister's husband for making her that way. She was desperate to marry someone since she had never had a boyfriend. Now she was married to a dentist and rich because of him.
- Dana's aunt accepted the marriage because Dana's kids would have lighter skin. Her uncle was angry and felt rejected. He wanted her to marry someone like him.
- They went to Vegas and got married.

- When they returned there was a check for Dana; one of her stories had finally made it in the *Atlantic*.
- Dana woke up in her home aching from pain.
- Dana had to take a bath to take her blouse off because it was sticking to her wounds.
- She had returned to the present without Kevin, and she thought he might be waiting for her when she returned to the past.
- Dana slept and when she woke up she took another bath to wash her hair which had mud and blood in it.
- Dana packed another bag with aspirin, knife, pen, pencil, scratchpad, and a compact paperback history of slavery.
- Dana felt caught between home and Rufus's home.
- Dana was gone for two months but had left and come back home on the same day.
- Dana tried writing about what had happened but could not.
- Dana called her cousin in Pasadena to buy groceries for her since she was scared to leave her house.
- Her cousin thought Kevin was the one who had hurt her.
- Dana began reading books about slavery. She then read a book about World War II and she realizes Americans did for many years what Germans tried to do in a few.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 117

“Then, somehow, I got caught up in one of Kevin’s World War II books—a book of excerpts from the recollections of concentration camp survivors. Stories of beatings, starvation, filth, disease, torture, every possible degradation. As though the Germans had been trying to do in only a few years with the Americans had worked at for nearly two hundred” (p. 117).

EXTEND

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

In this text, Dana is comparing the Nazis during World War II to slavery in the South. It was only through the responsible action of many brave people that both of these unjust periods of time were finally ended.

In one to two paragraphs, write a narrative about a time when you were treated unjustly. What happened? How did you resolve the situation?

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

Extend the reading to the students’ lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

Kindred, Day 15



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.

How did their owners treat female slaves? Female slaves had no protection against their slave owners. In Missouri, the “Slave Code” of 1804 made no distinction between slaves and other personal property. Missouri law stated that slaves who lifted their hands against whites,

except in self-defense, were to be punished according to the decision of the justice of the peace, with no more than 39 lashes. Missouri statute of 1845, article 2, section 29 declared it a crime "to take any woman unlawfully against her will and by force, menace or duress, compel her to be defiled." However, since slave women were considered personal property, their owners were able to do what they wanted to them, including rape them.

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

vindictive (121)	bluff (121)	improvised (122)	vehemently (124)	retaliation (125)
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READ

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

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

Read section 3–4; pp.117–126

RESPOND

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

Students might mention

- Dana was home for 8 days before she started feeling dizzy again.
- Dana arrived in the woods where a black woman with a torn dress was watching a white man and black man fight.
- Rufus was getting killed by the black man. It was obvious what had happened to the girl because of her ripped dress.
- The black man knocked Rufus out. Dana tried stopping the man from killing Rufus.
- She needed to save Rufus for her ancestors and to find Kevin.
- Dana finds out the girl is Alice. Alice tells her she is married to the black man, Isaac. She knows about Dana because Rufus use to talk about her all the time.
- Dana tells them to run away. She will stay with Rufus and help him, but will not tell him anything about them.
- Dana offers to write them a pass, but Isaac does not trust her and walks away.
- Alice tells Dana that Kevin went North after waiting for her for a long time. Rufus knows where he's at, but she tells Dana to be careful with Rufus.
- Rufus regains consciousness and says Isaac will pay for what he has done.
- Dana tries to convince Rufus that he was drunk and got robbed, but it did not work.
- Rufus admits to raping Alice, and is mad that she rather have a black man than him. He would take care of her.
- Dana says she had the right to pick who she wanted as a husband.
- Rufus says Isaac is a runaway and if Alice gets caught with him she will get beaten and sold. Rufus plans on buying her.
- Dana began to realize that Rufus loved Alice. Rufus says he would have married her if he lived in Dana's time.
- Dana tells Rufus to say he was beaten by white men. Dana believes him if he says he will not tell.

- Dana explains to him that they are both a threat to each other. They both have too much opportunity for retaliation.
- Dana was about to leave him to take care of himself, and he finally agreed to say he was beaten by white men.
- Dana wondered if his father would believe her since last time she left he was whipping her. Rufus said he'd believe her and might even be scared of her.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 120

“She turned and followed Isaac, leaving me alone with the unconscious Rufus—alone to wonder where she and Isaac would go. North to Pennsylvania? I hoped so. And where had Kevin gone? Why had he gone anywhere? What if Rufus wouldn’t help me find him? Or what if I didn’t stay in this time long enough to find him? Why couldn’t he have waited...?” (p. 120)

EXTEND

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

In one to two paragraphs, write a narrative about a time when you felt alone or abandoned by someone who was supposed to care about you. How did you act in this situation? Did this person act responsibly?

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

Extend the reading to the students’ lives or to the world.

Fill out the Beginning-Middle-End Chart

1. 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 of 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 the conflicts that occur. In the end of the story, those conflicts reach a peak and then resolve with a resolution of the character’s problems.
3. If the events in a column are not in the order they took place, number the items in the column.
4. If you are analyzing a chapter or segment of a larger story, all of the events might be in 1 or 2 columns, understood as part of the larger story. Or it might work to analyze the beginning, middle and end of just this part.

Character Based Literacy Program 40-Minute Lesson Plan

Kindred, Day 16



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 was a slave's marriage like? Slave marriages had neither legal standing nor protection from the abuses and restrictions imposed on them by slave-owners. Slave husbands and wives, without legal recourse, could be separated or sold at their master's will. Couples who resided on different plantations were allowed to visit only with the consent of their owners. Slaves often married without the benefit of clergy. The marriage ceremony sometimes consisted of the slaves simply getting the master's permission and moving into a cabin together. Formal marriage ceremonies were generally reserved for house servants. In such cases, slave-owners would have a white minister or a black plantation preacher perform the ceremony, and a large feast and dance would follow honoring the slave couple.

The ceremony could include the ritual of "jumping the broom," which required slave couples to jump over a broomstick. The custom of jumping the broom could vary from plantation to plantation. On some farms, the slave bride and groom would place separate brooms on the floor in front of each other. The couple would then step across the brooms at the same time joining hands to signal that they were truly married. On other farms, each slave partner was required to jump backward over a broom held a foot from the ground. If either partner failed to clear the broom successfully, the other partner would be declared the one who would rule the household. If both partners cleared the broom without touching it, then there would be no ruler.

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

wearily (127)	inevitable (128)	agonizing (131)	digest (135)	leisure (136)
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READ

Review Review the timeline from the beginning every day.

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

Read section 5 and part of 6, pp.126–136

RESPOND

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

Students might mention

- It took Dana longer than she expected to arrive at the house and the sun was setting. She felt like she had come home when she arrived.
- A stranger, Jake, approached her and took her to the house after questioning who she belong to.
- Dana saw that Carrie was now pregnant. They hugged and Mr. Weylin came out.
- Mr. Weylin and Dana went for Rufus while Nigel led the wagon. Nigel had grown into a handsome man like Luke.
- When they got back to the house Mr. Weylin confirmed that it was Dana then asked her who and what she was. Dana said she was someone who saved Rufus' life.
- Dana asked about Kevin and Mr. Weylin said he went north, but that he would come back looking for her like he did last year.
- Mr. Weylin allows Dana to stay on the plantation until Kevin comes for her but she has to work.
- Master Tom wants Dana to take care of Rufus because both Rufus and Kevin told him about her and he thinks she's some kind of doctor.
- Nigel is happy Dana showed up. He wants to be with Carrie more since she is so close to giving birth, and she is his wife now.
- Nigel asked if it was true that white men beat up Rufus. Dana confirmed it was Isaac and that he got away.
- Rufus thinks Dana still looks young. Dana had to explain that in her time she was only gone for short periods of time.
- Dana tells Rufus she wants to find Kevin. Rufus directs her to the letters Kevin had sent, and all they have are his current address.
- Rufus is shocked by everything that is happening to them, and he cannot believe it.
- Rufus offers to write Kevin a letter for Dana. She says she will write it, but Rufus will have to send it.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 131

"I kept going, glad to get away from him. He had known more about me than he wanted to talk about. That was clear from the questions he hadn't asked. He had seen me vanish twice now. And Kevin and Rufus probably told him at least something about me. I wondered how much. And I wondered what Kevin had said or done that made him a 'damn fool'" (131).

EXTEND

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

Our theme is "responsibility requires action." Dana is worried that some people know too much about her; she is trying to hide certain facts to keep herself and Kevin safe.

In one to two paragraphs, write a narrative product about a time when hiding something about you was more responsible than sharing it. What happened? Was it hard to make this choice?

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

Extend the reading to the students' lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan *Kindred, Day 17*



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 an abolitionist? An abolitionist is a person who favors the termination of a practice or institution, like capital punishment or slavery.

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

condescending (137)	grimaced (138)	repressive (141)	dismayed (142)	senile (147)
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READ

Review Review the timeline from the beginning every day.

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

Read part of section 6–7, pp.137–148

RESPOND

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

Students might mention:

- Dana goes to the cookhouse after being questioned by the condescending doctor.
- Sarah is glad Dana is back because no one can control Mister Rufus anymore.
- Miss Margaret had twins who died and she almost died. Her sister came and took her back to Baltimore.
- Jake Edwards is the overseer and Miss Margaret's cousin. He's mean to the slaves.
- After she asked, Nigel told Dana that Luke had been sold. Rufus said Mr. Weylin sold him because he did whatever he wanted and acted like he was white.
- Rufus tells Dana to be careful because he might not be able to stop his dad from selling Dana. This upsets Dana because he does not own her, but she realizes she has no papers to prove that.
- Rufus tells Dana that Nigel ran away once. He was whipped many times and Sarah took care of him. It was not until he married Carrie that he settled down.
- Rufus begins to read the book Dana brought on black history. He thinks it's abolitionist trash, but Dana tells him it is history. She realizes Rufus should not read too much of it because some of those events hadn't happened yet.
- Rufus suggests she burn the book. Dana throws it in the coals after tearing out a map of Maryland.
- Dana wrote a letter, and Rufus said he would send it next time he is in town.
- Rufus threatens to not send the letter if Dana does not burn the map. She realizes he is blackmailing her and threatening her freedom and husband.
- Dana decides to burn the map just to make things easier. She tells Rufus she could manage without it, and he says she will not need to because she is home.
- Isaac and Alice had four days of freedom. They were caught on the fifth day, and Dana found out on the seventh day.
- Sarah was in charge of running the household since Margaret was gone. She would get mad at the slaves not for doing their work. She explained to Dana that she did not want to be responsible for their laziness and that Dana should keep her comments to herself.

- Dana tells Sarah that some slaves do make it to freedom and there are books written about it. Sarah thinks these books are nonsense, and Dana realizes Sarah has accepted the life of the slave because she is afraid.
- Rufus returns with Alice who heavily wounded and practically dead. He tells Dana to take care of her. Dana is hesitant because they lack the medical necessities of her time.
- Rufus had to pay twice as much as Alice was worth and did not have money for a doctor. Doctor's at the time did not take very good care of slaves.
- Rufus wanted to see Dana's scars on her back. Since they looked better than the other slave's scars, he followed her directions.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 142

"I turned to face him, dismayed. More blackmail. I had thought that was over between us. I hoped it was over; I needed so much to trust him. I didn't dare stay with him if I couldn't trust him" (p. 142).

EXTEND

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

Responsibility is "doing what I should do." If you always do what you should do, and do "the one thing you should be doing right now" then people will trust you. Trust is a very important part of any relationship.

Write a short narrative product about a time when someone broke your trust. What happened? Were you able to rebuild the relationship?

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

Extend the reading to the students' lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

Kindred, Day 18



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 happened to slaves when they committed crimes? Visit:

<http://www.pbs.org/wnet/slavery/experience/legal/history.html> Read the article “The Slave Experience: Legal Rights & Government, Historical Overview”

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

nausea (148)	squander (149)	superstitious (153)	assurance (155)	hearth (160)
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READ

Review Review the timeline from the beginning every day.

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

Read sections 8–10, pp. 148–160

RESPOND

Timeline Agree on the facts in today’s reading and list the 3–5 most important on the Timeline.

Students might mention

- The worst wounds Alice had were dog bites. Isaac had been sold to a trader in Mississippi.
- Rufus said he mailed Dana’s letter.
- Rufus wants Alice to sleep in his room, and Dana tells him not to touch her in a sexual manner.
- Rufus had gotten possession of Alice without having to deal with any repercussions. He had been rewarded for his wrongdoings.
- Dana found out from Sarah that Isaac’s ears had been cut off because he hit the judge’s son and said some things he should not have said.
- Sarah wonders what Dana will do now that Alice is back. Dana says it is not like that because Rufus loves Alice and Dana loves her husband. Sarah could not believe Dana was married to Kevin.
- Sarah told Dana to make sure Rufus sent the letter because he may just have told her he did to make her happy. She suggested asking Nigel.
- Sarah shares with Dana that she used to get beaten by the father of her first child, Miss Hannah’s father. He promised that he would free her and never did.
- Nigel did not know if Rufus had sent the letter. Dana asked Rufus how long it would take for the letter to arrive and he did not know. She did not think he was lying.
- Alice became Dana’s job. She took care of her like a baby because her wounds had to be cleaned, she had to be fed, and she could not remember anything.
- Alice slowly begins to remember things and ask questions. This angers Rufus because while she had been healing she did not hate Rufus like she used to.
- Alice was sore and weak but slowly getting better. She began to move around more.
- Carrie went into labor and Sarah helped. This left Dana and Alice to cook dinner.
- Alice begins to remember her family. Then she begins to question Dana about being a slave. She asks if she is a slave, Dana says yes, and Alice begins to question how she was a slave if she was supposed to be free.
- Alice remembered the crime she committed, getting beaten, and Isaac.
- Alice became angry at Dana for not telling her sooner or helping her get away from Rufus. She began calling Dana names and Dana thought it was better for her to vent with her than anyone else.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 157

“She drew back a little in surprise. I had shouted at her. She probably thought I was angry—and I was. But not at her. I wanted to pull her back from the edge of a cliff. It was too late though. She would have to take her fall.

‘I’ll tell you whatever you want to know,’ I said wearily. ‘But believe me, you don’t want to know as much as you think you do’ (p. 157).

EXTEND

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

In this reading, Dana sees that Rufus got what he wanted: Alice. He went about it without having to deal with her husband or any repercussions. Now, Alice has been destroyed. The theme responsibility requires action states, “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.”

Write a narrative product about a time when you tried to protect someone by withholding the truth from them, like Dana tried to do with Alice. Why is it hard to decide how to act responsibly in a situation like this? What was the result of your actions?

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

Extend the reading to the students’ lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

Kindred, Day 19



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 kind of work did slaves do? Slaves did a variety of jobs. Most slaves worked on farms or plantations harvesting crops like sugar cane, tobacco, cotton, or corn. Others did cooking, cleaning, child care, and other household services for the families that owned them. They worked to make money for their owners.

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

industrious (162)	neutral (163)	cunning (164)	erratic (164)	onerous (165)
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READ

Review Review the timeline from the beginning every day.

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

Read section 11, pp.160–168

RESPOND

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

Students might mention

- Nigel feels like Mr. Weylin is one slave richer because of his baby. Mr. Weylin gives the family gifts.
- Dana wants to write another letter, but Rufus tells her to be patient. Mr. Weylin overhears the conversation, and does not think Rufus should have allowed her to write a letter at all.
- Rufus wants Dana to talk to Alice for him. He wants her to try to convince Alice to be with him; if not he will rape her.
- Dana refuses at first to be a part of Rufus's plan. Rufus tries to make her feel bad by telling her maybe Kevin moved on to someone of his own kind.
- Rufus says if Dana does not help him then she will have to watch Alice get beaten by Mr. Edwards.
- Rufus yells at Dana. When he calms down he tells Dana to help him so he doesn't have to beat Alice. Dana walks out to find Alice.

- When Dana found Alice, Alice told her to write another letter to Kevin. She suddenly attacks her and tells her she should be ashamed of herself for wanting a white man.
- Alice kept busy and found work watching children and sewing. The slave in charge of these duties was Alice's biggest threat because Alice was better than her.
- Dana delivers the message to Alice that Rufus wants her that night and if she refuses he will whip her. Alice gets upset at Dana.
- Dana says Alice has three choices: do what he says, be whipped and be taken by force, or run away again.
- Alice wants Dana to tell Rufus she's going to kill him. Alice tells Dana she helps white people keep colored people down.
- Alice does not understand why Dana lets her talk to her the way she does. Alice says she should be more grateful to Dana.
- Alice asks Dana for advice. Dana says she would not go to Rufus. Alice thinks of running away and Dana goes to stall Rufus.
- Alice stops Dana and tells her she will go to Rufus because she cannot run again.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 162

"His mind was on Alice. She was stronger now, and his patience with her was gone. I had thought that eventually he would just rape her again—and again. In fact, I was surprised the he hadn't already done it. I didn't realize that he was planning to involve me in that rape. He was, and he did" (p. 162).

EXTEND

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

In this reading, Rufus tries to convince Dana to help him with Alice. He wants Alice to come to him willingly so he does not have to whip her. He tries making Dana feel bad by telling her she is not a good friend if she does not keep her from being beaten. Dana decided to help Rufus because she wanted Alice to avoid some pain.

The theme responsibility requires action states, "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."

In one to two paragraphs, write a narrative product about a time when you had to try to choose the lesser of two evils. What happened? How did you make your choice?

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

Extend the reading to the students' lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan
Kindred, Day 20



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.

Who is Harriet Tubman? Harriet Tubman was a U.S. abolitionist who was born in 1820 and died in 1913. She was born a slave in Maryland, but escaped by the Underground Railroad in 1849 when she found out she was going to be sold. She worked a conductor in the Underground Railroad and returned to Maryland numerous times to lead about 300 slaves to safety in the North. During the Civil War, she spied and served as a scout for the Union.

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

afflicted (169)	edible (170)	monotony (172)	erect (175)	malice (179)
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READ

Review Review the timeline from the beginning every day.

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

Read sections 12–14, pp.169–179

RESPOND

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

Students might mention

- Alice adjusted to going to Rufus, but a part of her seemed to have died.
- Rufus let Dana write another letter as a reward for convincing Alice.
- Rufus learned to control Dana by controlling others.
- Dana began thinking of running away.
- Alice found Dana's letters to Kevin in Rufus' room. Dana left that night.
- Dana took food, borrowed a hat from Nigel, a pair of Rufus's trousers and a shirt.
- At night, Dana waited for everyone to fall asleep, then left.
- Dana remembered the feeling of being whipped and was filled with fear. She picked up a stick and she remembered that a stick had saved her once. This made her more confident.
- On the path she avoided a black man driving a wagon, three white men on a horseback and a dog.
- Two horsemen came up the road slowly. She stepped on a twig and they heard her. Rufus and Tom Weylin were looking for her already. Another slave must have told on her.
- Rufus found Dana and landed on top of her. Dana fell on top of the stuck and it scraped her side. Mr. Weylin kicked her in the face and she went unconscious.
- When Dana woke up, she was lying on Rufus' horse with a hurt side, two teeth missing, and blood coming out of her mouth.
- Rufus untied her and sat her on the horse with him after he trusted her again.

- Rufus told Dana she was going to be whipped and she became hysterical. They caught her and Rufus told her to take it.
- Mr. Weylin ripped her clothes off and beat her. Dana tried to convince herself that she was going to die, but knew that this was only a punishment.
- Alice and Carrie took care of Dana until she got better.
- Dana was scared to run again, but she knew she had to. She tells them she will run again.
- Dana wanted her sleeping pills, but worried that she would use them to kill herself if she had them.
- Liza, the sewing woman was beat up, and would not tell Mr. Weylin who did it to her.
- Liza is the one who told Mr. Weylin about Dana the night she left.
- Liza hates Alice and used Dana to get to her. Alice, Tess, and Carrie made sure she would never tell again.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph. p. 178

“I longed for my sleeping pills to give me oblivion, but some small part of me was glad I didn’t have them. I didn’t quite trust myself with them just now. I wasn’t quite sure how many of them I might take” (p. 178).

EXTEND

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

After Dana is captured she agrees with Mr. Weylin that even though she is educated she isn’t very smart. She becomes frustrated and wonders what she did wrong. She does not understand why she is a slave to someone she tried saving.

The theme responsibility requires action states, “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.”

In one to two paragraphs, write a narrative about a time when doing what you thought was right backfired on you. What happened? How did you feel about the situation afterwards?

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

Extend the reading to the students’ lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

Kindred, Day 21



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.

Who is a flintlock? A flintlock is an old-fashioned type of gun fired by a spark from a flint. It was invented in the early 17th century and was used for two centuries.

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

dissolve (180)	tedious (181)	idle (182)	mare (185)	composure (187)
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READ

Review Review the timeline from the beginning every day.

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

Read section 15; pp.179–188

RESPOND

Timeline Agree on the facts in today’s reading and list the 3–5 most important on the Timeline.

Students might mention:

- Rufus gave Dana a letter from Kevin. Mr. Weylin wrote to Kevin when he found out Rufus had broken his promise and never sent Dana’s letters.
- Dana tells Rufus she knows he did not send them because she found the letters in his room.
- Rufus says he did not send them because he did not want Dana to leave. Dana realizes he loves her.
- Dana thinks she could forgive him for everything, except for if he raped her..
- Rufus says Mr. Weylin had to hit Dana because if he did not then the other slaves would think they could try to run away too.
- Mr. Weylin only sent the letters because Rufus gave his word that he would. He wanted to be fair.
- Mr. Weylin passed Tess to Mr. Edwards. He sent Tess to the fields and had Dana do the laundry when she was injured.
- Mr. Edwards tried ordering Nigel and Dana when Rufus was gone. Alice uses her influence to help Dana.
- Kevin arrived but barely recognized Dana. When he hugged her she had to pull away because of her wounds.
- Dana did not want to tell Kevin who beat her and she wanted to leave right away.
- Alice looked like she was reminded of her loss of Isaac. Kevin remembers her. Alice did not wave goodbye to them.
- They met Rufus on the road, and he wanted them to stay for dinner. They did not want to, and Rufus pulled a gun on them.
- Rufus said Mr. Weylin wanted to talk about her keep and Dana exploded with anger. Dana refused to go inside and told Rufus he might as well shoot her.
- Rufus was going to shoot and Dana dove to the ground. Something landed on top of her and everything went dark.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 186

“People kept warning me about him, dropping hints that he was meaner than he seemed to be. Sarah had warned me, and most of the time, she loved him like one of those sons she had lost. And I had seen the marks he occasionally left on Alice. But he had never been that way

with me—not even when he was angry enough to be. I had never feared him as I’d feared his father. Even now, I wasn’t as frightened as I probably should have been. I wasn’t frightened for myself. That was why I challenged him” (p. 186).

EXTEND

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

Relationships are very fluid; they change frequently throughout our lives. Dana and Rufus’ relationship has changed considerably since they first met when he was just a young boy. While Dana has continued to be responsible, Rufus has gotten less and less responsible as time has gone on. **In one to two narrative paragraphs, write about how one of your relationships has changed based on changing levels of responsibility. What happened? How is the relationship now?**

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

Extend the reading to the students’ lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan *Kindred*, Day 22



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.

Who is Denmark Vesey? Denmark Vesey was a slave who spent 20 years sailing with his master. In 1800 he purchased his freedom and became a carpenter. He allegedly held meetings at his home to collect arms for an uprising he was planning for as many as 9,000 African Americans in South Carolina. Several fearful slaves betrayed the plan. He and others were arrested. He defended himself at his trial, but was sentenced and hanged along with others. It would have been the largest slave revolt in U.S. history. Unfortunately, its end result was the passing of even stricter laws against African-Americans.

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

cautiously (189)	extravagant (192)	rebellion (193)	antiseptic (195)	exile (196)
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READ

Review Review the timeline from the beginning every day.

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

Read section 1; pp.189–197

RESPOND

Timeline Agree on the facts in today’s reading and list the 3–5 most important on the Timeline.

Students might mention

- Dana wakes up on her living room floor with Kevin on top of her. He fell on her after she avoided the bullet from Rufus.
- They went to bed together and made up for lost time.
- Kevin and Dana had a hard time adjusting to being home since they had only spent two days living at their house together.
- Dana felt like the Weylin plantation was more of her home than her own.
- Kevin saw a master tie a pregnant slave up and beat her until her baby came out.
- Kevin made it to Maine and almost bought a farm, but then he heard from Dana.
- Kevin never really felt at home anywhere and was only eager to go somewhere when he went to look for Dana.
- Kevin was accused of helping slaves escape, and he almost was attacked by a mob.
- Kevin felt frustrated because he could not adjust back to the present after five years in the past. He felt nothing in his office and could not write.
- Dana saw the same anger and ugliness in Kevin that she saw in Mr. Weylin.
- Kevin was looking at a picture of himself, and he looked different. He wanted to be alone to get used to things.
- Dana repacked her bag with antiseptic, Excedrin, and an old pocketknife. She replaced the soap, toothpaste, clothing, and a few other things.
- Dana wondered if Kevin blamed her for the lost time. She thought everything would be all right, but now she wondered if anything would be okay.
- Dana had only been away for a few hours and Kevin for 8 days.
- Kevin wonders how people who come out of prison adjust.
- When they were talking, Dana began to sway and she told Kevin to get her bag. She began to cry because all she wanted to do was spend some time with Kevin at home.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 192

“‘Home at last, I thought, and you...’ He [Kevin] looked at me [Dana].

‘Well I got half of what I wanted. You’re still you.’ I went to him with relief that surprised me. I hadn’t realized how much I’d worried, even now, that I might not be “still me” as far as he was concerned” (192).

EXTEND

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

People change quite a bit over the course of their lives. Their personalities, values, and beliefs change, just as their responsibilities change: doing what you said you would do, and doing what is best for everybody will have different results every time.

Write a short narrative product about how you have changed recently. Was it a good change or a bad one? How do you want to change next?

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

Extend the reading to the students' lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

Kindred, Day 23



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 Ague? It is malaria or some other illness involving shivering and a fever.

What is malaria? Malaria is an intermittent and remittent fever caused by a protozoan parasite that invades the red blood cells. Mosquitoes in many tropical and subtropical regions transmit the parasite. Symptoms usually include fever and headache. Severe cases sometimes lead to coma or death.

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

harrowing (199)	flay (202)	coax (207)	ominously (209)	quelling (209)
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READ

Review Review the timeline from the beginning every day.

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

Read section 2–4; pp.198–210

RESPOND

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

Students might mention:

- Dana arrived to rain pouring down on her. She tripped over Rufus who was laying face down in a puddle.
- He was alive and had thrown up on himself. He was either drunk or sick.
- Dana went to the house. Nigel helped her bring Rufus home.
- Mr. Weylin wanted to talk to Dana after she put some decent clothes on.
- Mr. Weylin did not believe that the mark on her face was where he had kicked her 6 years ago.
- Dana thanked Mr. Weylin for writing to Kevin because he would have never gotten home otherwise. Mr. Weylin said he did not do it for her, and Dana's temper flared.
- Dana knew if he ever tried whipping her again that she would not let him.

- Dana says she will only continue to help Rufus if Mr. Weylin never beats her again. Without her, Rufus is not likely to live.
- Mr. Weylin tells her to help Rufus or he'll flay her alive. Dana knows deep down he could get others to help old Mr. Weylin in punishing her.
- Rufus is very sick with 'ague.' Dana wants to call for the doctor, but Nigel says Marse Tom does not call him because he does not know how to deal with ague.
- Dana gets bitten by a mosquito and remembers that ague is malaria. She tells Nigel to get a net to prevent the disease from being spread.
- Dana explains to Nigel how mosquitos transmit malaria.
- Mr. Weylin wants Dana to take care of Rufus because she is better than a doctor of his time.
- Sara was old now and walked with a limp.
- Rufus was getting worse. He had a fever and his muscles and joints hurt. He was not eating well.
- Dana gave Rufus aspirin, and he temporarily felt better.
- Alice gets talked about because people think she likes being with Rufus since it has been so long. Two of her babies died, and one is alive and sick. The babies look like Rufus.
- Rufus gets better and Dana finally gets to rest.
- When Dana is woken up, she is called to help Marse Tome. He has chest pains. He did not have a pulse and Dana began CPR.
- Marse Tom passes away and Rufus thinks Dana let him die.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 206

“‘He’s as close to being scared of you as he’s ever been of anything’ said Nigel. ‘I think he’d rather try to kill you than admit it though,’” (p. 206).

EXTEND

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

Rufus’ life is put into Dana’s hands, and she is threatened with death if Rufus does not live. **Write a short narrative product about a time when you were given a responsibility that felt impossibly unfair. How did you handle the situation? What was the end result?**

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

Extend the reading to the students’ lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan Kindred, Day 24



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 laudanum? Laudanum is an alcoholic solution containing morphine. It is prepared from opium and was formerly used as a narcotic painkiller.

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

groin (212)	wilted (215)	petulantly (216)	submissive (221)	speculating (221)
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READ

Review Review the timeline from the beginning every day.

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

Read section 5–7; pp.210–223

RESPOND

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

Students might mention:

- Dana suggests not letting the doctor around Alice's last child. She said she never wanted him around, and that Rufus called him.
- Rufus decided to punish Dana by making her work out in the fields.
- The overseer, Edwards, whipped her as she attempted to work. She tried getting up but struggled.
- Dana began working hard, and Fowler laughed at her. Another worker told her to slow down or she'd kill herself. He would keep pushing her no matter how hard she tried.
- Fowler kept hitting her and pushing her to work harder. She ended up passing out on the dirt and was unable to get up.
- Dana wakes up to Rufus's voice. He came to get her, but it was not soon enough.
- They go back to the house without saying a word. He tries talking to her at the house, and she walks away. Rufus yells at her to never walk away from him or he will send her back to the fields.
- Rufus knows Dana tried saving his dad. He sent her out to the fields to make somebody pay for his death.
- Miss Margaret is coming back home. Rufus wants Dana to take care of her, but Dana does not want to.
- Rufus told Dana to go read a book and not do anything for the rest of the day. It was his way of saying sorry.
- Margaret was different when she came back, filled with sweetness and charity. She even taught Dana how to sew.

- Dana was bored with Miss Margaret and avoided her whenever she could.
- Alice said Dana was sickening because she sucked up so much to Miss Margaret. Dana did not understand why she became so submissive.
- A group of slaves led by white men came by. Rufus sold two men and a woman, Tess.
- Dana tries hugging Tess and saying good-bye. Tess ignores her and Rufus yells at her to go inside.
- Rufus has to take Dana in and she gets mad at him for selling the slaves. He said his father had arranged it before he died.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 214

“The threat stunned me. He meant it. He’d send me back out. I stood staring at him, not with anger now, but with surprise—and fear. He could do it. Maybe later, I would have a chance to make him pay, but for now, he could do as he pleased. He sounded more like his father than himself. In that moment, he even looked like his father” (p. 214).

EXTEND

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

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.” In this reading, Rufus is selling slaves because his father had already arranged the sale. He had agreed to do what his father asked of him.

Sometimes it can be difficult to tell whether it is more responsible to do what you said you would do, or do what you should do. **In one to two paragraphs, write about a time when you faced this struggle. What did you decide to do? How did the situation turn out?**

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

Extend the reading to the students’ lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

Kindred, Day 25



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 does emetic mean? It is something that causes vomiting.

What does dengue fever? It is a debilitating viral disease of the tropics, transmitted by mosquitoes. It causes sudden fever and acute pains in the joints.

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

frail (224)	obscene (226)	brevity (227)	abruptness (227)	eluding (231)
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READ

Review Review the timeline from the beginning every day.

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

Read section 8–11; pp.223–233

RESPOND

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

Students might mention:

- Carrie took Dana to her cabin to talk about Tess being sold. Dana said Rufus had to show he was in charge.
- Carrie thinks eventually everyone will be up for grabs regardless of family ties.
- Dana begins to regret saving Rufus. She understands why people think she is more white than black, but Carrie says not to worry about those people.
- Rufus takes Dana to the library and tells her he had dengue fever, but that he is still weak because he was not bled.
- Dana suggests he should be bled so he could die, and Rufus says everyone would be sold if he died.
- Rufus asks Dana to write some persuasive letters to people his father owed money to so he does not have to sell any more slaves.
- Dana no longer had to take care of Margaret. She helped Rufus with the books.
- Dana was with Alice when Rufus told them they were the same woman.

- Alice asked if he took Dana to bed, and she told her no. Dana gentles Rufus for Alice. He does not hit her as much when Dana is around.
- Alice agrees that they are two halves of the same woman, especially since they look alike.
- Dana joined a group of slaves who were husking corn. Rufus gave them whiskey and a meal that day.
- A man told Dana it was too bad she was already spoken for.
- At Christmas, Rufus threw a party and three marriages happened.
- Rufus tells Dana if she found someone he would sell him. Dana noticed Rufus was staring at the man who had spoken to her at the corn husking.
- Dana realized her and Rufus were spending too much time together.
- Alice got Dana another job teaching her son Joe how to read and write.
- Dana told Rufus Joe was smart. This interested Rufus and made him more accepting of Joe. He even spent time with him alone.
- Alice wants Rufus to free the children, but she has to like him or love him in return. She is going to try but is mad that he will not write it down on paper that he will free them.
- Alice is going to run after she has the baby. She wants Dana to get her laudanum to keep the baby asleep. Dana is worried that the babies or Alice will get hurt.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 230

“His smile was still in place, but there was no longer any humor in it. I noticed, now, that he was watching the big muscular man who had tried to get me to dance—the same man who had spoken to me at the corn husking. I would have to ask Sarah to tell him not to speak to me again. He didn’t mean anything, but that would be save him if Rufus got angry” (p. 230).

EXTEND

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

Alice says, “I guess so. Anyways, all that means we’re two halves of the same woman—at least in his crazy head.” Alice says, “I guess so. Anyways, all that means we’re two halves of the same woman—at least in his crazy head.” Is it a responsible action to deny two people’s individuality? Rufus seems to think that Dana and Alice are nearly interchangeable; he does not treat them as complete human beings.

Write a short, narrative product about a time when you felt as though you individuality had been taken away from you. What happened? How did you feel?

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

Extend the reading to the students’ lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

Kindred, Day 26



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 gangrene? It is localized death and decomposition of body tissue, resulting from either obstructed circulation or a bacterial infection.

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

elated (234)	complacency (237)	hasty (238)	thatch (240)	breeding (243)
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READ

Review Review the timeline from the beginning every day.

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

Read sections 12,13,1; pp.233–243

RESPOND

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

Students might mention:

- Alice's baby was born. It was a girl, with darker skin than Joe, and looked like Alice. The baby's name was Hagar.
- Alice and Rufus seemed to be getting along better.
- Dana felt free but soon realized her life was still in danger as long as she lived on the plantation.
- Alice still plans on running. Dana threatens not to give her the laudanum because of how Alice speaks to her. Alice calls her bluff and Dana gives it to her.
- Rufus says he is thinking about freeing Joe and sending the boy up north for school. When Dana tells Alice, she will not believe it until he puts it on paper.
- Dana did not want her to go. She did not want Alice to risk her life or the lives of the babies. They had a common enemy.
- Dana managed to convince Alice to stay until summer. Meanwhile she taught more children to read and write.
- Rufus's neighbors told him it was not wise for him to teach his slaves how to read and write because it would make them unsatisfied with slavery.

- Sam Jones, the man interested in Dana, asked her to teach his brother and sister how to write.
- Sam told her some people said she wants to be with a man. She did not care what people had to say, and he said it was still too bad she was spoken for.
- Soon after, Sam was sold. Women, probably his relatives, were crying and called Dana a whore.
- Dana tried to stop Rufus, and he hit her.
- Dana walked to the cookhouse grabbed a knife, and went into the attic and slit her wrists.
- Dana wakes up in her bed at home. Her wrists are hurting from what she has done.
- Kevin called a doctor friend, Lou, to check Dana. She missed her main arteries.
- Lou thinks Dana needs to see a psychiatrist. She laughs at the thought of telling someone what has happened to her.
- Dana was gone for three hours this time and was in the past for eight months.
- Dana tells Kevin that Rufus is running things now, and explains why he hit her.
- Kevin says she has an easy decision now. Dana says she does not because if Rufus dies then all the slaves will be sold and separated.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 239

“At the cookhouse, I heated water, got it warm, not hot. Then I took a basin of it up to the attic. It was hot there, and empty except for the pallets and my bag in its corner. I went over to it, washed my knife in antiseptic, and hooked the drawstring of my bag over my shoulder. And in the warm water I cut my wrists” (p. 239).

EXTEND

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

Many of Rufus’s neighbors think he is wrong for educating slaves. They think teaching them how to read and write makes them dissatisfied with slavery, disobedient, and spoils them. In many countries even today, certain people are not allowed to pursue an education, and can be punished severely or even killed for trying.

Write a narrative product about your feelings toward education, using examples from your own life to illustrate your points. Why is education important? Does everyone deserve to have the opportunity to be educated, or should it be an exclusive right for certain individuals?

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

Extend the reading to the students’ lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

Kindred, Day 27



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 a certificate of freedom? It is a document in which an owner affirmed that he was setting a slave free.

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

anchor (246)	sprawled (247)	prerogative (250)	fondling (250)	minister (251)
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READ

Review Review the timeline from the beginning every day.

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

Read sections 2–3; pp.243–252

RESPOND

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

Students might mention:

- Kevin and Dana were together for 15 days before Rufus called her back on July 3rd.
- It was hard for Dana and Kevin to adjust to each other, but even harder for them to adjust to other people.
- Kevin begins to doubt that Dana will be called again, but Dana continues to carry her bag with her.
- Kevin was curious about whether Rufus had raped her any of these times. He says Rufus says things to her that he would say as her husband.
- Dana reassures Kevin that Rufus did not rape her, but if he did that would be the one thing he could do for her to kill him.
- Dana says if she has to accept limits on her freedom so does he.
- Dana wonders when this will all be over. She will not know until he is dead.
- Some of Kevin's friends wants to go out for 4th of July but Dana did not want to go and Kevin would not leave her.
- As his friends left the house, Dana felt dizzy. She woke up lying almost on top of an anthill.

- Rufus wondered why Dana was there. He grabbed her and led her to the barn.
- Alice was hanging in the barn dead. Dana cut her down and held her.
- Dana asked Rufus if she had done this and where her children were.
- Dana went to tell Sarah the news. Sarah said Rufus drove her to it because he sold her babies because she tried to run.
- Dana found Rufus in the library holding a gun. She wondered if she was called to this time to stop him from shooting himself.
- After Dana had left, Alice continued to go to Rufus willingly and Rufus continued the lessons with the children.
- He sent the children to his mom's sister in Baltimore to punish her for running away. He was going to get them when Alice got sick, but he did not do it in time.
- Dana says Rufus owes the children two certificates of freedom.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 247

“But how do I come home? Is the power mine, or do I tap some power in him? All this started with him, after all. I don't know whether I need him or not. And I won't know until he's not around” (p. 247).

EXTEND

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

Our theme of “responsibility requires action” hints at the idea that everyone has an internal power that cannot be taken away from them. This power can be used to “do what is best for everybody,” or it can be used to act irresponsibly, which can hurt others rather than help them. Sometimes, it can be hard to remember that we alone are responsible for our actions and behavior. **In one to two paragraphs, write a narrative product about a time when you found it difficult to ignore someone else's opinion and do what you thought was best. What happened? How did you both feel afterwards?**

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

Extend the reading to the students' lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

Kindred, Day 28



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 was the Civil War? The Civil War happened in the years of 1861-1865 between the northern U.S. states, known as the Union, and the Confederate states of the South. The war was fought over the issues of slavery and states' rights. The pro-slavery southern states seceded from the Federal Union following the election of Abraham Lincoln on an anti-slavery platform. Ultimately, the Confederacy was defeated by the North.

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

melancholy (252)	indication (256)	oblique (258)	perspiration (260)	vicious (260)
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READ

Review Review the timeline from the beginning every day.

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

Read section 4 and Epilogue; pp.252–264

RESPOND

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

Students might mention

- Alice's funeral was held.
- The next day Rufus took Dana to town to show her the children's certificates of freedom.
- It bothered Rufus that he could no longer control Dana.
- He came back from Baltimore with Hagar and Joe. Dana began to teach them again.
- Dana slowly tried convincing Rufus to free more slaves.
- Rufus said he was crazy to make a will freeing the slaves because Dana would kill him.
- Rufus use to have dreams about Dana leaving him and him dying. They went away when Alice was around, but now they were returning.
- Rufus does not know if he should trust Dana or how he could treat her anymore.
- They began talking about Sam and it seemed to lead to an uncomfortable conversation.

- Rufus tells Dana not to leave and stay with the kids. He says he would not hurt her, but Dana knows he would when he is mad.
- Rufus began grabbing Dana and she told him to let go. She is like Alice and it drives him crazy.
- Dana went for her knife, but Rufus let go of her.
- Rufus told Joe his mother was sick, but Dana told him the truth.
- They lay there together and Rufus wondered how long it would take Dana to stop hating him. He said it was up to her, but she knew it was not.
- Rufus pushed her on the pallet and lay with her. She tried to break away, but he did not let her.
- Dana pushed the knife into him. Nigel walked in on time to see it happen.
- Something clamped down on Dana's arm and she felt like it was being absorbed.
- Dana was back at home and her arm was caught in the wall. It was the part of her arm that Rufus was holding on to.
- Dana and Kevin flew to Maryland. They looked for Rufus's house but it had been burned down with him.
- His slaves were sold and Dana recognized some of the names.
- Nigel must have set the house on fire to cover Dana's actions.
- Margaret made it out alive and perhaps took both children.
- Dana wondered about the children. Kevin told her she looked, there were no records, and she may never know.
- Kevin and Dana needed to go to look for solid evidence and make sure they were sane. Now Rufus is dead and they can stay sane.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 264

"I looked back at the brick building of the Historical Society, itself a converted early mansion.

'If we told anyone else about this, anyone at all, they wouldn't think we were so sane.'

'We are,' he said. 'And now that the boy is dead, we have some chance of staying that way'" (p. 264).

EXTEND

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

Responsibility requires action is defined as 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.

Looking back at the entire novel and on your daily writings, reflect on how this theme plays out throughout the book. Who is the most responsible character in this story? Why? Who is the most irresponsible? How do these characters differ? Who made the right decisions and

put others before themselves? Who acted, without hesitation, when they needed to act? **In a short, narrative product, write about how reading about these characters and their choices encouraged you to reflect on your own life and choices. What will you take away from the novel?**

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

Extend the reading to the students' lives or to the world.