

Character Based Literacy Program Lesson Plan

The Outside Shot, Introduction



Getting Started

The first unit is titled **Responsibility Requires Action**. You will start by reading *The Outside Shot* by Walter Dean Myers. The paragraphs below are from the back cover of the book.

When Lonnie Jackson leaves Harlem to take a basketball scholarship at a midwestern college, he knows he must keep his record clean. That's the only way he'll have a chance of making it to the pros someday.

But his street smarts haven't prepared him for the pressures of tough classes, high-stakes college ball, and the temptation to fix games for local gamblers. Everyone plays by a whole new set of rules – including Sherry, who's determined to be a track star. Her independence attracts Lonnie, but their on-again, off-again relationship is driving him crazy.

Lonnie has one year to learn how to make it as a college man. It's his outside shot a bright future. Does he have what it takes?

On-going classroom project

T Chart

Create a T Chart. On one side write "Responsible" and on the other side write "Irresponsible". As you read list the actions that Lonnie takes that are responsible or irresponsible. For each irresponsible action note what he could have done to be responsible.

Final Writing assignment (after)

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

Study the themes of the novel.

Adaption: being put in an unfamiliar situation and having to adapt.

Wisdom: knowing what is there, what to go after, and what to walk away from.

Responsibility: doing what I should be doing right now.

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

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

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

You will have to write an introductory paragraph introducing the theme you picked, and the examples that support it. You may have to reconfigure the paragraphs you have chosen to support your ideas. You should include examples real or imagined;

Your narrative should answer specifically:

Who was involved?

What happened and what was the result?

When did it occur?

Where did it happen?

Why did it happen?

Character Based Literacy Program

Independent Study Lesson Plan

The Outside Shot, Week 1



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



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

What is Responsibility?

What is work study program?

How do you best cope with difficult people and situations?

What types of education are there?

What are personal boundaries and why is it important to have boundaries in relationships?

PREPARE

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

tournament	scholarship	red shirting	calculator	tiller
withdrawn	autism	psychiatry	intimidate	protective
relatively	ascendancy	culture	stagnation	sensuous
tournament	publicity	clamoring	hustle	coattails
pace	jazz	intellectual	better judgment	terrible

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

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

Read Read the selection.

Read p. 1-53

RESPOND

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

Think about what you read today and begin your timeline

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

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

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

T Chart

Create a T Chart. On one side write responsible on the other Irresponsible. As you read list the actions that Lonnie takes that are responsible or irresponsible. For each irresponsible action note what he could have done to be responsible.

Open Mind Portrait

Create an OMP of Lonnie. What do you think he is thinking so far? Add 5-7 thoughts to your OMP.

Create an OMP of Sherry. What do you think she is thinking and feeling so far? Add 5-7 thoughts to your OMP.

Create an OMP of Fat Man. What do you think he is thinking and feeling so far? Add 5-7 thoughts to your OMP.

EXPLORE

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

Responsibility Chart

What does responsibility mean to you? Take 10 minutes to explore your concept of this word. On the back of your folder, write all the words you can think that describe responsibility.

Venn Diagram

Create a Venn Diagram that compares Harlem, NY to Montclair State in Indiana.

Create a Venn Diagram comparing Lonnie and Sherry. Use examples from the reading. Use the diagram to write a compare contrast paragraph of Lonnie and Sherry.

Simulation

Imagine you are going to spend a day ignoring your responsibilities. What would you do on this day? On a separate sheet of paper, describe what you might do on a day that you were behaving irresponsibly. Keep this description in your folder.

Map

On a separate sheet of paper, write a sentence describing where Harlem is located. Now list 5 things you know about Harlem. Keep this paper in your folder.

On a separate sheet of paper, write a sentence describing where Indiana is located. Now list 5 things you know about Indiana. Keep this paper in your folder.

Discussion

Key Questions (p. 1-11)

1. Sister Boone tells Lonnie to “*keep his eyes on Jesus.*” What is she trying to convey to him? Is that a foreshadow of what might happen in the book?
2. Why is Lonnie taking time to walk through the neighborhood? Shouldn't he be focused and excited about what is to come? What do you think will change while he is at school? Will he return to the neighborhood the same person? Why or why not?
3. What does the phrase, “fish out of water” mean to you? Do you think Lonnie can relate to that feeling as he moves to Indiana? Explain?
4. What is Lonnie's mom's advice (page 3)? What advice would you give Lonnie?
5. What is the process of actually making the team? Why didn't Lonnie know what he was getting into?
6. Lonnie was impressed at the bells and whistles of the gym and locker room. He was excited to be “part of something”. Do you just become part of a team or is there a process and effort that needs to occur? How does one start to belong to something?

Key Questions (p. 15-26)

1. What is autism and how do kids with autism act?
2. Describe Mrs. Brignole. Do you think she has the best interest of Eddie in mind? How does dealing with someone with a disability on a daily basis change your perspective?
3. Do you think that Mrs. Brignole gets the assistance she needs to support Eddie to the best of her ability? Why do you think she refuses assistance or therapy?
4. Lonnie does not cater to Eddie. He treats him pretty normally. Why does his strategy work? Do you think his lack of “knowledge” of the boy and his condition helps or hinders him? Explain.
5. Lonnie begins to connect with Eddie. How do you connect with new people or new situations?
6. Mrs. Brignole feels like Lonnie is intimidating Eddie. Does she have a valid concern? What would you do if you were in her situation?

7. On page 26, Lonnie talks about hanging out with Eddie and him making his shot. He states, *"I didn't exactly know how Eddie felt, but I knew that at that moment, standing in the gym in Indiana, he wasn't feeling great about himself. I knew the feeling."* What do you think Lonnie is describing in this situation? What is missing for him and Eddie at this moment?

Key Questions (p. 27-39)

1. Why is American history undervalued? What can you learn by studying history? Can it really repeat if we do not pay close attention?
2. How do you learn to study? What are 3 study skills that you use to assist you? Why is it important to have study skills?
3. What is Sherry's plan for school? Between Lonnie and Sherry who is more driven and focused? Who has a better chance of success? Explain.
4. Lonnie realizes that basketball is one of the most important things in his life. What is important to you?
5. As practice starts to wind down Lonnie stops playing the plays and starts playing "his game". Are teams needed? Can you play on a team and play as an individual? Why or why not?
6. Lonnie is invited to play in a game for money. He should be in class but decides to play anyway. How does peer pressure affect people? What should he have done? What advice would you give him?
7. Ray's life did not go as planned. He had an opportunity to play pro and could not take it; he decided to be responsible to his girlfriend and child. Why is it so important to have a plan B and be ready for the unexpected (an injury, life event, job loss, etc.).

Key Questions (p. 39-43)

1. Why was Ray still hanging on to his one article? Do you think he will ever be able to fully live if he is still living in the past?
2. Larson wants Lonnie to meet Fat Man. Lonnie really didn't want to. Did he have a choice? What were his options? What would you do if you were in the same situation?
3. Larson describes the "groupies" what are groupies? What role do they play in sports or life? How does their behavior affect those they hang onto?
4. Lonnie begins to justify playing in the pick-up game. What does his justification tell you about his behavior, is it right or wrong? Why don't we listen to ourselves when we try to justify a decision?

Key Questions (p. 44-53)

1. What are the results of Sherry's study group?
2. Sherry asks Lonnie to help her. She is driven and focused. What makes you focused? How will her focus help her succeed?
3. What does Sherry want from Lonnie? Is she clear about her expectations? Why is it important to tell people what you need and want from them?
4. Lonnie realizes he does not know how to relate to people, especially females. What are ways he could try to relate? How do you relate to males and

females in relationships?

EXTEND

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

Key Paragraph, p. 4

“‘This is Orly Hall, where you’ll be staying,’ Leeds said. ‘It’s the second floor, room two twenty. There’s practice tomorrow morning at nine. You need anything tonight?’

I heard myself saying no and a moment later I was struggling up the stairs with my bags” (p. 4).

Writing Prompt

Think about a time in your life when you were someplace completely new or completely outside your comfort zone. This might have been when you moved, started in a new school, began a new activity, met someone new or found yourself completely alone.

Write a 1-paragraph narrative. Introduce your situation and describe what happened. Be logical in your flow and have a clear beginning, middle, and end. Use strong transition words.

Key Paragraph, p. 17

“Eddie comes here with his mother. She sits in the gymnasium for the whole time. Whatever you do will be wrong as far as she is concerned. If she had the money she would take him to the – how does she put it now – ‘the best clinics in the world.’ But she doesn’t, so she’s stuck with us, and we’re stuck with her. She’s not shy about telling you either.”

Writing Prompt

Think about a time in your life when you were dealing with someone you could not please. No matter what you did, it was the wrong thing. No matter how much you did, it was not enough.

Write a narrative paragraph describing what happened. Tell about your situation. Who was involved, what happened, how did it end up? Use a clear timeline to describe the events in a logical order. Use good transition words to help your flow. If appropriate include dialog that helps describe what happened.

Key Paragraph, p. 35

“I said, ‘Okay.’ I didn’t really want to play that much, but another thing I didn’t want to do was go to any more classes that day” (p. 35).

Writing Prompt

Think about a time in your life when you didn’t want to go to any more classes, but you did. Why didn’t you want to go? Why did you decide to go? You could also write about a time when you ended up not going to class, if you wish.

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Write a narrative paragraph describing what happened? Who was involved, what did you end up doing? What was the final affect? Include details and a logical flow/timeline of events. Use descriptive language to help tell your story.

Key Paragraph, p. 41

“Then you would be a fool,’ Fat Man said. ‘Education is what you got one chance to get’” (p. 41).

Writing Prompt

Think about the statement above. Think about your education. Do you value it? Do you think it will get easier or harder to obtain as you have more responsibilities?

Write a narrative paragraph in which you share about your education. Why is it important to you? Introduce people in your life who support you in following your dreams, with details. If there is an opportunity to use dialog inset it where appropriate.

Key Paragraph, p. 51

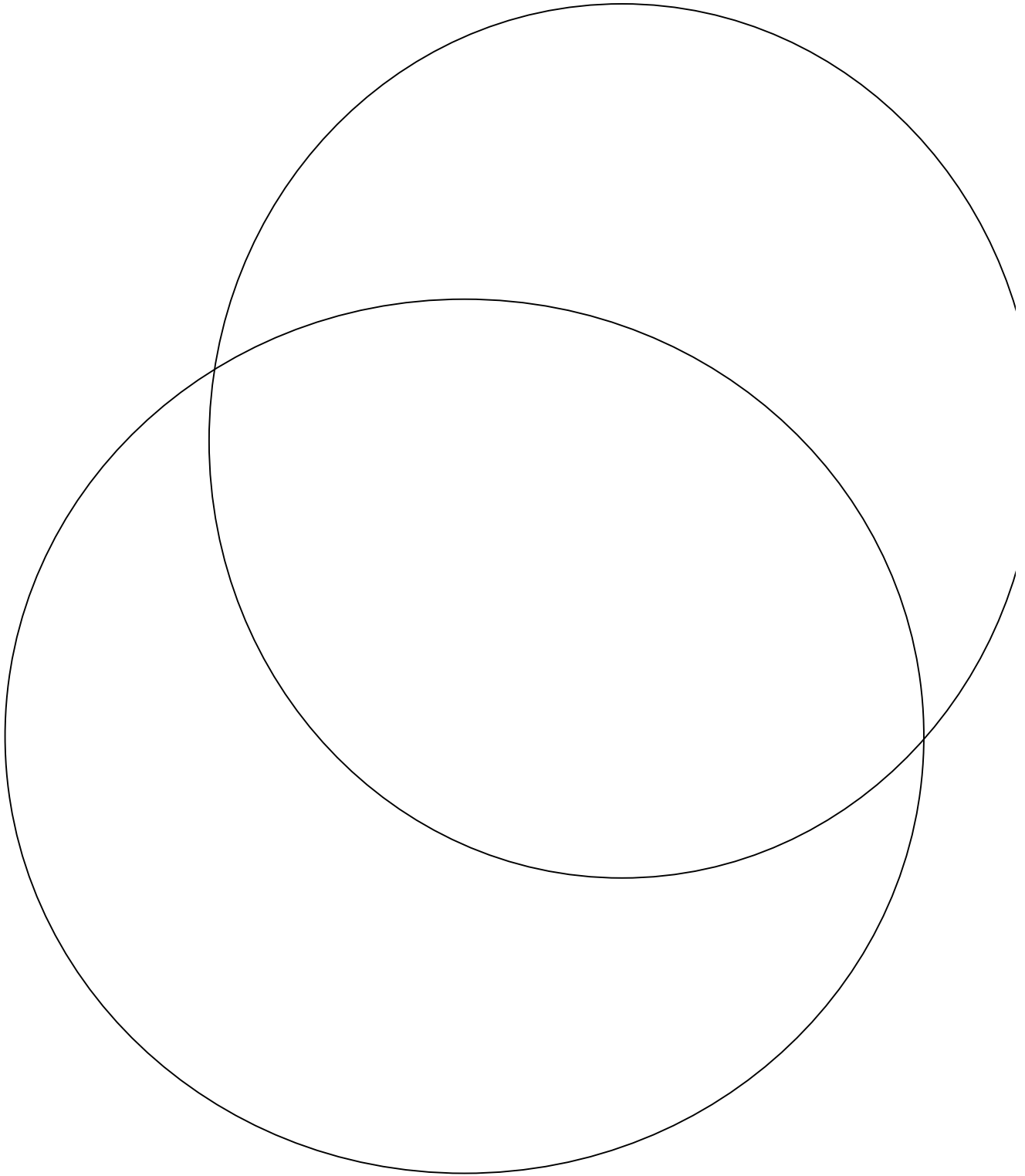
“Against my own better judgment I threw in another dollar. Sly turned over a deuce. Snatched up my two dollars and howled with laughter” (p. 51).

Writing Prompt

Think about a time in your life when your better judgment told you to do one thing, but you did another. Or someone talked you into something you knew you didn’t really want to do. Or someone talked you into doing what they wanted you to do, instead of what you wanted to do, and knew would be better for you.

Write a narrative paragraph. Use descriptions and logical flow to describe what happened? Use dialog to tell what happened. Be vivid in your details and order. How do you wish the situation had turned out?

6g6 Venn Diagram Chart



Character Based Literacy Program

Independent Study Lesson Plan

The Outside Shot, Week 2



PREPARE

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



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

How do you deal with unwelcome news? Why is it important?

What does the idiom, “being at the wrong place at the wrong time mean”?

How do you appropriately respond to criticism (positive and negative)?

What is an apology and how do you give an effective one?

What is your definition of fairness?

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

out of control	rank	consequences	productive	brick wall
transom	slide rule	research	shaving points	gamblers
comeback	offense	apologize	fault	collapsed
amazed	responded	mood	embarrassed	excited
curriculum	credits	elbowed	roughing	violation

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

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

Read Read the selection.

Read p. 54-113

RESPOND

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

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Think about what you read today and begin your timeline

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

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

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

T Chart

Create a T Chart. On one side write responsible on the other Irresponsible. As you read list the actions that Lonnie takes that are responsible or irresponsible. For each irresponsible action note what he could have done to be responsible.

Open Mind Portrait

Add to your OMP of Lonnie. What do you think he is thinking and feeling so far? Add 5-7 thoughts to your OMP.

Create and OMP of Colin. What do you think he is thinking and feeling so far? What qualities does he have? Add 5-7 thoughts to your OMP.

Create and OMP of Lonnie as he is sitting on the bench. What do you think he is thinking and feeling so far? What qualities does he have? Add 5-7 thoughts to your OMP.

EXPLORE

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

The Grass is Greener

Fold a sheet of blank paper in half. Draw a fence down the center. On one side illustrate something you have that you like and are content with. On the other side of your fence illustrate something that you want more.

Advertisement

Create an ad or poster for the Italian Team Tryouts. Answer the 5 W's (who, where, what, why, when). Include contact information. Illustrate your poster to gain attention.

Discussion

Key Questions

1. Lonnie talks about hustling in the game. What does that mean? How do others benefit if you hustle together?
2. Lonnie got a bad review from the writer. Do you think he had realistic expectations? How would that write up affect you?

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3. What are the consequences of his math score? What could or should Lonnie be doing to help his grades? Why isn't he taking advantage of the programs offered to him? What can happen to him if he chooses to do nothing?
4. Lonnie describes the team uniforms. Do you think he knows what it means to be on a team? Describe what being on a team means.
5. While the coach is yelling at the team in the locker room, Lonnie is thinking how they are all playing OK. Can you win by doing OK? What does it mean to exceed expectations? How can you start to exceed expectations?
6. On page 63, describe 3 ways the team worked together? Why is teamwork important in sports and in life?
7. "Bobby has a drinking problem", page 66. Is it important to lead a consistent life? Is it fair that one area of your life can encroach and affect another area? Would you want someone on your team that was not being their best?

Key Questions (p. 67-80)

1. Colin came to ask Lonnie to help Juice. Why was Lonnie willing to help Colin and not the other two? What does it say about his ability to judge character?
2. If you were Lonnie and had not been in the store. Would you stay to help Juice and risk getting caught or climb back through the window and walk away? What does he have to gain and lose? Explain.
3. Lonnie is given an opportunity to ref a game and make \$50.00, "easy money". Is there such a thing as easy money? What happens if he continues to take money from Fat Man?
4. Fat Man describes the people who are betting. He claims they are winners, Lonnie realized they were or could be losers. Who do you agree with? Explain?
5. Lonnie describes his time in Harlem when his friends would sit on the street dreaming of college. They were never working to go to college just waiting for something to happen. What is the difference between a goal and dream? Do you have to take action and make effort to achieve each? Why?
6. Page 80, "*The Fat Man is buying, what are you selling?*" Lonnie, does not think he is doing anything wrong but he doesn't feel right about the money and he is listening to his conscience. What is Lonnie selling? What is he giving up? What does he have to lose?

Key Questions (p. 81-89)

1. Sherry starts taking Lonnie to movies and exposing him to new things. Why is trying new and different activities, foods, and things important?
2. Sherry made it clear she wants a friend and Lonnie keeps trying to make their relationship more complicated. Do you think that how he relates to Sherry carries over into all areas? Instead of taking things one day at a time he continues to complicate things? What is a better way for Lonnie to deal with his relationships and school?
3. Neil is frustrated that Lonnie is making it hard for the black athletes. What does Neil want from Lonnie? Why? Does Lonnie have a responsibility to other minorities to help pave the way? Explain.

4. What does Lonnie gain from his suspension from the team?

Key Questions (p. 90-105)

1. Eddie and Lonnie begin to bond. Eddie becomes concerned and attached to Lonnie and vice versa. Eddie is concerned about Lonnie and he speaks from the heart. What does it mean to speak from the heart? Why is it important that both individuals form attachments to each other?
2. Lonnie is told that he is good with kids and that this is a strength. Why is it important to know your strengths when you are dealing with people? How does knowing your strengths help you in school and in work?
3. Colin describes home as a place to go to or to leave, page 96. What is your description or version of home?
4. What are 3 character traits for Ruth based on the description of her on page 97?
5. The family farm is failing and yet Colin's father continues to try. "Pa's got to have something to do, something to believe in." What do you believe in? Why is it important to have something bigger than yourself to hold onto?
6. Lonnie sees that farm as a fabulous place. Ruth wants more from life. "The grass is always greener" is a phrase that describes wanting something someone else has. Why do people tend to look at other peoples situation with envy instead of appreciating what they have? How is that a positive and a negative?

Key Questions (p. 106-113)

1. Lonnie drops his math class. How could that have been avoided? What are the consequences of his actions?
2. What are the options for players coming out of college who can not play pro?
3. The team was struggling in the first half of the game and the coach did not play Lonnie. Why do you think he made this choice? Do you agree with his decision?
4. What are the differences between Harlem ball and college ball? Which style do you think will benefit Lonnie more? Explain?
5. What changes has Lonnie made? Do you think he will be able to redeem himself? What suggestion would you make to him?

EXTEND

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

Key Paragraph, p. 57

"Lonnie Jackson, a product of New York's Harlem school yards, played the entire second half, mostly out of control, at guard. He combined poor shot selection with sloppy passing to reveal himself as a rank freshman. What he did do, however, was to crash both boards well and play good defense. Teufel might make a player out of him" (p. 57).

Writing Prompt

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Think about a time in your life when you heard, or heard about, someone else's description of you, or something you did. This is a description that you disagreed with, or felt was biased or inaccurate.

Write a narrative paragraph describing what happened. Describe who was involved, introduce them with vivid descriptions? What did they have to say about you (use dialog)? What did you do to change their opinion? Conclude by telling your reader how the situation ended or resolved itself.

Key Paragraph, p. 76

"It wasn't just that things were hard, because they weren't really. I had hustled food from the supermarket when I was ten. There had been a time, when my mom was sick, that I had to fight my way through the junkies to get to the drugstore and get her prescription filled, and then fight my way past them again to keep it. I could take hard. I had learned to handle it. This was different. I had been man enough to struggle and get over in Harlem; in Montclare I was struggling just to let people know I was for real" (p. 76).

Writing Prompt

Think about a time in your life when you were struggling to fit in to a place you wanted to be, or be taken seriously by people who were important to you, or just make the best of a situation you had to stay in.

Write a narrative paragraph describing what happened. Use details and descriptions to set the situation. Introduce the characters with vivid details. If appropriate use dialog to help tell your story. Conclude your paragraph by explain how your situation turned out.

Key Paragraph, p. 86

"'You're suspended from the team for a week,' he said as I walked into the room. 'The next offense and you're off the team for good. I also expect you to apologize to each member of the team. If you don't want to do that, you can turn your uniform in. Now get out of here'" (p. 86).

Writing Prompt

Think about a time in your life when you thought a problem or conflict was going to work out but it did not. Instead, it got much worse, or the person responded far more strongly than you expected. Or think of a time when you thought you were in a little trouble and you turned out to be in big trouble,

Write a narrative paragraph describing what happened. Introduce the situation. Who was involved and what happened. Use detailed and descriptive language. Use transition phrases to help with flow. Conclude your paragraph by describing how the situation turned out.

Key Paragraph, p. 105

"'I want something more,' Ruth said, leaning against the fender of the car. 'I want to be all excited about something, have people excited about me for some reason – you know, that kind of thing'" (p. 105).

Writing Prompt

Think about a time when you wanted your life to be more exciting; a time when you wanted your life to be more than it is, or become more than it is.

Write a narrative paragraph describing what happened. Introduce your reader to your situation. Explain with detail what you want to be different? Use colorful words and phrases to show your reader what you want from your new and exciting life.

Key Paragraph, p. 112

“At Montclare it was different. There were players who could bend the rules enough to get an edge even against a better player. There were players who could put the ball on the floor a split second after they had moved their pivot foot and it wouldn’t be called a violation. There were people who you could beat on, and some you couldn’t touch” (p. 112).

Writing Prompt

Think about a time in your life when someone took unfair advantage of you. Or a time when someone got away with doing something to you they shouldn’t have.

Write a narrative paragraph describing what happened. Using descriptive language set the scene. Who was involved? What happened? With vivid details, transitions, and dialog detail the situation in logical order. Conclude your paragraph by giving the end result of the situation.

Character Based Literacy Program

Independent Study Lesson Plan

The Outside Shot, Week 3



PREPARE

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



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

What is bullying?

How can you help someone through a terrible time?

What is an outside shot?

What is justification?

What is progress and how can it be measured?

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

badgers	desperation	bullying	panicked	pathetic
confused	hustling	strange	believe	understood
power	grinning	conversation	commitment	confrontation
kneading	rinky-dink	spread	resuscitation	cramping
handicapped	progress	fixing	shaved	panic

READ

Review Review the timeline from the beginning every day.

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Read Read the selection.

Read p. 114-159

RESPOND

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

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

T Chart

Create a T Chart. On one side write Responsible on the other Irresponsible. As you read list the actions that Lonnie takes that are responsible or irresponsible. For each irresponsible action note what he could have done to be responsible.

Open Mind Portrait

Add to your OMP of Lonnie or Colin as you read.

EXPLORE

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

Plot Profile Chart

Create a Plot Profile chart for today's reading. Across the bottom list 10 things that are important to the reading. Then rate each item based on its intensity on a scale of 1-10. You can use this chart to write a summary of today's reading.

Discussion

Key Questions (p. 114-124)

1. What does Eddie's mom need from Lonnie? How is this relationship with Eddie and Mrs. Brignole helping Lonnie?
2. Carl uses bullying tactics with Eddie, why? Mrs. Brignole shelters him, why? Lonnie treats him like a kid. Whose tactic works best? Can you use a combination of all the tactics? Do people respond to the same way to people? What do you respond best to?
3. Lonnie wanted to beat Carl he was trying to bully the bully. He realizes that Eddie wants his dad to win. Why? Do you think their relationship will change?
4. Carl let's Eddie compete in their game but still is compelled to beat him. Mrs. Brignole thinks he might be changing. Can people change? Should you be hopeful that they might or accept who they are? Explain.

Key Questions (p. 124-133)

1. Why would Ray take his own life? Was he living in the past or the present?
2. Lonnie and Colin go to meet Alethea, Ray's wife. What are some ways they showed her compassion and friendship? What would you have done or said

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- in this situation?
3. Before allowing Alethea to sign a paper Colin reads it for her. What purpose does that serve? Why is it important to have someone assist you in a horrific situation?
 4. Ray knew that the tryouts were for two specific people but he went anyway. Is there a need to know what to stop pursuing a dream? Do you think he was missing out on his child and wife by continuing to follow basketball? Can you find new dreams to believe in if something doesn't work out? How do you know when it is time to try a new path?
 5. What does Colin and Lonnie realize about their relationship from the situation with Ray?

Key Questions (p. 133-143)

1. Skipper sprained his ankle and others on the team including Lonnie are getting to have more playtime and some other opportunities. Is it wrong to take advantage of a situation when someone hurts themselves?
2. Larson asks Lonnie if he is afraid of Fat Man. Lonnie has a bad feeling about him. If your mind and gut is telling you a situation is bad why don't we listen? What is your body trying to help you with?
3. Lonnie starts to realize he has an outside shot. Have you ever considered this, if you had the opportunity to have an outside shot at anything what would it be? If you made a plan and set some goals do you think you could try achieving your "outside shot"?
4. Lonnie knows he does not belong at Montclare but he also knows there is an opportunity there that he can benefit from. Do you believe that every situation has an opportunity that you can learn from and take with you? Explain?
5. Lonnie is stuck on the fact that Sherry is "middle-class". When meeting and dealing with people should you treat them differently based on your perception of their class? How can that work for and against you?
6. How does Sherry try to decide if Lonnie is a nice and acceptable guy?
7. What does Sherry want from Lonnie?

Key Questions (p. 144-152)

1. Do you think Lonnie should have gone to see Fat Man? What does he want from Lonnie?
2. If Fat Man is doing a "personal favor" do you think he is going to start asking for favors from Lonnie?
3. Lonnie asks himself, "If I wasn't doing anything wrong, how come my hands are sweating?" What is happening to Lonnie? What could he do or where could he go to protect himself?
4. Why doesn't Lonnie want to take the money?
5. What are some of the reasons Colin is dating the girl he is dating? What are reasons you date people?
6. If Lonnie was asked to get involved in illegal activity blatantly do you think he would have done anything wrong? What happens to people that they end up doing or making bad choices and then bigger bad choices? Can you go

through the same process to make good decisions? Explain.

Key Questions (p. 153-159)

1. Why does Eddie's father stop paying the clinic? Do you think that is ethical of him?
2. What arrangement does Lonnie make with Mrs. Brignole to continue to help Eddie? How will he benefit?
3. What is happening to Lonnie? With all of the poor choices he has made do you think he can recover?
4. Do you think Lonnie's world is beginning to crumble? In what ways? What do you think he should do?
5. We should all have a Sweatman, someone who is on our team and can help when needed. Who is your Sweatman? Should that person have conditions for their assistance? What should they be?

EXTEND

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

Key Paragraph, p. 118

"I don't believe he's actually giving him a chance,' she said. 'I really don't believe it.'

'Maybe he's just changing,' I said, knowing darn well that Eddie's father would probably never change" (p. 118).

Writing Prompt

Think about a time in your life when someone changed for the better, and you didn't expect it. Or a time when someone acted like they were going to change, whether they did or did not. Or a time when someone who is usually a problem wasn't.

Write a narrative paragraph describing the situation. Introduce your readers to the situation and the characters. With details and logical flow describe the situation and what happened in a logical order. Use transitions, phrases, and vivid details. Conclude by telling the reader what happened and how it affected you.

Key Paragraph, p. 133

"I felt a little like that myself. Sometimes this whole college thing seems so strange to me. I'm supposed to think that I'll be a big time ballplayer, or at least finish school. There's only one thing that makes it even possible to believe any of it" (p. 133).

Writing Prompt

Think about a time in your life when you felt discouraged, or weren't sure what you wanted to do, or weren't sure what to believe in. Or imagine yourself making the above statement – how would you finish the statement? What would be that one thing for you?

Write a narrative paragraph describing what happened. Introduce your paragraph by describing the situation and the people or things involved. Use vivid language and details to describe what happened. Tell how the situation

concluded and reflect on the outcome.

Key Paragraph, p. 136

“Montclare was not the world I knew, and I felt that it wasn’t the world I belonged to either. But I knew it was a world that had some things in it that I wanted, and that I had a slim chance of making it after all. I told myself that I wasn’t ever going to give up. I wasn’t going to shoot myself, or run away, or let anybody push me out. If I had an outside shot, I was going to take it” (p. 136).

Writing Prompt

Think about a time in your life when you were telling yourself you could succeed; a time when you knew success was possible if you kept working at it. Or a time when you were telling yourself not to give up.

Write a narrative paragraph describing what was happening. Introduce your subject and characters. Who was involved and what was the situation. Use dialog (internal or external) to help you tell your story. What lesson did you learn from this experience?

Key Paragraph, p. 152

“I tried to think about what The Fat Man had said to me about betting on the game, and doing him a personal favor. I thought about it until my head began to ache. Then I began to check myself out. Here I was, sweating bullets in a john thousands of miles from home trying to figure out if I was cool or if I wasn’t. I didn’t need this mess. I didn’t need it at all” (p. 152).

Writing Prompt

Sometimes we do things that are questionable. We try to justify them in our own mind to prove that we are right. But that bad feeling won’t go away. Our conscience won’t let it drop, until we admit we were wrong or we make our best attempt to fix it. Write about a time that you experienced this inner struggle between right and wrong.

Write a narrative paragraph that describes the situation you were in. Give the background details. Using a logical order of events explain the situation. Give details and use vivid details to show your reader what happened? Conclude by reflecting how the situation affected you.

Key Paragraph, p. 156

“Teufel put us through twice-a-day practices for the next week. One practice we would run through plays and the other we would scrimmage and have pass drills. They were hard, but I worked them with everything I had. What I was thinking was that I wanted another year at Montclare. I think the shock of the place was wearing off a little and I wanted to take another look at it” (p. 156).

Writing Prompt

Think about a time in your life when you changed your mind. Maybe you decided you do want to be somewhere you did not at first like. Maybe you decided to be friends

with someone you at first did not. Maybe you decided a school, sport, hobby, place or person was okay that you initially disliked.

Write narrative describing the situation. Give details about what happened and who was involved. Explain with vivid details and logic what changed for you. Reflect what you learned in the process.

3g6 Plot Profile Chart

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

Character Based Literacy Program

Independent Study Lesson Plan

The Outside Shot, Week 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 are common stereotypes about athletes?

What are self-destructive behaviors?

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

investigation	integrity	reputation	squeaky	shady
suspension	energy	association	pounding	stumbled

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

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

Read Read the selection.

Read p. 159-185

RESPOND

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

Think about what you read today and begin your timeline

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

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

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

T Chart

Create a T Chart. On one side write Responsible on the other Irresponsible. As you read list the actions that Lonnie takes that are responsible or irresponsible. For each irresponsible action note what he could have done to be responsible.

Open Mind Portrait

Add to your OMP of Lonnie what is he thinking as he reaches out to Sweatman and the brotherhood? Add 5-7 thoughts to your OMP.

Add to your OMP of Lonnie What is he thinking as he is suspended from the team and investigated? Add 5-7 thoughts to your OMP.

Add to your OMP of Lonnie What is he thinking as his name is cleared. Add 5-7 thoughts to your OMP.

EXPLORE

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

Plot Profile Chart

Create a Plot Profile chart for today's reading. Across the bottom list 10 things that are important to the reading. Then rate each item based on its intensity on a scale of 1-10. You can use this chart to write a summary of today's reading.

Mirror Mirror

Lonnie was given a mirror to remind him that he has to live a responsible life and make good choices. Create the frame of a mirror. On the inside write 5-7 things you can do to be responsible. You can write them or illustrate them.

Discussion

Key Questions (p. 159-170)

1. Why is Colin concerned about Lonnie?
2. What does Lonnie hope to gain by contacting Sweatman?
3. What does the term point shaving refer to? How can it be done in a game? What sports does it apply to? What is the benefit of it?
4. Why is the brotherhood so concerned about their integrity?
5. Sweatman refers to Cal Jones, page 163. Why didn't Lonnie listen to Cal? Why do we tend to ignore good advice from people who know?
6. Who is your "brotherhood or sisterhood"? Why is it important to surround yourself with positive people?

Key Questions (p. 171-178)

1. What is happening to Lonnie?

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2. *If it walks like a duck, quacks like a duck, and looks like a duck—it must be a duck.* Cal was dropped from the NBA for associating with criminals. Lonnie is being suspended for associating with negative people. Why is it important to choose the people you associate with carefully? Is it right to judge people by who they hang around?
3. Colin stayed with Lonnie during his binge and didn't judge. He is a true friend. What are 5 qualities of a true friend?
4. Sherry negotiates with Lonnie to stay at school until the suspension is over. She will give him the money to leave if he needs it. Why is it important for him to stay until it is over? What perception will people have if he leaves early?
5. Lonnie is in the middle of a crisis and he is able to find some good from the situation? What positives will he walk away with?
6. Why won't Lonnie admit that he is scared? What scares him most?

Key Questions (p. 179-185)

1. Why was it important that the brotherhood stood by Lonnie?
2. What benefit did the college have by letting Larson go play semi-pro? What was the benefit to Larson? Do you think the college or investigators were going to pursue any charges?
3. Who else do you think was involved in the betting scheme? Why?
4. Lonnie was given a small mirror. What does that mirror represent? Why is it important to be able to look at yourself in the mirror?
5. How has Eddie affected Lonnie? Why did being "one of the guys" matter to Eddie. How can you help people who are different fit in?
6. What life lesson did Lonnie learn?

EXTEND

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

Key Paragraph, p. 165

"You ain't out the woods yet," Rashid said. "So stay worried" (p. 165).

Writing Prompt

Think about a time in your life when you were facing problems or in trouble, but had the solution to your problems or troubles. Can you think of a moment when you weren't out of the woods yet – it was still possible for things to go wrong?

Write a narrative paragraph. Describe the situation and who was involved. Tell your story in a logical order. Use vivid language and details to show your reader what happened.

Key Paragraph, p. 171

"Was I wrong? Was the game straight all the way? I didn't know. I thought it was over, but I wasn't sure. I knew that at the end of the game it had been Larson who had iced it for us" (p. 171).

Writing Prompt

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Have you ever had a moment in your life when you thought you knew what was happening, and now you are not sure? Think about a time in your life when you suddenly realized you might be wrong.

Write a narrative paragraph describing what happened. Introduce your readers to the characters and the situation. As you tell the story put your events in logical order. Use strong transitions and phrases to move from one area to the next. Reflect on the situation; what did you learn and take away from it?

Key Paragraph, p. 185

“We were doing okay, me and Eddie, I thought as Sherry took my arm. It wasn’t going to be easy and maybe neither of us would make it in any big way, but that’s the way it was. Nothing we could do about that. But Eddie had a chance, a good chance, to live the way he’d want to live. And for the first time in my life, I felt that I did, too. And somehow it was about a lot more than playing ball. It was about knowing what was out there, what to go for, and what to walk away from. I figured Eddie to play it to the bust if he had half a chance, and so would I. That was all for the long run, though. But for then and there, we were both doing okay” (p. 185).

Writing Prompt

Think about a time in your life when you felt things were really going okay – things were working. A time when you felt something like Lonnie when he tells himself: It was about knowing what was out there, what to go for, and what to walk away from. Think of something specific that took place.

Write a narrative paragraph in which you tell a story about one thing that went right for you. Who was involved? What was the situation? Introduce your topic and detail what happened in order. How did it make you feel? What happened? Use clear and concise language that tells a story.

3g6 Plot Profile Chart

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

Character Based Literacy Program Lesson Plan

The Outside Shot, Final Writing Product



PREPARE

1. Background

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



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

Study this quarter's theme, "Responsibility Requires Action", written above.
Study the themes of the novel.

Adaption: being put in an unfamiliar situation and having to adapt.

Wisdom: knowing what is there, what to do after, and what to walk away from.

Responsibility: doing what I should be doing right now.

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

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

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

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

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

You should include examples real or imagined;

Your narrative should answer specifically,

Who was involved?

What, happened and what was the result?

When, did it occur?

Where, did it happen?

Why, did it happen?