

Character Based Literacy Program

Independent Study Lesson Plan

Breaking Through, Introduction



Introduction:

This is a 5 week lesson plan based on an autobiographical novel about a young boy who not only struggles being poor but also struggles with English. The end project will be an autobiographical essay.

Breaking Through By Francisco Jimenez

At the age of fourteen, Francisco Jimenez, together with his older brother Roberto and his mother are caught by la migra. Forced to leave their home, the entire family travels all night for twenty hours by bus, arriving at the U.S. and Mexican border in Nogales, Arizona. In the months and years that follow, Francisco, his mother and father, and his seven brothers and sister not only struggle to keep their family together, but also face crushing poverty, long hours of labor, and blatant prejudice. How they sustain their hope, their good heartedness, and tenacity is revealed in this moving sequel to *The Circuit*. Without bitterness or sentimentality, Francisco Jimenez finishes telling the story of his youth.

Now a professor of modern languages at SCU, Jimenez grew up the son of illiterate farm workers who immigrated to the United States from Mexico when he was 4 years old. At 6, Jimenez began to work in the fields with his family. Throughout grade school, he struggled to learn English, his education a series of starts and stops because following the harvest meant frequent moves. Sometimes, he tried so hard to understand what his teacher was saying that he would go home with a headache. He even flunked first grade.

But once he broke their mysterious code, words helped free Jimenez from the hard life of a migrant farm worker. They opened the doors to institutions of higher learning, including SCU, where he received his bachelor's degree in Spanish, and Columbia University in New York City, where he received his master's and doctorate in the same field.

Character Based Literacy Program

Independent Study Lesson Plan

Breaking Through, Week 1



PREPARE

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



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

Who is Francisco Jimenez?

What is a migrant worker?

What is illegal immigration?

Who is Elvis?

What is the Santo Nino de Atocha?

What are curandera healing techniques ? What is the Huichol culture?

What are traditional Mexican family customs?

What was The Cristero Revolt of 1926?

What is sharecropping?

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

dilapidated-5	jalopy-7	mesquite-9	rummaging-9	sharecropper-6
anxious-21	burlap-22	ceramic-28	furrows-22	savored-27
bickering-29	lip-synch-32	melancholy-31	ranchera-31	snickered-31
frequented-42	hexed-45	hysterically-43	incense-46	massaged-46
blight-52	clenching-54	fumigation-52	furious-55	sharecropper-49

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

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Read Read the selection.

Read p. 1-55

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?

Create a theme chart on “Family.” Throughout the novel, Francisco depicts the struggles and successes of his family life. After each chapter, bullet point examples of how his family members take responsibility for each other.

Create a theme chart of “Living in Two Cultures.” Francisco and his family are emerged in a seemingly strange and different American culture. After each chapter, bullet point examples of the challenges Francisco and his family faced living in America. Point out how their peers perceived Francisco and Roberto and how this affects their relationships with girls.

EXPLORE

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

One possible activity:

Cube Francisco Jimenez placing his information from book and website in the boxes before you fold cube. Hold on to this cube for future reference in this novel.

One possible activity: Magazine Layout:

Create a magazine that includes bands of the 50’s. How is the music different from now? How is it the same? What were some of the big bands? What were some of the song titles? Do you think Francisco still enjoys the same music? What happened to Elvis?

Materials:

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

Step One: Imagine you are on the editorial team for a Music magazine, with the issue specializing in rock and roll.

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

Step Two: Create the cover for the magazine.

Decide on the size of the pages and then lay out the cover in this size.

Decide what text, pictures or other images you will bring together to make sure the cover conveys your take, or central impression, or thesis about the story.

Create the cover

Step Three: Decide what will be on each of the 4 pages

1. Have a description of at least 3 bands, include Elvis.
2. Make each of the pages filling in the words, pictures and images.
3. Assemble the cover and pages like a magazine or in a wall display.

One possible activity: Drawing of a Spiritual Symbol

Materials:

- Construction paper
- Colored pens and pencils
- Possible magazines pictures

Step One: Design a figure that will be symbolic of a spiritual entity, or idea

You are to draw a figure that will serve as a spiritual symbol- an icon. This can be any idea, within reason, that may or may not have an actual historical significance. In other words, you may invent the symbolic meaning of your figure.

Develop the rough sketch into a drawing of the figure with color and detail.

Step Two: Create the figurative drawing.

Use papers available create the drawing and fill in with color if appropriate.

Step Three: Display and Present your piece.

Write a descriptive paragraph about your picture: the experience you had conceiving it, creating it, and how successful you feel in having interpreted your idea.

One possible activity: Bookmark

On one side of bookmark write down examples of how Francisco is responsible. On the other side of the bookmark show examples of Francisco being irresponsible. Keep adding examples as you continue reading the story.

Materials:

- pieces of stiff paper [like oak tag] 3-5 inches wide and 5-10 inches long
- some combination of pencil, pen, crayon, or marker
- construction paper, scissors and glue sticks if desired

Discussion

Key Questions p. 1-18

1. Where is the family in this story from?
2. When did this story take place?

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3. From whose point of view is the story told?
4. Why do you think Francisco lived in constant fear for ten years?
5. Why do you think they plan to immigrate to California?
6. How did they manage to enter the United States?
7. What did they do to survive, once in California?
8. Older brother Roberto really managed to help out the family. How? Would you do the same for your family? Why?
9. What happened to Francisco, as he prepared to recite the preamble to: The Declaration of Independence?
10. Why were Mama, Roberto and Francisco the only ones forced to leave?
11. How did the family react to the order for the boys and mother to leave? Was it the right reaction?
12. What kind of circumstances did the family have to go through in order to comply with the border patrol? Was this responsible? Was there compliance responsible or should they have done something else?
13. How did the family solve their problems, at least temporarily?
14. What attitude did the older boys take, when confronted with the solution presented by Papa? Did this attitude take everyone in the family into consideration? Was it responsible?

Key Questions p. 19-28

1. Describe the sights and sounds Francisco missed of his family at home.
2. Was Roberto able to share with the boss what had happened to him when he missed so much work?
3. What kind of work did the boys do instead?
4. How are the boys taking responsibility for themselves?
5. Do you think it is unfair that the boys are working? Why or why not?
6. How did the boys know how to behave at the restaurant?
7. Why do you think Francisco said that he and his brother did not enjoy their dinner with Roberto's boss?
8. Francisco is eager to help Roberto with his janitorial job. Why?
9. How did the two brothers take advantage of their opportunities?
10. Where did they keep their money? Was this a good idea? Why or why not?

Key Questions p. 29-41

1. This chapter deals with some important discoveries on the part of the main character, Francisco. What were some of these discoveries?
2. How did Francisco manage to become a singer, and perform for the class?
3. Where did Francisco find his inspiration for his musical interests?
4. Did Francisco make a good choice by deciding to attend the school dances?
5. What was Francisco's relationship like with his neighbors Joe and Espy Martinez?
6. How did Francisco avoid the fights and drinking?
7. Roberto and Francisco practiced dancing together, in order to learn how. Do you think this was a good idea? Why or why not?

8. Why do you think Peggy had such an abrupt change of behavior towards Francisco, after their evening together at her home?
9. Describe Francisco's friendship with Peggy.
10. Do you think Francisco was responsible in stopping himself from sitting on the bed with her? Why or why not?

Key Questions p. 42-47

1. In the story, when did the family arrive home? What time of year? Did they plan this for a specific purpose?
2. What did Francisco and Roberto do to prepare for their family's return? How did they show responsibility and caring for their family?
3. Describe what it was like for the family to reunite.
4. How do you think the boys have changed during their family's absence?
5. What significance did the statue of Santo Nino de Atoche have for Roberto?
6. What gift did Francisco receive? Why do you think his mother gave him this gift?
7. How did the curandera fix Papa's back?
8. Do you think this was "Black Magic?" Why or why not?
9. Where did Roberto see the image of the devil?
10. Why do you think the family holds the statues in such high regard?

Key Questions p. 48-55

1. What was Papa's goal for himself and his family as far as his work status was concerned?
2. When did Papa want this change to take place? Why?
3. What did Ito do that left the family indebted to him?
4. Joe Garcia insisted upon what conditions for their work plans?
5. How did the family care for the crops?
6. Why did the strawberry plants fail?
7. What happened to Papa as a result of his failure with the strawberry crop? Was this a responsible reaction? What would you have done differently?
8. How did Papa respond to the boys' request to go out on Saturday night?
9. Do you think that the boys were being disrespectful by their behavior?
10. How did Papa and the boys feel? Were these feelings unjustified or irresponsible? Why?

EXTEND

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

Key Paragraph – p. 10

"The motel room was small, like the cabins we lived in at the colon labor camps. We took the sagging mattress off the bed and placed it on the worn yellow linoleum floor so Papa and Mama could sleep on it. The rest of us went to bed on the box spring. That night I felt listless and had a hard time sleeping. I kept thinking about what I had done. The following morning, I went outside, holding the rock in my fist and wondering what to do. I thought of throwing it underneath the overpass, but I felt guilty and scared. I went back to the office and, pretending I was getting a brochure, put it back."

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Writing Prompt 1 p. 1-18: I am Responsible for the Actions I Take, or Don't Take.

Francisco first admires the rocks in the motel office, and picked one up. His mother slapped his hand and told him to put it back. When no one was looking he took the rock. This action later bothered him, because he had gone against his idea of what was the right thing to do. Francisco ended up taking on the responsibility of his theft, by taking corrective action.

Think about an experience from your life when you may have done something that you knew was wrong, and it bothered you, until you took action to correct your mistake. Write three **narrative paragraphs** about the course of events. In the first narrative paragraph, clearly explain the circumstances involved, using details and sequential explanations of the event. In the second narrative paragraph, describe the things and/or people you felt responsible to. In the third narrative paragraph, describe how you corrected your action. Remember all experiences are a part of our learning process to become more responsible people.

Writing Prompt 2 p. 1-18: Responsibility Requires Action:

Francisco discovered a love of learning at an early age, in spite of the fact that he was unable to read or speak English. In the beginning of chapter one, he describes his state of mind when trying to attend school while his family struggled:

“As I got older, my fear of being deported grew. I did not want to return to Mexico because I liked going to school, even though it was difficult for me, especially English class. I enjoyed learning, and I knew there was no school in El Rancho Blanco” (2). Francisco was determined to succeed in school. He took responsibility for the fact that he needed to take action to make this happen.

Reflect on your own life, and consider a subject or ability that you wanted to master. Write a **narrative paragraph** defining your chosen subject, and the efforts you made toward a better mastery of that subject matter. When answering the question above, consider the following:

- How did you feel about taking on the responsibility of making that happen?
- Were you successful in taking strides toward your goal?
- What did you do specifically to improve your abilities in your chosen task?

Key Paragraph – p. 26

“Roberto and I continued going to school and working in the fields after school and on weekends. We missed our family and worried about not being able to send them money to help them out. We were barely making ends meet ourselves. But things were about to change.”

Writing Prompt p. 19-28: Roberto and Francisco's Sense of Responsibility

Francisco's family worked hard to make ends meet. They fended for themselves, in a very responsible manner, working extremely hard: “3 Picking carrots was easier than thinning lettuce, but a lot messier. The ground was usually muddy, so our shoes and pants got soaked in mud. We worked on our knees, pulling the carrots out of the ground after they were loosened by the tractor-plow. We topped off the leaves by hand

and dumped the carrots in a basket until it was full. We then emptied the bucket into a burlap sack. We got paid fifteen cents a sack.”

Roberto and Francisco showed an amazing amount of family commitment and responsibility, by sending any left over money home. Write a **narrative paragraph** that exemplifies Roberto and Francisco’s commitment to family. Provide three examples that show how they take responsibility to care for their family. When answering the question above, consider the following:

- What do you think is the motivation for their actions?
- Would you do the same thing in this situation? Why or why not?

Key Paragraph – p. 31

“Roberto and I began to tune in to rock ‘n’ roll music on the radio. We listened to Little Richard and Elvis Presley. I enjoyed the rhythm, but I did not pay much attention to the words like I did with Mexican music. Of all the popular singers, I liked Elvis the best. His fast songs released energy in my legs and made them move almost on their own. His slow songs were melancholy, like some Mexican ranchera songs.”

Key Paragraph – p. 36

“The next time I saw Peggy, she asked me to walk her home after school. When Roberto came to pick me up, I told him that I would meet him at work and explained why. Peggy’s house was a few blocks from Main Street School, on the east side of town. The houses in Peggy’s neighborhood were different from the barracks in Bonneti Ranch. They had sidewalks, front lawns, and beautiful flower gardens. I did not have to watch out for potholes or stray dogs. I had been in a house once before. I was in the fifth grade when my friend Carl invited me to his home to see his coin collection. Peggy’s house was twice as big as Carl’s house. It was a two-story home with a double garage.”

Key Paragraph – p. 40

“‘Late for what?’ she said, laughing. She grabbed my arm and pulled me toward her, trying to force me to sit next to her. I dug my heels in the thick carpet and leaned backward. ‘What’s wrong with you?’ she said, annoyed. The dog sensed Peggy was upset and started barking at me and pulling at my pant leg.”

Key Paragraph – p. 41

“The next day when I saw Peggy at school, she avoided me, even outside of class. She did not walk home after school. When I saw her mother waiting in the car, I waved to her, but she looked the other way. I could not understand why. The following day I cornered Peggy in the hallway and asked her why she was avoiding me. She walked away and refused to talk to me. I was hurt and puzzled.”

Writing Prompt 1 p. 29-41. Differences in Race/Social Class?

In chapter 3, Francisco befriends Peggy Dossen, who shows a mutual, if not stronger romantic interest. Yet, the next day, Peggy ignores him. What do you think could be a possible reason that Peggy and her mother acted the way they did the following day? Do you think that the fact that Francisco was Mexican, and from a poor

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family had something to do with it? Consider the following exchange from page 39 of chapter 3:

“Are you Spanish?” Mrs. Dossen asked politely. “I detect a strong accent.”

“I am Mexican,” I said proudly. “But born in Colton, California,” I quickly added.

“That’s interesting,” Mr. Dossen said after a short silence. His wife nodded her head and smiled uneasily.

Write 2-3 **narrative paragraphs** that describe Francisco’s friendship with Peggy and how it changed after meeting her parents. Why do you think Peggy ignored Francisco the following day and how did this make you feel? When answering the question above, consider the following:

- Wouldn’t it be easy for him to make judgments on all white, financially secure people based on the mean things that Peggy and her parents did?
- Why is it important, responsible, and courageous for him not to generalize?
- What should he do about their irresponsible behavior to reveal to them how he feels? How can he attempt to be the unifier rather than hate in return for the hatred shown to him because of his race or social class?

Key Paragraph – p. 44

“‘It was a miracle,’ I said, remembering how Mama had made Torito an outfit just like the one the Holy Child Jesus wore in a picture prayer card Papa carried in his wallet. We all prayed to the Santo Nino until my brothers got well.”

Key Paragraph – p. 46

“I went to her hut in the outskirts of Tlaquepaque. It was like the garage we lived in Selma. It had a dirt floor and no electricity. Behind it was a corral where she raised chickens and pigs. In one corner of the hut was a small table covered in black cloth. In the opposite corner was an altar with the Virgin de Guadalupe. It was surrounded with small, lit candles, pieces of clothing, wreaths, dried flowers, burning incense, and holy cards. We sat at the table facing each other and drank bitter tea that made me sleepy. She then had me strip to my waist and lie face down on a straw mat. She massaged my back with raw eggs and chanted in Huichol. I understood one or two words because your grandmother used to speak it. I fell into a deep sleep. When I woke up, I was soaked in sweat and my face was in the middle of a thick pool of blood covered with mucus. It had a foul smell, like dead flesh. She told me I had vomited it during my sleep.”

Writing Prompt 1 p. 42-47: Family Ties

In chapter 4, the boys eagerly awaited the return of their family from Mexico. They found supplies at the dump to fix up their home, and when the family did return, they enjoyed a happy reunion, exchanging special gifts, family news and stories. In your family, can you think of a time when family member(s) had been gone, and were later reunited?

In a **narrative autobiographical paragraph** describe the experience to have the individual(s) gone and what it was like when they returned? Compare how your feelings were similar or different from Francisco’s. Was it a good experience? Did you show them respect? Was this a responsible thing to do?

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Key Paragraph – p. 48

“I missed being with Roberto. While I worked, I daydreamed about going to the Vets dances and played rock ‘n’ roll in my head. Most of the time, I studied thing I needed to learn for school. I wrote the information in a small notepad, which I carried in my shirt pocket, and memorized it while I picked.”

Key Paragraph – p. 51

“Sundays, Roberto and the rest of my family went to work. Torito took care of Ruben, and Rorra while Mama joined the rest of us in our battle with the weeds and mud clods. On Saturday nights Roberto and I did not go out. We stayed home to study. During that time, I barely kept up with my schoolwork. My social studies and English classes suffered, and so did my math. I sat in the fifth seat for three weeks in a row.”

Key Paragraph – p. 54

“Papa kept staring into space. Roberto and I stood in front of him with our hands folded in front of us, waiting for a response. There was a long and painful silence. *Why do we have to go through this torture every time we want to go out?* I asked myself. I glanced at Roberto and rolled my eyes.”

Key Paragraph – p. 55

“‘Let them go, viejo. They are good kids; they’ve never gotten into trouble, even when they lived by themselves,’ she said softly.”

Writing Prompt 1 p. 48-55: Responsibility Requires Action

In chapter 5, the family concentrated on working the strawberry fields, Papa became a sharecropper, and he did not have to work for anyone else. This goal required a tremendous commitment, and was an important step in bettering their lives. Papa had to join forces with neighbor Joe Garcia, and borrow money from a savings and loan company to buy equipment to work the fields.

In your life, think about a time when you made an important decision to take action on a personal goal. In a narrative, describe what kinds of actions were necessary in order for you to accomplish that goal? What was your goal? Did you have a clear plan of action? What actually took place in terms of following that plan? Did you accomplish your goal? Keep in mind that this experience provided a lesson in responsibility. If your actions were sincere, it helped you become a more responsible person, regardless of the outcome. Write 2-3 **narrative paragraphs** about this personal experience. Include details regarding your goal, actions you took, and the outcome.

Writing Prompt 2 p. 48-55: Responsibility may be lessened only to the extent my actual freedom or knowledge was actually and unavoidably limited.

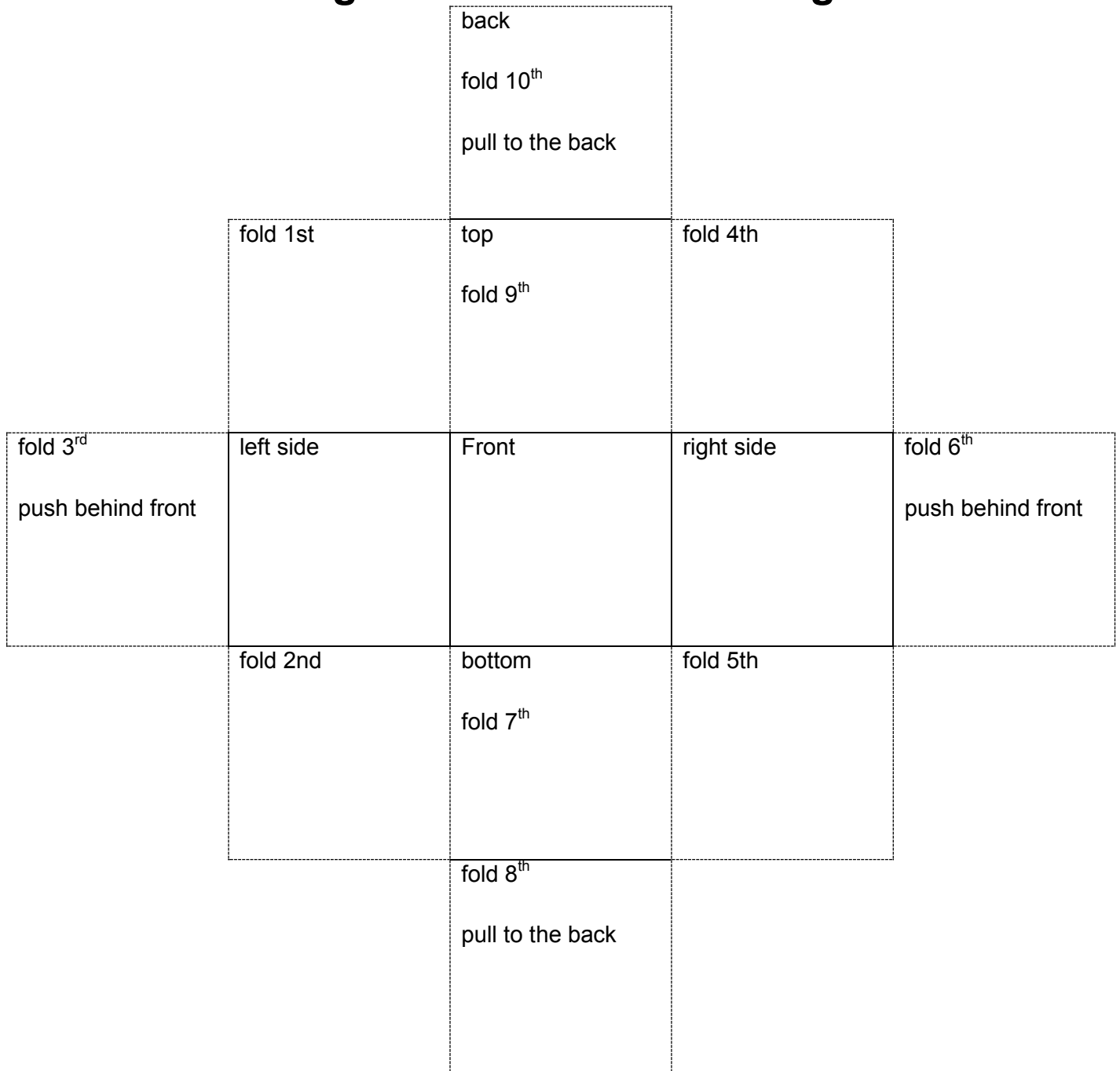
In this chapter Francisco was obligated to work the fields along with other members of his family. As stated in the story, Francisco needed to make sacrifices to accomplish this: “On Saturday nights Roberto and I did not go out. We stayed home to study.”

Unfortunately, Francisco also had to sacrifice something else: “During that time, I barely kept up with my school work. My social studies and English classes suffered, and so did my math. I sat in the fifth seat for three weeks in a row.” [p. 51]

Under these conditions, one might think that Francisco was not living up to his responsibilities at school. Yet, he had to comply with the demands of the family, and, unfortunately, these obligations of working in the strawberry fields got in the way of his schooling. So, it seems that here we have an example of responsibility being lessened because of an unavoidable obligation. Francisco’s freedom to spend time studying was unfortunately compromised. What do you think of this state of affairs? Write a **narrative paragraph**, describing Francisco’s dilemma. When answering the question above, consider the following:

- Was it right for Francisco to be expected to work in the fields so much, when he had schoolwork to do?
- Was he responsible for his slipping grades in this case?

2c12 Cubing Directions: Assembling the Cube



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

10c12 Cubing Biography

Who is person? Date of birth? Death?			
		Where did this person grow up?	
	What relationships did this person have?	What did this person do?	What was this person like?
		Why is this person important?	

Character Based Literacy Program

Independent Study Lesson Plan

Breaking Through, 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.

Who is Saint Christopher?

Who is Dr. Doolittle?

What are the requirements to earn a teaching credential?

What is athlete's foot?

What is depression?

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

auditorium-58	callused-59	constitution-56	grammatical-57	imagination-57
algae-66	gratitude-64	murky-67	reservoir-65	skirmish-62
accurate-77	mascot-74	scrunched-73	upholstery-73	vocational-75
athlete-82	dangling-82	foul-82	physical-80	snickering-81
chamois-85	disgrace-83	hobbled-84	raspy-87	squeegee-85

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. 56-90

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?

Create a theme chart on “Family.” Throughout the novel, Francisco depicts the struggles and successes of his family life. After each chapter, bullet point examples of how his family members take responsibility for each other.

Create a theme chart of “Living in Two Cultures.” Francisco and his family are emerged in a seemingly strange and different American culture. After each chapter, bullet point examples of the challenges Francisco and his family faced living in America. Point out how their peers perceived Francisco and Roberto and how this affects their relationships with girls.

EXPLORE

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

One possible activity: Create an Open Mind Portrait of Francisco

What is Francisco thinking? Does he think his father is fair to him? Is Francisco responsible? Would you have Francisco as your friend? Why or why not?

Materials:

- large piece of stiff paper for each character, like 11x17 oak tag
- paper for bubbles with scissors and glue sticks
- markers, crayons, pens, pencils, or paint
- construction or tissue paper, scissors and glue sticks if desired

Step One: create a large headshot of Francisco

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

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

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

Step Three: add bubbles as you learn new things about the character

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

One possible activity: Bookmark: Vision-Plan-Effort Bookmark

Materials:

- pieces of stiff paper [like oak tag] 3-5 inches wide and 5-10 inches long
- some combination of pencil, pen, crayon, or marker
- construction paper, scissors and glue sticks if desired

Step One: Create a vision of your life 10 years from now.

1. Imagine what you would like your life to be like 10 years from today. Where or in what kind of housing will you be living? Where will you be working? What will you be doing? How will you be getting around? What relationships will you be in? What will you be doing in your non-work hours?
2. On the top third of one side of the bookmark fill in pictures, words or symbols that represent your vision.

Comment: This is a successful vision. This should be a vision that you, your parents and grandparents, your friends, and people who know you [as well as your friends] would be proud to see you have accomplished.

Warning: This is 10-year plan, with a vision of people who aren't imprisoned, or disabled from injuries received as a result of criminal behavior.

Step Two: Create a plan to achieve your vision in 10 years: what has to happen?

1. Brainstorm a list of what has to happen between now and 10 years from now to achieve this vision. Compare lists with someone else and select the 10 most important things that have to happen.
2. On the bottom two-thirds of the bookmark, underneath your vision, write 10 important things that have to happen in the next 10 years. This is your plan.

Step Three: Keep track of efforts to achieve your vision by following your plan.

1. Every day, or as often as you like, consider: what have you done in the last 24 hours to get closer to your vision by following something on your plan?
2. On the back of the bookmark, starting at the top, write the date and what you did in a couple of words. Write in small letters keeping all of one day's information in the same row. You want to have room for many entries.

One possible activity: Role Playing: Francisco and the Counselor, Mr. Kinkade

Materials:

- Script (two copies): One for Francisco, one for Mr. Kinkade

Step One: Brainstorm a short one-act play involving the dialog between Francisco and Mr. Kinkade

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1. Refer to the chapter for ideas and direction as to what structure and content the play should involve. It is fine to include actual dialogue from the chapter, but make sure to add dialogue of your own.

Step Two: Write the script for the play

Add to the Open Mind Portrait of Francisco

With Francisco's new experiences add to his open mind portrait, what is he thinking now? What is different and what is the same? Would you wear used shoes? What does that say about Francisco's motivation?

Materials:

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- paper for bubbles with scissors and glue sticks
- markers, crayons, pens, pencils, or paint
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Step One: create a large headshot of Francisco

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

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

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

Step Three: add bubbles as you learn new things about the character

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

One possible activity: Create an Open Mind Portrait of Papa

What do you think is going through his mind? Why does he not express how proud he is of his boys?

Compare Francisco's open mind portrait to his father's, are they similar? Are they different? How and why?

Discussion

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Key Questions p. 56-60

1. Now that the strawberry crop failed, how did Francisco spend his time?
2. What was Francisco's method of dealing with his final class work?
3. What inspired Francisco's science project? What approach did he take? Where did he go for inspiration?
4. How did the teacher respond to Francisco's project? Why do you think he received the grade that he did?
5. How did Francisco receive guidance on how to proceed with the graduation ceremony?
6. What was his attitude regarding his appearance for the ceremony? Who helped him out?
7. Papa gave Francisco a special gift. What was it, and why do you think Papa chose it?
8. Roberto was in the audience, but the parents were not. Why?
9. How did Francisco handle this? Given the entire situation, was this the responsible thing to do (both the parents' absence and Francisco's reaction)?
10. How do you think Francisco felt during his graduation?

Key Questions p. 61-69

1. Roberto and Francisco would race to see who could fill the strawberry crates the fastest. How did Francisco ever manage to win?
2. In your own words, describe the strawberry war.
3. What do you think would have happened to Francisco and Roberto if their father found out about the strawberry war?
4. How much money did the father earn? How did this compare to Francisco and Roberto?
5. What is one way that Papa demonstrated his gratitude for Ito's work opportunity?
6. Explain how this actions showed responsibility and respect?
7. What plan did the boys come up with to make money that summer?
8. Do you think this a good idea? Why or why not? What would you do differently?
9. What happened to foil their operation?
10. Why did Francisco start wearing a hat and stop attending the dances?

Key Questions p. 70-79

1. The title of this chapter is "Becoming a Saint". What is the title referring to?
2. How was this summer different for Francisco?
3. What is the motto of Francisco's high school? What is significant about this motto?
4. Francisco and the counselor have a discussion about Francisco's future. What does the counselor suggest, and how does Francisco respond?
5. What does it take to become a teacher? Do you think Francisco can do it? Why or why not?
6. What does the counselor recommend Francisco do to prepare for his goal? Is this a good idea? Does Francisco have a responsible attitude?
7. What troubled Francisco during his social studies class?

8. What is the difference between arguing with someone and standing up for yourself?
9. In algebra, Francisco is impressed by the teacher's abilities at computing in his head. What types of computations is the teacher doing?
10. How does Francisco react to the expectations of his algebra class? What is his motivation?

Key Questions p. 80-82

1. Francisco found P.E. to be one of his most difficult subjects. Why?
2. What was the consequence for not participating in PE?
3. Do you think this is a just consequence? Why or why not?
4. Do you feel that the coach handled this situation appropriately, considering Francisco's circumstances?
5. Was this responsible of the coach? What should have he done instead?
6. How seriously did this problem affect Francisco?
7. Where did Francisco find temporary tennis shoes?
8. What were the consequences of wearing these shoes?
9. This chapter deals with an example of how a family deals with very limited funds. Do you feel the author was successful in conveying some of the reality of living in a struggling family this way?
10. What would you have done if you were in Francisco's shoes?

Key Questions p. 83-90

1. How did the boys react to their father's depression?
2. Do you think their attitude was responsible and respectful to themselves and their father?
3. How did the boys help out their families financially? What did they do? How much did they make?
4. Do you think children should be allowed to work? Why or why not?
5. Do you think the boys were paid fairly? Why or why not?
6. What was unusual about Francisco's enthusiasm about working with his brother Roberto?
7. There was a conflict between what Francisco learned in social studies about fathers and sons, and how his Papa reacted to the idea of the boys talking back. What was that conflict?
8. What was the responsible thing for the boys to do given the depression that their father was feeling and also given that they wanted to be independent?
9. Why do you think the author mentions that he had read the book *Myths and their Meanings*?
10. What do you think the Francisco might have been thinking about as he examined the color photograph at the end of the chapter?

EXTEND

Character Education at the Markkula Center for Applied Ethics

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

Key Paragraph – p. 57

"The hardest task for me was writing a final paper for my science class. We were to pick up any science topic, research it, and write a report on it. I had a hard time deciding on a topic, research it, and write a report on it. I had a hard time deciding on a topic. Nothing came to mind. Then one day as I was flipping through a history book, I came across a brief section on Christopher Columbus and the discovery of the new world. As I skimmed it, my eye caught the name Herman Cortes. I was fascinated. It was the first time I had read about someone with a Spanish name. I read the paragraph several times and said the name Herman Cortes out loud. I liked the sound of it. His name ended with a 'z' sound just like my family's last name. I felt proud. I began to wonder what it was like to be an explorer over four hundred years ago."

Key Paragraph – p. 55

"'Let them go, viejo. They are good kids; they've never gotten into trouble, even when they lived by themselves,' she said softly."

Key Paragraph p. 59

"'I don't want you to smell like rotten strawberries,' he said, smiling. 'If you smell like me, nobody will want to get near you.' He took off his Saint Christopher medal, which he wore around his neck, and handed it to me. 'Here, mijó,' he said, 'I want you to have this. It will guide you.'"

Writing Prompt 1 p. 56-60: Responsibility in Study

Though the family is devastated by the strawberry blight, Francisco uses this opportunity to study hard in school and make his family proud. He studies hard and is able to get wonderful grades. In a **narrative paragraph**, write about Francisco's attitude towards life. How he uses the time when he and his family are the worst off to strive for something greater than himself? In a second **narrative paragraph**, write about yourself during a difficult time in your life. What strengths you can use to act responsibly and a better life during a bad situation?

When answering this question, consider the following:

- What actions can you do now to make your world better and plan for a better life?
- How can you take responsibility in what has happened?
- What can you do to make your life better?

Key Paragraph – p. 62

"I glanced at Ito. He had a puzzled look on his face but did not say anything. I hope he didn't see me, I thought. I continued working and, to keep my mind occupied, began whistling rock 'n' roll tunes and daydreaming about Peggy and the Vets. I danced song after song with her. Suddenly I felt a blow on the back of my right shoulder. I instinctively reached behind with my left hand and scooped up a rotten strawberry. I turned around. Roberto was picking on his knees behind me, four rows away. He had his head down, trying to hide his smirk. At lunchtime Roberto and I put on our jackets to hide our strawberry stains."

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Writing Prompt 1 p. 61-69: Responsibility is Doing What is Best for Everybody

In chapter 7, Papa demonstrated his appreciation for the opportunity to work for Ito by working 15 minutes longer than expected, without pay. (It can be assumed that Ito had the type of character that deserved such gratitude, as displayed when he privately joked to Francisco about throwing strawberries while on the job.) In any regard, Papa's act of respect and kindness can be seen as an example of responsibility; of doing what is best for everybody.

Write a **narrative paragraph** about a personal experience in which you were either the executor or the recipient of such an act of appreciation. How was this act of appreciation an example of a responsible action? When answering the question, consider the following:

- How did this experience better everyone involved?
- Think of the ways that it made people feel and think. Are these feelings good?

Key Paragraph – p. 74-75

"Mr. Kinkade sat at his desk, which was piled with folders and papers. Behind him was a tall, dark brown bookcase full of thick binders and books. To his left was a window that looked out onto the courtyard. He was dressed in a gray suit and a light blue bow tie. His thick hair was peppered with white and combed back. After he introduced himself, he picked up a folder with my name on it and said, 'I see you graduated from El Camino Junior High School. Have you thought of what you want to do after high school?' Before I had a chance to answer, he added, 'We have excellent vocational programs in car mechanics, electronics, and wood shop. We also have a program for future farmers.'

'I'd like to be a teacher,' I responded, thinking about Mr. Lima, my sixth-grade teacher, who had helped me with English during the lunch hours when I was far behind in my class because I had missed so many weeks of school."

Writing Prompt 1 p. 70-79: Responsibility and Father/Son Behavior

In chapter 8, Francisco attends a social studies class where he sees a film about a father son relationship. In the film, the father prevents the boy from going out on a school night, and the boy gets upset, throwing his books on the floor and running into his room, slamming the door. The class agrees that it was wrong for the boy to throw his books, but felt that it was ok for him to argue with his father. Francisco felt confused by this. Consider that Francisco is from a different cultural background from many Americans. Would the responsible thing to do be to never argue with one's father, no matter what the circumstances? In a narrative paragraph describe why Francisco felt confused by this film. How did the boy's actions in the film differ from Francisco's behavior towards his father? When answering the question above, consider the following:

- What would be the responsible thing to do in this situation?
- Is the boy showing respect to both his father and himself?
- Explain what you think the responsible thing for him to do is.

Key Paragraph – p. 82

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“A few days later, my feet began to itch. I told the coach and he said I might have athlete’s foot. I thought it was a compliment until I found out what it really meant. I took off the two layers of socks and I noticed I had cracked, blistered, and peeling areas between the toes. This lasted a long time, even after I got a new pair of tennis shoes. I ended up getting a C in P.E. at mid-semester.”

Writing Prompt 1 p. 80-82: Responsibility Requires Action

In chapter 9, you might think that Francisco acted irresponsibly by losing his tennis shoes. How he reacted to the consequences gives an indication of his character, and the character of his siblings. It is also an illustration of the type of challenge that a poor family goes through when they encounter an unexpected expense.

Write a **narrative paragraph** about a personal experience in which you faced a problem having to accommodate an unexpected expense, and your family was involved. What might you have learned about your and your family’s personal character as a result of this experience? How did you act responsibly and deal with the problems of the expense? Did you ask people for help? Did you or your family work more?

Key Paragraph – p. 84

“‘How can I?’ he said, shrugging her hands away. ‘This life is for the dogs. No, it’s worse. Dogs can at least seek out their food. I can’t even do that.’ He slowly got up from the table and hobbled to his room. Mama gave us a pained look, shook her head, and followed him, trying to console him. ‘I have to get an extra job,’ Roberto said, slumping in his chair and lowering his head. ‘I don’t know what else to do.’”

Writing Prompt 1 p. 83-90: Responsibility is doing what’s best for everyone

In chapter 10, the boys land a job with a janitorial service; Roberto’s second job, in order to help make ends meet for the family, since Papa was unable to work as he used to. Their attitude was one of gratitude for having found the job with Mike Nevel. What do you think was a main source of motivation for the boys to do this, other than earning the extra money? How was this decision a responsible action? Put yourself in Francisco’s position. You have to find a job to get money for the family. Write a **narrative paragraph** describing what you would try to do? How would you find a job? What jobs would you look for? Would you work as a janitor if that was the only job offered? How would you balance school with work and homework? Would you give all your paycheck to your family?

Character Based Literacy Program

Independent Study Lesson Plan

Breaking Through, 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.

How was the typewriter the computer of the past?

Who was John Steinbeck? What is the “The Grapes of Wrath”?

What is a hernia?

What is prejudice?

What was the 1955-1961 De Soto?

What is Cal Poly?

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

attorney-91	clatter-93	clunker-92	cobwebs-92	sluggish-92
exhausted-101	hernia-99	reputation-94	revised-100	wrath-100
anticipating-107	gesturing-105	nationality-107	swirled-104	swung-104
apologize-110	gawked-111	patience-109	portals-111	sputtered-109
administration-115	confident-113	eucalyptus-115	motioned-113	sagged-113

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. 91-116

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RESPOND

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

Think about what you read today and begin your timeline

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

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

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

Continue working on your theme chart on “Family.” Throughout the novel, Francisco depicts the struggles and successes of his family life. After each chapter, bullet point examples of how his family members take responsibility for each other.

Continue working on your theme chart of “Living in Two Cultures.” Francisco and his family are emerged in a seemingly strange and different American culture. After each chapter, bullet point examples of the challenges Francisco and his family faced living in America. Point out how their peers perceived Francisco and Roberto and how this affects their relationships with girls.

EXPLORE

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

One possible activity: Bookmark

Add to your responsible or irresponsible bookmark. Which side will Francisco be listed on for the actions in this chapter? Why?

Also add to Francisco’s open mind portrait

Another possible activity: Venn diagram

Use a Venn diagram to compare and contrast your life with Francisco’s life.

One possible activity

Fill in character interaction sheet with Francisco, his parents, and his teachers: Mr. Kinkade, counselor [p. 74], Mrs. Dorothy Taylor, Social Studies teacher [p. 78], and Mr. Ivan Coe, Math teacher [p.78].

Update the Open Mind Portrait of Francisco

Add thought bubbles to Francisco’s OMP.

You could use different colors for the beginning, middle and end of the story.

Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character’s problems.

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One possible activity: Postcard

Materials:

- Index cards, blank if possible 3.5 or larger

On one side, illustrate with art what you think will inspire Francisco or Roberto.

On the other side, write detailed advice in clear and concise writing—a paragraph at minimum.

It seems Francisco and Roberto are having problems dating. Write either one of them a postcard with advice about dating. Can you give them advice to improve their dating? Why or why not?

What is the real reason these girls are not dating these boys? Is it responsible? What would you do in their situation? How could everyone date more responsibly? What would it take to achieve such a goal?

One possible activity: Illustration of the Buick and/or the De Soto

If you had a chance to own this car today would you? Why or why not?

<http://www.allpar.com/cars/desoto/1961-cars.html>

Materials:

- Stiff paper 9x12 to 11x17 or butcher paper
- Tracing paper
- Transfer carbon (you can make this by using graphite from your pencil on the back of tracing paper)
- Pencils, pens, crayons, markers
- Water-based paints
- Resource pictures of a 1953 Buick, old DeSoto

Step One: Rough Sketch

1. Use the reference pictures to create a rough sketch of Roberto's 53 Buick, and/or the De Soto.
2. Decide upon the placement of the car(s) on the paper include whatever background elements you wish to add. You can create a view with the car door open, showing the interior, if you wish. You may include figures, specifically Roberto, Francisco, others. It might be fun to draw both of the cars, side by side, for comparison.
3. Add details to the design for customizing the exterior of the car, based on descriptions in the book. [De Soto, p.110, Buick, p.111]

Step Two: Work up a Final Illustration

1. Trace your rough draft of the car, and add details and corrections
2. Transfer your corrected drawing onto the stiff paper
3. Draw and/or paint the illustration

Create a KWL Chart of a College you are interested In attending.

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

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

1. What key things do you know from experience or explanation you have read so far? This might be who, what, where, when, why, or how information.

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2. Write this information concisely in the K [What do you know?] column..

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

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

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

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

Step Five: Review the chart when it is complete

Variations of the KWL Chart

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

Variations for Writing

1. Write a paragraph from any of the 3 columns, K, W or L, of the chart.

Discussion

Key Questions p. 91-93

1. Why did Francisco need to improve his typing speed?
2. Francisco became motivated to improve his typing speed and accuracy. What was his solution?
3. Where did Francisco find a typewriter?
4. When he was offered the typewriter for free by Bob Twitchell, what was his response?
5. What does this response say about Francisco's character?
6. How did Francisco acquire the typewriter?
7. It seems that this chapter deals with a situation in which the character's wish is rewarded. Does this happen often in real life? What do you think accounts for that? Do responsible behaviors help bring these fortunate things about (like Francisco finding the typewriter because he was selflessly working to support his family)?
8. In terms of the structure of the story and character development, what is this chapter a good illustration of?
9. What do you think is Bob Twitchell's impression of Francisco?

10. Why do you think it is important for Francisco to know how to type? How will this help him in the future? Was this a good investment of his time and money? Why or why not?

Key Questions p. 94-102

1. In your own words, describe Francisco's struggle in school?
2. Why was English class particularly challenging for Francisco?
3. Francisco wanted to better his English language skills, particularly writing. What did the teacher suggest as a way for him to improve?
4. Francisco decided to write about a family experience involving Trampita. What made this a good story to write about? How was thinking this out, a responsible decision?
5. Who in the family was a source of emotional support for Francisco?
6. Why did book *The Grapes of Wrath* touched Francisco?
7. Compare and contrast the family in *The Grapes of Wrath* with Francisco's family.
8. Considering that this story is an autobiography, what aspects about Francisco's experience in English was critical in contributing to his later becoming a writer?
9. Describe Francisco's father's health.
10. How is Francisco an example of a hard worker?

Key Questions p. 103-108

1. Why didn't Francisco have time to make close friends? Can you relate to this? Why or why not?
2. How did Francisco react to being called "chile stomper" or "tamale wrapper"?
3. Was this the responsible reaction?
4. What bothered Francisco about his brother dating a girl?
5. How did Susan's parents react to Roberto? Did Roberto react responsibly?
6. Compare and contrast Robert's relationship with Susan to Francisco's relationship with Peggy.
7. Why do you think the boys were subjected to prejudice? Does this happen in your school or community?
8. Did the boys show people respect even though they were not respected? Was this a good thing?
9. Why did Roberto stop secretly seeing Susan?
10. How do you think prejudice actions impact people's lives?

Key Questions p. 109-112

1. In your own words, how did Francisco do on his driving tests?
2. How did Francisco react to getting his driver's license?
3. Why does he regret having to drive the De Soto?
4. Why does he have to drive this car? Is he responsible in not making a fuss about it?
5. Describe Roberto's car. Compare and contrast Roberto's car and Francisco's car.
6. What does Francisco do every morning before school? Why?
7. How does Francisco try to hide his car?

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8. How does Roberto fix the situation?
9. How does Roberto show responsibility to Francisco as the older brother?
10. Describe Roberto and Francisco's relationship.

Key Questions p. 113-116

1. What do you think accounted for Francisco's sense of confidence when he returned to Mr. Kinkade the second time?
2. What social and financial barriers prevented Francisco from thinking about attending college?
3. What was the reason for Francisco's nervousness when he would get behind a steering wheel?
4. How did Mr. Kinkade suggest that Francisco overcome his fear of college? Did Francisco take his advice? Was it the responsible thing to do?
5. In your own words, describe Francisco's visit to Cal Poly.
6. What was the outcome of Francisco's visit to Cal Poly?
7. Compare and contrast your school to the Cal Poly description.
8. Why was it significant to Roberto to be able to read the history book at Cal Poly?
9. What do you think is Mr. Kinkade's impression of Francisco?
10. Can you predict whether or not Francisco will become successful at his schooling and career goal of becoming a teacher?

EXTEND

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

Key Paragraph – p. 93

"'Thank you,' I said excitedly. Then I remembered Papa telling us to avoid owing anybody anything, including favors. 'I'd rather buy it from you,' I added."

Key Paragraph – p. 93

"I took the typewriter home and practiced on the kitchen table every night after work. My younger brother and sister complained about the noise because they could not sleep, so I placed a towel underneath it to keep the clatter down. Mama was pleased when I told her I got an excellent grade in typing. 'You're a typing machine, mijo,' she said, chuckling. 'You got fast fingers from picking strawberries and cotton.'"

Writing Prompt 1 p. 91-93: Responsibility is doing the one thing I should be doing right now.

Francisco has demonstrated in this chapter his desire and motivation to improve himself, by doing his best, and trying to prepare for the future. Write a **narrative paragraph** that demonstrates how Francisco is an example of living out the motto: "responsibility is doing the one thing I should be doing right now." What is he doing to improve himself to create a brighter future? Include three examples from the text.

Key Paragraph – p. 102

“After I finished reading the novel, I could not get it out of my mind. I thought about it for days, even after I had turned in the book report to Miss Bell. She must have liked what I wrote, because she gave me a good grade. My success made me happy, but, this time, the grade seemed less important than what I had learned from reading the book.”

Writing Prompt 1 p. 94-102: Autobiographical Experience

In chapter 12, Francisco is given the assignment to write something autobiographical. He picked a dramatic family event to write about. He chose a subject that did not embarrass him (admitting that he was an illegal.)

Write an autobiographical story about an experience that you’ve had within your family that would make an exciting short story. The story can be comical, dramatic, romantic, or inspiring. In a **narrative paragraph**, set the context by describing the circumstances of the time, who was involved, the time period, etc. Include a details to describe the sequence of events. End the story that describes the lesson learned.

Key Paragraph – p. 106

“‘I know it’s weird,’ he said, ‘but I have this strange feeling; it’s hard to explain.’ He placed his right hand on his chest and added, ‘It’s like nothing I felt before. I can’t stop thinking about her!’”

Key Paragraph – p. 107

“‘No, I didn’t tell him I was born in Mexico,’ he said, anticipating my question. ‘But when I said I was Mexican there was dead silence. After a while we continued talking, but they seemed uncomfortable and less friendly. I thought it was strange, but I didn’t think much about it until Susan told me today at school. She couldn’t stop crying. I felt terrible.’ Roberto choked up. ‘Her father even promised to buy her a car if she stopped seeing me. Can you believe it?’”

Writing Prompt 1 p. 103-108: Confronting Prejudice: Responsibility to Oneself and Others

In chapter 13, Francisco is subjected to ridicule by his classmates at lunchtime. Students called him names and Francisco pretended not to get upset. Write a **narrative paragraph** about the prejudice Francisco faced at school. Write a **second narrative paragraph** describing in detail how he responded. When writing your response, consider the following questions:

- Was this the right thing for him to do?
- What kind of impact did his behavior have on himself and others?
- Could such behavior possibly help change the racist ideas about him by being respectful even though he was being disrespected?
- If he has gotten angry, would it had helped or even continued the problems between him and his classmates?

Key Paragraph – p. 112

“One day Roberto passed by as I was walking out of the fairgrounds on my way to school. I looked the other way, hoping he did not see me. The next morning he got up at

the same time I did. 'Why are you getting up so early?' I asked. I am helping you clean the Western Union. 'You are!' I exclaimed, smiling ear to ear. 'This means. . .'"

Writing Prompt 1 p. 109-112: One Brother Helping Another: Responsibility to Oneself and Others

In the conclusion of chapter 14, Roberto offers to help Francisco and offers to drive him to school in the morning. Write a **narrative paragraph** about what Roberto did for Francisco and why it was significant to Francisco at the time. Describe Roberto's actions in detail and what made it responsible. Consider:

- What kind of impact did Roberto's behavior have on himself and others?
- Would you do the same thing for your brother or family member or friend?

Key Paragraph – p. 116

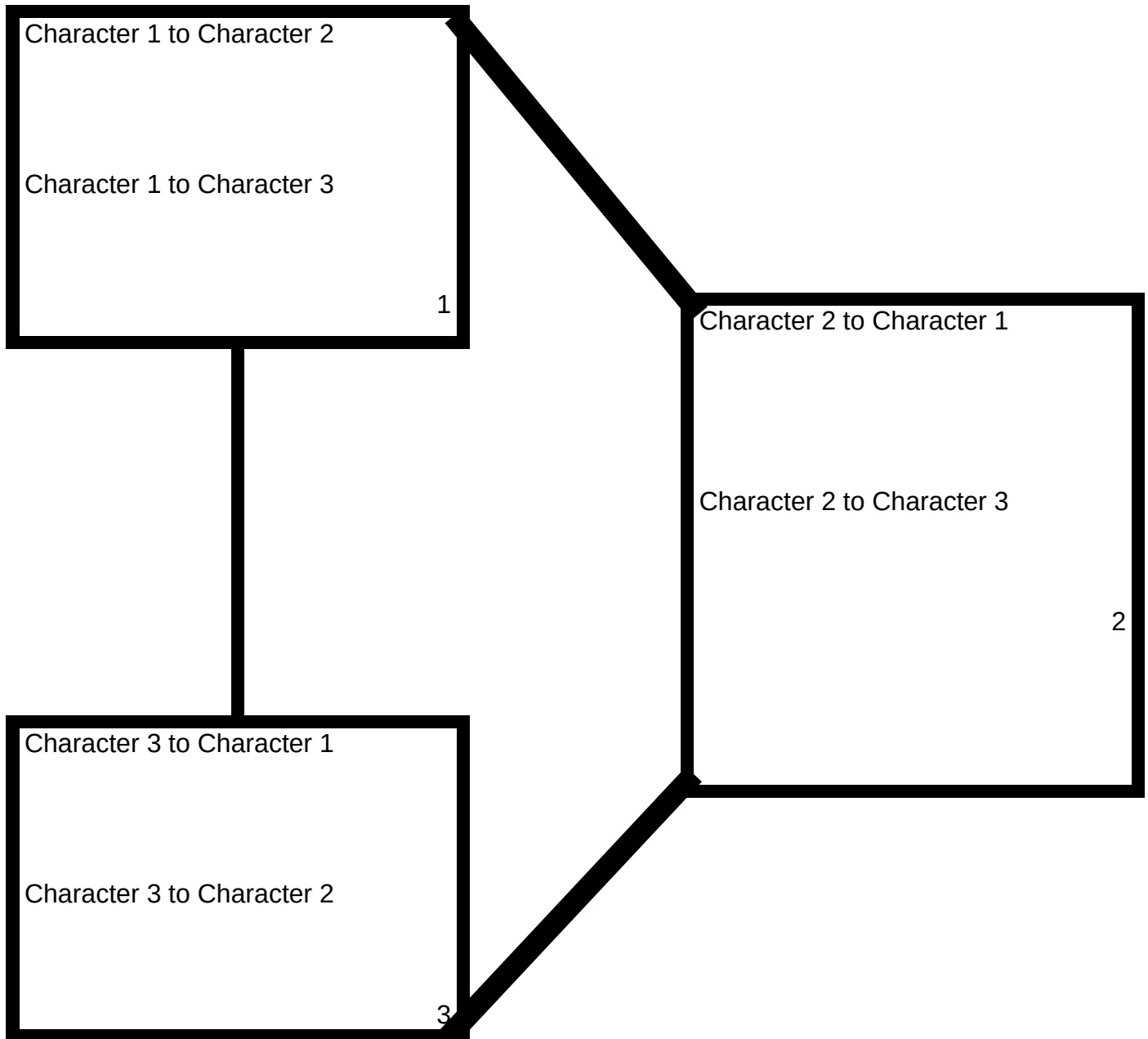
"In the afternoon we visited one of the dormitories that was far away from the administration building. It was a long concrete building with windows in every room. It looked like a fancy arm barrack. We went into the lounge to look around and rest for a few minutes. I saw a student sitting on a light brown couch, reading. He has on a gray sweatshirt that read CAL POLY. I wondered if he felt lonely, like Roberto and I did when we lived alone. The student seemed annoyed by the noise we were making. He looked up, made a bad face, and left in a hurry, leaving one of his books behind on the couch. He was gone before I had a chance to tell him. I assumed it was a college book and wondered if I would be able to read it. Just as I was about to move toward the couch, I heard the guide say, 'Time to head back.' Everyone followed him out the door, but I stayed behind and waited until everyone had left before picking it up. It was an American history textbook. I looked at the table of contents, turned the page, and started reading. 'I can read this!' I exclaimed under my breath. *Maybe college isn't as hard as my teacher said it is*, I thought. That evening at work I thought about our visit to Cal Poly. I imagined myself in college and living in the dorm, away from home. I felt excited and sad at the same time."

Prompt 1: Responsibility as an Attitude p. 113-116

In the conclusion of chapter 15, Roberto realized that he could read the college level American history textbook. This realization was very exciting for him. It affirmed that he could handle college level work. Francisco had been nervous about attending college, in part, based upon one of his teacher's comments (Mrs. Taylor). Also, Francisco came from a poor family, where the idea of affording, and attending college was out of the question. Yet, Francisco also won a scholarship- he had come a long way from not being able to understand English in the first grade!

Pretend you are a journalist. Write a **narrative article** that highlights Francisco persistence, hard work, and dedication. Demonstrate how Francisco's sense of responsibility helped him to achieve his academic goals. Talk about Francisco's attitude and how that helped him succeed?

5g6 Character Interaction Chart



KWL Chart

What you know	What you want to know	What I learned

Character Based Literacy Program

Independent Study Lesson Plan

Breaking Through, 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 is the Salvation Army?

What was significance of the 1960 Presidential Campaign?

Who was El Vez. Jorge Negrete?

Who was Pedro Infante?

What was The Civil Rights Movement?

Who was Dolores Del Rio?

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

appreciation-120	eminent-120	hesitated-120	initiation-117	strewn-121
editorial-126	enthusiasm-122	participate-124	preferred-124	residential-125
disrespectful-129	gyrated-131	ovation-134	petrified-133	scandal-128
gangly-136	opponent-142	pessimist-138	racial-140	segregation-140
engaged-148	janitorial-148	outskirts-149	notch-150	rehearsed-148

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. 117-150

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RESPOND

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

Think about what you read today and begin your timeline

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

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

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

Continue your theme chart on “Family.” Throughout the novel, Francisco depicts the struggles and successes of his family life. After each chapter, bullet point examples of how his family members take responsibility for each other.

Continue your theme chart of “Living in Two Cultures.” Francisco and his family are emerged in a seemingly strange and different American culture. After each chapter, bullet point examples of the challenges Francisco and his family faced living in America. Point out how their peers perceived Francisco and Roberto and how this affects their relationships with girls.

EXPLORE

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

Compare/Contrast Graphic Organizer Venn Diagram

Step One:

Read the web source information regarding the two 1960 candidates: Richard M. Nixon and John F. Kennedy. The First Kennedy-Nixon Presidential Debate: September 26, 1960 http://www.juntosociety.com/pres_debates/kennedynixon.html

Step Two:

Regarding their main campaign promises, fill in the compare/contrast chart

Sketch the Visual Details of Francisco’s Junior Scandals Performance

Materials:

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

Step One: List the details of the future home

1. Read pages 133-134 in *Breaking Through*.
2. Make a list of all the details of Francisco’s performance

Step Two: Draw a sketch of Francisco’s performance with these details.

Variations for Writing

3. This sketch can be used to help write a setting paragraph. You could write a paragraph describing Francisco singing, using your sketch as a starting point. It would also be a great illustration for the story, or perhaps a cover.

Add to the Open Mind Portrait of Francisco

Refer to your portrait, and include the accomplishments that he's made during the story. Draw an additional portrait of Francisco as a politician. How is he different from the beginning of the story? Add to his Papa's open mind and also compare where his Papa is compared to where Francisco is going. How are they so alike but different?

Another possible activity: Spanish Club Flyer

Draw or paint and write a flyers that invites people to join the Spanish Club. Be sure the flyer includes all necessary information, such as the time and day of meetings and location.

Discussion

Key Questions p. 117-121

1. Describe Francisco's extracurricular activities.
2. How did the Spanish Club get their name?
3. What was the significance of the club's name?
4. What excited Francisco about meeting Mr. Oversteen?
5. In your own words, who is Mr. Oversteen? How does Mr. Oversteen meet his wife?
6. Describe the characters in the Spanish Club. What characteristics do these students have in common?
7. How did the Spanish Club go about putting an activity into action?
8. What inspired Francisco to suggest a food drive? Was this a responsible decision?
9. Where did Roberto get the family Christmas tree?
10. What unusual twist of fate occurred at the end of the chapter? Does this teach a lesson about giving? What would it be?

Key Questions p. 122-126

1. What was Papa's philosophy regarding politics in general?
2. Did Francisco agree with his father's philosophy? Why or why not?
3. What opinion did Francisco's mother have? What task did she end up focusing on within the household? Was this a responsible perspective? What made it responsible or irresponsible?
4. Roberto said something that upset Francisco further, yet Francisco was able to state his strong belief about it. What did Roberto say?
5. Francisco's scrapbook project enabled him to gather an understanding about the political scene. Do you think that this was a good method to use?
6. Why did Francisco become a democrat?
7. What did Francisco believe about rich people? Compare and contrast his thoughts with his father's opinion.
8. Why did some people discriminate against Kennedy?
9. What lesson does Francisco learn from his father?
10. Unfortunately, after finishing his scrapbook, Francisco had trouble sleeping. Why?

Key Questions p. 127-134

1. What did Francisco think Junior Scandals referred to initially?
2. What did Francisco's Papa think of when he heard of Francisco's idea?
3. What was Francisco's source of inspiration for his performance?
4. Who suggested the song that Francisco ended up singing?
5. Was this a good choice for Francisco? How was his decision respectful?
6. How did Francisco end up with instrumental accompaniment?
7. What happened when Francisco tried to begin performing the song?
8. Who helped Francisco to overcome his stage fright?
9. What did that person do? How did this event show compassion?
10. How did the audience respond to his performance?
11. Do you think that this was a life-changing event for him?

Key Questions p. 135-145

1. How did Paul Takagi become introduced to Francisco?
2. What did they do to get to know each other better?
3. What did Paul suggest that Francisco do?
4. Describe Francisco's initial reaction?
5. Was this a good choice for Francisco? How was he being responsible to his friends and Paul by doing it?
6. What subject did Francisco get interested in while reading the newspaper? What was his reaction to the news?
7. What did Francisco say to the assembly?
8. How did Francisco's family react to his nomination?
9. What happened to Francisco's father?
10. Why did Francisco have mixed feelings at the end of the chapter?

Key Questions p. 146-150

1. In your own words, who is Darlene?
2. Describe Darlene and Roberto's relationship.
3. A life-changing event occurs to Roberto in the story at this point. What happens?
4. How does the family respond to Darlene? Is this responsible?
5. How do they react to Roberto's choice?
6. What does Roberto decide to do to better his situation, and that of the family?
7. What is wrong with Papa?
8. What does Francisco, Trampita and Torrito do to help out? How are they showing responsibility for the family?
9. What do you think might be wrong with Francisco?
10. Why do you think Francisco feels responsible for family finances?

EXTEND

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

Key Paragraph – p. 120

"We left the meeting and agreed to meet once again before the Christmas break to make sure everything was in order. Every day the number of food bags increased, and

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by the end of the second week in December we had collected forty-one bags. On the last day of school before Christmas break, Captain Tracy from the Salvation Army came to collect the food. He thanked Los Santitos and gave us a certificate of appreciation for 'rendering eminent and memorable service to the Santa Maria community by helping the Salvation Army to give a happy Christmas.'"

Writing Prompt 1 p. 117-121: Responsibility Requires Action: The Community Benefit of a Club Activity

Responsible action can be powerfully put into effect by a school activity club, as is the example in chapter 16. In what way was the Los Santitos club acting in a responsible manner? What effect did their Christmas food drive activity have on the community- on an individual and on a group level? Can you think of another activity idea that the club might have put into effect?

Pretend you are writing an article for the Francisco's high school newspaper. Write a **narrative paragraph** summarizing the Spanish club's activity and how it showed responsibly to the community. Include a suggested of an additional activity that the club can do in the future.

Key Paragraph

One of her class assignments was for us to ask our parent their opinion on politics and the presidential campaign. Papa, who was in one of his bad moods, did not want to talk about it, but Mama finally convinced him. I don't know much," Papa said. I didn't go to school, but I can tell you that in Mexico the rich have all the power. They choose the president, not the people. They tell us we have a vote, but it means nothing."

"I am in favor of Kennedy. That's all I know, she said.

If he gets elected, he'll help people like us. I thought. At that moment, I decided to be for Kennedy and the Democratic party from then on.

"Did you know that some people didn't vote for Kennedy because he is Catholic?" I said, raising my voice and slamming the paper on the table.

"I never hide that I am Mexican," I said. "I am proud of it too. Besides, even if I tried to hide it, I couldn't; my accent gives me away. My friends tell me that they can cut it with a knife."

Writing Prompt 1 p. 122-126: Responsibility as a U.S. Citizen: To become Informed about Political Candidates

In this chapter, Miss Kellog told Francisco's history class that they had the responsibility as citizens to: "be informed about what's happening in politics," "Our democracy depends on it." The book explains that Francisco, among few in the class, shared her enthusiasm. "During our present political campaign, how informed are you about the candidates for president? Why is it responsible of you to stay informed? Go online to <http://www.2decide.com/table.htm>, and find out who is running for the Democratic and Republican platform. Who do you want to win? Write a **narrative paragraph** describing who is running, who you would like to win, and why that candidate would be the most responsible for the people.

Key Paragraph

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"I opened my mouth, but no words came out. My mouth felt as though it was stuffed with cotton. Then I heard Roberto holler from the back of the bleachers. '*No te rajes, Panchito!*' As his words of support echoed throughout the gym, Papa's face flashed in my mind. I slowly released the microphone, took a deep breath, tilted my hat, and said, 'Okay, I am ready.' The words to 'Cielito Lindo' flowed like a stream. Halfway through the song, several people in the audience sang along to the refrain, 'Ay, ay, ay, ay, *canta y no llores,*' and at the end they cheered and applauded. George and I bowed and left. Marvin then went to the microphone and asked all of the participants to join him onstage.

We all got a standing ovation. After the audience had left, we cleared the stage, played rock 'n' roll, and danced the Chicken, the Mash Potato, the Twist, the Stroll, and many other dances. On the way home that evening and for days after, I kept hearing "Cielito Lindo" in my mind.

Writing Prompt 1 p. 127-134: Responsibility to Oneself: Following One's Creative Inspiration

In this chapter, Francisco performs a Mexican song "Cielito Lindo" for the Junior Scandals show. He might have easily chosen to perform a silly skit, or dress in girls' clothing and joined a modeling show. Instead he remained true to his own calling: he loved the Mexican songs that he'd heard as a boy. He chose to celebrate his uniqueness and to represent his culture, proudly and without reservation.

Write a **narrative paragraph** in which you recall a creative endeavor that you have pursued, not automatically following the same type of activity that your peers had chosen. How did you feel about expressing your own unique vision? Were you being responsible to yourself about it? Include details about your type of creative expression, what the others around you may have been involved with, and how people responded to your form of expression.

Key Paragraph

"I wiped my eyes with the back of my hand and responded, 'I am fine, Papa.' Trying to cheer him up I added, 'I got good news, Papa. I was elected student body president and my friend was elected treasurer.'"

Writing Prompt 1 p. 135-145: Responsibility to Oneself and Others

In this chapter, Francisco runs for student body president. Even though he already has a very full schedule of activities and work obligations, he manages to fit it into his schedule.

What is your personal response to Francisco's way of conducting his life while in High School? Is he a source of inspiration to you? How? What is going on in your life that you might take his lead about, and handle in a way similarly to the way Francisco might have handled it? Write a **narrative paragraph** describing Francisco's choices. Describe the sequence of events that have led him to becoming President of his school. Write a **second narrative paragraph** about how you might conduct your life to live more responsibly like Francisco?

Key Paragraph – p. 148

“Papa folded his hands on the table and stared at Roberto, waiting for my brother to break the long silence. Roberto glanced at Darlene, Looked up at me, swallowed, and said: ‘Papa, Darlene and I are getting engaged and we want your blessing.’”

Key Paragraph – p. 150

“Every day that went by, I felt more and more worn out. One night while I was cleaning the Standard Oil Company, I felt completely exhausted. I had a hard time keeping my eyes open. I went in the men’s bathroom and splashed cold water on my face and arms. I looked in the mirror. My face was haggard and full of blemishes. I had dark circles under my eyes. My pants felt loose around the waist, so I tightened the belt another notch. My reflection reminded me of Papa. I understood for the first time how he must have felt in his darkest moods. I dropped to my knees, buried my face in my hands, and cried.”

Writing Prompt 1 p. 146-150: Responsibility to the Family

In this chapter, the family rallies to help out when Papa falls into a depression. This is a family that continues to support each other to survive, coming from an impoverished background, and trying to make a go of it in the U.S. Can you imagine how it might have been had they not come to each other’s assistance? Do you think that they could have made it in America?

Write a narrative paragraph that describes the family’s responsible behavior toward each other in times of need. Include three references from the text that to illustrate your point.

Character Based Literacy Program

Independent Study Lesson Plan

Breaking Through, Week 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.

What is Mononucleosis?

What is the Rotary Club?

Why is the significance of moving away from your family for college?

What is the significance of a Commencement Ceremony?

Who were the Aztec Warriors?

What is the setting of today's reading?

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

ached-151	delegate-154	disheveled-152	mononucleosis-153	viral infection-153
cascading-159	hilarious-160	podium-161	announcements-161	rotary-157
enthusiasm-163	sparse-164	hilarious-160	instinctively-169	sympathetically-165
benediction-183	deported-175	invocation-183	procession-183	suffocating-177
Aztec-186	feigned-189	pyrite-189	quivered-190	winned-191

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. 151-193

RESPOND

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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?

Continue and finish your theme chart on “Family.” Throughout the novel, Francisco depicts the struggles and successes of his family life. After each chapter, bullet point examples of how his family members take responsibility for each other.

Continue and finish your theme chart of “Living in Two Cultures.” Francisco and his family are emerged in a seemingly strange and different American culture. After each chapter, bullet point examples of the challenges Francisco and his family faced living in America. Point out how their peers perceived Francisco and Roberto and how this affects their relationships with girls.

EXPLORE

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

One possible activity: Fill out cube based on Francisco’s coming down with Mono. What will happen?

1. Six of the squares will have a question or topic listed inside the square. Six of the squares are information squares and the others are flaps that will help the cube hold together when you assemble the cube. Fill out only the information squares: the ones that have something already printed in them.
2. In regard to your overall subject, answer the question in each box or write about the topic in each square. For example, if you are writing about an event, like a news story, you would use the 4c12 Cubing Who, What, When, Where, Why form. In the *Who* square write about who the story is about; in the *What* square write about what happened; in the *When* box write about when it happened; in the *Where* box, write about where it happened; in the *Why* box, write about why you think it happened.
3. In each square write the basic, important information you know about this question or topic the cube form on all lines to make it easier to assemble. Fold the form back – all the folds should be behind, instead of above, the printed side.
4. Use a glue stick or paste to apply the adhesive to every shaded square. In you can’t make out the shading, use the glue stick on every flap. None of the information squares should have glue or paste on them.
5. Fold the cube. Depending on the size of the box, this might be anywhere from 1 to 5 sentences.

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Step Two: Cut out the cube and assemble it following the directions on 2c1 2.

1. Cut out the cube along all dotted lines on the form; this will sometimes mean cutting between squares. One of these might be an information square and one might be a flap.
2. Fold carefully following the directions on 2c12.

Variations for Cubing

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

One possible activity: Bookmark

Finish responsibility bookmark. How many examples of irresponsibility did Francisco give? Because Francisco was responsible, write a paragraph on how that affected his future. How would his life be now if he had been irresponsible? Why?

OMP Francisco

Finish open mind portrait on Francisco. How has he changed? What is different? What has he learned? How is he responsible?

Another possible activity: Interview with Francisco

Create an interview between Francisco and a Rotary member. Find out what life challenge he has faced and overcome. Include either a written transcript, video, or audio recording of the interview.

One possible activity: Write a letter

Write a letter to Francisco's dad and convince him that Francisco needs to go to college. List reasons and facts from the chapter that support your persuading Francisco's dad. What does Francisco want to avoid having to do for his future? Do you agree with him? Convince Mr. Jimenez understand the importance of education. Also show that Francisco is showing responsibility.

Remember: Salutation, beginning, middle, end and closing

One possible activity: Create a graduation card for Francisco**Materials:**

- pieces of stiff paper [like oak tag] 3-5 inches wide and 5-10 inches long
- some combination of pencil, pen, crayon, or marker
- construction paper, scissors and glue sticks if desired

Decorate/Greeting on the front, message inside. What would you like to say to him after reading of his life?

Fill out the Plot Profile Chart

1. Decide on the 10 most important events in the story, chapter or segment you are analyzing. List them in order in the rows at the bottom of the chart. If you go back the Beginning-Middle-End Chart, this will be easier to do.
2. Decide on a scale of 1 [low] to 10 [high] how intense you think this event is, and mark your score in the appropriate box.
3. Connect the marks in the boxes to form a graph.
4. This graph will help you to profile the plot. How it looks will depend on the story you are reading and whether you are plotting an entire story, or a chapter or segment.

Discussion

Key Questions p. 151-156

1. What was wrong with Francisco?
2. Why do you think he got ill?
3. What was his treatment?
4. What did Mama, Trampita and Torito do to help him? Was this responsible of them?
5. How was he responsible for himself even when he was sick?
6. What problem did he face at school, when he met with Mr. Muse?
7. When did he get well? What did he do?
8. What do you think helped Francisco the most? Why?
9. Why do you think students did not participate in student government?
10. Predict what will happen next.

Key Questions p. 157-162

1. How did Francisco prepare for the Rotary luncheon?
2. What do you think was the purpose of the luncheon?
3. Do you think Francisco was well prepared for the Rotary Club event?
4. What was his opinion of the behavior of some of the guests?
5. How did he manage to know how to behave at the lunch table? Was this responsible?
6. How might you describe Francisco's behavior during his speech?
7. Was it responsible of Mr. Muse to not tell Francisco about his speech?
8. What is Francisco's lasting impression of the event?
9. Why do you think this event haunted him in his dreams?
10. What do you think the Rotarians thought of Francisco?

Key Questions p.163-174

1. What does Mr. Penny advise Francisco to do?
2. How does Francisco go about following his advice? Is this the right decision?
3. Where does Francisco decide to apply to college?

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4. What is Papa's reaction to Francisco's idea?
5. What happens to get Papa to agree?
6. How is Mr. Oversteen responsible for Francisco even though he doesn't have to be?
7. What do you think was the possible significance of Francisco's dream?
8. How did Francisco do on the SAT test?
9. Why do you think this chapter is called "A Breakthrough"?
10. Predict what will happen next.

Key Questions p. 175-184

1. What did it cost for Francisco to attend the first year of college? How does that price compare to the cost of tuition of college today?
2. Francisco manages to afford the first year of college. How?
3. What techniques do Francisco and Mama use to convince Papa to go to the graduation?
4. How is Papa being responsible in going to the graduation?
5. Why does Francisco show concern about his parents arriving after him?
6. What role does Francisco play in the graduation ceremony?
7. Describe how Francisco's leadership skills? How did he develop these skills?
8. Why was it important that Francisco's parents attend the graduation ceremony.
9. How was this graduation ceremony similar and different from Francisco's middle school ceremony?
10. What occurs at the end of the chapter that really makes Francisco proud?

Key Questions p. 185-193

1. What event happens in Roberto's life?
2. From what you have learned about Roberto, do you think that he is going to make a responsible father? Why or why not?
3. Roberto and Francisco are beginning new chapters in their lives. How are these new chapters similar and different?
4. How do you predict their family will support them in this next phase in life?
5. How does the family prepare for Francisco's move to college? What things do they do for him that shows their responsibility to him?
6. How does Francisco feel about seeing Santa Maria again?
7. What does the crossing the bridge to Santa Clara mean to him? What did this bridge use to symbolize?
8. How does the author bring the story full circle at the end?
9. What do you think will happen next?
10. What did you like and dislike about this book?

EXTEND

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

Key Paragraph – p. 152

"I felt worse when I remembered that I had to clean the Western Union and be at school on time to welcome the incoming freshmen at the school assembly. 'I have to get up,' I

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said. Holding on to Mama's arm, I slowly stood up. I felt dizzy and weak. I took a few steps but had to stop. I could not stand the pain in my joints and muscles. Mama helped me back to bed."

Key Paragraph – p. 156

"I began praying on a regular basis once again. Slowly I began to recover and after four weeks I felt much better. Trampita continued helping me at the gas company and Mike Nevel gave him two places to clean on his own, a coffee shop and a pet store. This brought our family extra income, which we badly needed."

Writing Prompt 1 p. 151-156: Responsibility to Oneself

In this chapter, Francisco falls very ill with mononucleosis. He finds himself unable to work or attend school. He has a hard time staying in bed and resting: "Still feeling worn-out and achy, I dragged myself out of bed Friday morning. I took a long time to get ready. Pain shot up my legs when I moved quickly. I finished cleaning the Western Union after it had opened and was late for school."

Write a **narrative paragraph** describing Francisco's illness and his recover to health. How did Francisco handle his illness? What was his primary responsibility in this case? Was he responsible for getting ill in the first place? How responsible was he in complying with his ordered treatment? What about his responsibilities at school? What responsibilities were paramount in his mind?

Key Paragraph – pp. 159-160

"'Go on,' Mr. Muse said, giving me a gentle shove. I slowly walked up, went behind the podium, and grabbed on to it. I felt dizzy and had a sudden pain in the side of my stomach. I could hear my heart pounding as I glanced up at the audience. My mind went blank. I could hear my own silence. My face felt on fire and my legs trembled uncontrollably. Words slowly came out of my mouth, but I had no control over them. Spanish words wove with English words like braids. I knew I was not making any sense when I saw Mr. Muse frowning and staring at me as though he were seeing an animal with two heads. I finally managed to stop myself from babbling. I caught my breath, said a few words about student government, and rushed back to my seat, wishing I could disappear."

Writing Prompt 1 p. 157-162: Responsibility for Something that Goes Wrong.

In this chapter, "A Fumble", Francisco finds himself required to make an impromptu speech at the Rotary Club luncheon. He does indeed fumble this moment. He is not prepared for it, and gets so nervous that he speaks Spanish along with English, as is described in the key paragraph above. Also, he can't think of much to say, and embarrasses himself. Afterwards, he feels uncomfortable every time he remembers the event. Francisco has taken this hard. If you think of his behavior thus far in the story, it makes sense that someone who is so caring, and expects so much of himself, as Francisco does, would feel badly about being unprepared. Yet, when he does think back on the event later, he is angry with the Rotary Club president: "*He should have asked me ahead of time*, I thought." One might conclude that Francisco does not feel responsible for the failed speech.

Consider a time when you were in a similar situation where you were not prepared for an unexpected situation. Write a **narrative paragraph** that details this event. What happened first, second, and third? What lessons did you learn? Did you feel responsible? Why or why not?

Key Paragraph – p. 170

“‘I know what you mean, *mijo*,’ she said, stroking the back of my head. ‘Have faith in God. I’ll talk to your father tomorrow when he feels better. Remember, he didn’t say no. That’s a good sign. Now go outside to get some fresh air and go to bed. You need rest.’”

Key Paragraph – p. 171

“‘Yes, Mr. Penny. What a strange name. . .Why would they name him Centavo? Anyway, he asked Mr. Osterveen to talk to us. *Es Buena gente*. We couldn’t believe that an important person like him would visit us. He and Papa talked about Mexico. His wife is from Oaxaca, you know, and he lived there for many years. He went on and on talking about college and you. *Hablo como perico*. Papa and I didn’t understand a lot of what he said about college, but we felt really proud about all the nice things he said about you.’”

Writing Prompt 1 p. 163-174: Taking Advantage of an Opportunity: Does it Sometimes Mean Delegating Responsibility to Others?

In this chapter, with the help of his counselor, Francisco takes quick action to prepare the way for his dream of becoming a teacher. Whereas he had avoided pursuing the option of attending college, to stay home and help out the family, he becomes convinced of the possibility of delegating work responsibility to his younger brother, Trampita. He then, later with the help of his teacher, manages to convince his father of the importance of his decision: “It’s my only chance!” He repeats.

In your life, can you think of an opportunity that you would like to take advantage of, but one, which might require you to pass on some of your present responsibilities to others? Or, perhaps you experienced something like this in your past.

Write a **narrative paragraph** describing a time when you took advantage of a good opportunity. What was the opportunity? Did you have to make any sacrifices for that opportunity? Provide three details in your narrative.

Key Paragraph – pp. 183-184

“I picked up my cap and left, not knowing whether or not Pap would attend. I got to the gym in a few minutes before the procession. I moved up to the front of the line to join my classmates who had also made the California Scholarship Federation every semester for four years. We marched up the middle of the aisle, banked on both sides by rows of seats reserved for our graduating class. I sat in the front row, facing a low platform that served as the stage. After the Reverend Glen Johnson from the Gloria Dei Lutheran Church gave the invocation and benediction, I was introduced. I walked up to the podium, feeling nervous but confident. I quickly scanned the bleachers, hoping to see my family, and began: ‘I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God. . .with liberty

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and justice for all.' I could hardly hear my own voice as thousands of others joined and recited it with me. It sounded like a prayer in church. As I finished, I saw Papa and Mama entering through the door in the back of the gym. My father braced himself on my mother's shoulder. My heart raced with excitement. I smiled, took a deep breath, and proudly gave the welcome."

Writing Prompt 1 p. 175-184: Responsibility to the Future

In this chapter, Francisco graduates from high school with all of his family in attendance. He has successfully achieved what many might consider to be unachievable: from immigrant, non-English speaking origins, to graduating high school at the top of his class, and bound for college. But, not only does he carve out a future for himself, but he also serves as an inspiration to others that may come after him. He has created a legacy. What ways has he been a responsible person in creating this legacy?

Write a **narrative paragraph** that describes the kind of legacy that you would like to leave behind and how responsibility plays key role in that. Include three actions steps on how to create your legacy.

Key Paragraph - p. 190

"Everyone was ready to leave. We secured the front door with a padlock and stood outside by the car, waiting for Roberto, Darlene, and Jackie to arrive to say good-bye. As soon as we saw them, I felt a lump in my throat. My brother parked his car behind ours. His eyes turned red and watery as we approached and hugged each other. We were silent. Each one of us knew what the other was feeling."

Key Paragraph – p. 193

"I speeded up, crossed the bridge, and headed north to Santa Clara. I was going to college. After so many years, I was still moving."

Writing Prompt 1 p. 185-193: Responsibility to the Family

In this chapter, as in previous chapters, the family gathers together to support each other during hard times, and during times of transition, as when Francisco leaves for college. Francisco's entire family chooses to accompany him to college. Can you think of an example from your life when you were there for a family member or friend when they needed you? If you can't, think of what that would have been like and what you could do to be there for someone else.

Write a **narrative paragraph** detailing an experience you've had when you supported a family member or friend. How would it make them feel if you were there and kept your word? How is this a responsible action that does the best thing for everyone?

Character Based Literacy Program

Independent Study Lesson Plan

Breaking Through, Final Writing Assignment



Final Assignment:

Unit: Responsibility Requires Action

Novel: “*Breaking Through*” by Francisco Jimenez

Final Assignment: Autobiographical Essay

Task: Write an autobiographical essay.

Directions: Over the past five weeks, you have read the novel “*Breaking Through*” by Francisco Jimenez. In the novel, Jimenez shows a child growing up under difficult circumstances. This is a family who faces the worst of times, racism and poverty. Through it all they always have each other. No matter what obstacles get in their way, they find a way through it as a family. Jimenez had to grow up way too soon and help support his family at a very young age. Many young boys go through the same issues Jimenez has gone through. Does this make one stronger? Why or why not?

Using the writing projects you kept over the five weeks, write an autobiography sharing a period of time in your life. You should use the section on Autobiographical Writing to guide you through this exercise. Remember that one paragraph should flow into the next. In order to produce this effect, you may have to re-write some sentences or paragraphs from your daily projects and writings. You may also need to add leading or unifying sentences at the beginning or end of paragraphs to aid your reader in following the direction of your essay.

- Prewrite to organize your ideas
- Rough draft
- Edit
- Finish final draft

Rubric:

http://content.scholastic.com/content/collateral_resources/pdf/u/unit_autobio_rubric.pdf