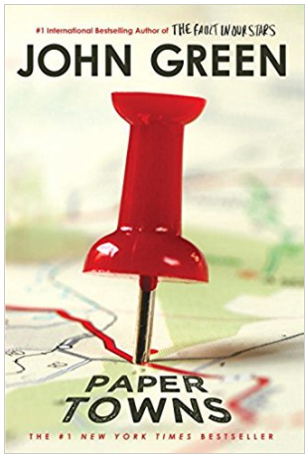
Paper Towns



ISBN-13	978-0142414934
ISBN-10	0-14-241493-X
Author	John Green
Publisher	Penguin Group
Copyright	2008
Lexile	850L
Genre	Realistic fiction
Synopsis	Quentin Jacobson is thrilled that Margo Roth Spiegelman wants to be his friend. He gladly helps her revenge against her cheating boyfriend, revenge against Jase Worthington. However, when Margo disappears, Quentin is worried. With the help of his friends, they go on a road trip to find Margo using clues she left behind.
Themes	Friendship and Companionship, Travel and Road Trip

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Character-Based Literacy Program 60-Minute Lesson Plan
Paper Towns, Day 1

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What is Resilience?

Resilience is a name of a social and emotional ability. Resilient people can manage stressful events and go back to their normal life after being hurt physically or emotionally. Being resilient does not mean having to deal with problems alone. Resilient people can find support from family, friends, and professionals. They know how to seek help and keep looking for coping strategies until they are fully recovered. A common metaphor to resilience is a flexible string or a strong rubber band. It can stretch and go back to its original state without breaking.

Reflection question: Read the Prologue. On a scale of 1 to 10, how would you rate the resilience of Quentin? Why?

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

Subdivision (3)	Casualty (12)	Morosely (12)	Deadpan (20)	Marveled (23)

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READ

Review the timeline from the beginning every day.

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

Look at the front and back cover, then make predictions about what you will be reading over the course of the next three weeks.

Read the Prologue and Chapter 1 (pp. 3–24)

Setting	Characters	Pages
Prologue		
Jefferson Park	Quentin, Margo	3–6
Quentin's house	Quentin, Margo	6–8
Part 1, Chapter 1		
Winter Park High School	Quentin, Marcus (Radar), Ben	11–23
Quentin's house	Quentin, Quentin's parents	23–24

RESPOND

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

Students might mention:

- Quentin and Margo are nine-year-old and see a dead man in the playground .
- Margo tries to solve the mystery of the dead man.
- Quentin and Margo are in their senior year in high school. They do not talk, although Quentin admires Margo from afar.
- Radar has a prom date. Ben can't find a prom date.

Map Add to ongoing class activities like a KWL chart or map: What do we know about the hopes and struggles of each character?

Draw Quentin, Ben, a Radar. Next to each figure, add a thought bubble with the thoughts, hopes, or feelings of the character towards the prom.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Compare Margo's investigation of the death at the playground to Quentin's attempt to isolate himself from the incident. What does their response say about their personalities?
2. How strong is the friendship between Quentin, Ben, and Radar?
3. Why did Quentin encourage Radar to be honest with Angela?

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Analyze the key paragraph.

Key Paragraph, p. 23–24
"It was May fifth, but it didn't have to be. My days had a pleasant identicalness about them. I had always liked that: I liked routine. I liked being bored. I didn't want to, but I did."

EXTEND

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

Write a 2–3 paragraph about accepting friends the way they are. To what extent should good friends try to fix their best friends and to what extent they should support them without being judgmental? Provide examples from the book, *Paper Towns*, or real life.

Use as much detail as you can.

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

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Character-Based Literacy Program 60-Minute Lesson Plan
Paper Towns, Day 2

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What is the Difference Between Justice and Revenge?

Revenge is a violent act that aims to punish someone for his or her behavior. Revenge is not the same as justice, which seeks to examine both sides of the story and to identify consequences that are proportional to the level of the misconduct. In some cases, justice will seek reparations rather than punishments. Revenge can lead to cycles of violence and retaliation and hurt people both physically and emotionally.

Reflection question: In your opinion, did Margo consider other responses? Should she consider alternative responses?

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

Incontestably (31)	Auditory (34)	Discernible (37)	Cadence (37)	Vindictive (41)

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READ

Review the timeline from the beginning every day.

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

Read chapters 2–4 (pp. 25–45)

Setting	Characters	Pages
	Part 1, Chapter 2	
Quentin's house	Quentin, Margo	25–28
The Chrysler minivan	Quentin, Margo	26–30
	Part 1, Chapter 3	
Publix and Wal-Mart	Quentin, Margo	31–35
	Part 1, Chapter 4	
Becca's house	Quentin, Margo	36–45

RESPOND

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

Students might mention:

- Quentin receives an odd shopping list from Margo and goes shopping in Publix and Wal-Mart.
- Margo locked the steering wheel in Jason's car.
- Quentin called Becca's father.
- Quentin took Jason's clothes.
- Margo sprayed Becca's bedroom wall and put fish in her closet.

Map Add to ongoing class activities like a KWL chart or map: What do we know about the hopes and struggles of each character?

Draw Margo. Next to her figure, add a speech bubble and write what she thought or felt when she executed her revenge against Jason and Becca.

EXPLORE

Discussion Ask discussion questions.

Key Questions

1. What is the difference between Quentin and Margo's views of the future?
2. What was the purpose of Margo's plan?
3. Why did Quentin return the polo shirt to Jason?

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Analyze the key paragraph.

Key Paragraph, p. 37
"That's always seemed so ridiculous to me, that people would want to be around someone because they're pretty. It's like picking your cereal based on color instead of taste."

EXTEND

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

Write a 2–3 paragraph narrative describing the events of the night from Margo's perspective. You may write a summary of the events or select text from the book and re-write it with Margo as the narrator.

Use as much detail as you can.

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

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Character-Based Literacy Program 60-Minute Lesson Plan
Paper Towns, Day 3

Outcomes for Today

Reading Outcomes (Fiction)

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Reading Outcomes (Informational Text)

CCSS.ELA-LITERACY.RI.9-10.4; CCSS.ELA-LITERACY.RI.11-12.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Read the following passage and answer the questions.

The Origin of the Word "Vandalism"

The word vandalism means 'malicious destruction of others' property.' The word was first introduced in the writing of Roman historians who described the violent behavior of the Germanic tribes that invaded western Europe and destroyed villages in France and Spain during 4th and 5th centuries before moving to North Africa.

In Latin, 'vandal' originally meant 'wanderer.' Then, the meaning of the word expanded to include 'destroyer.' In their wars, the Vandals pillaged villages and destroyed all that they could not take or did not respect. They burned and demolished books, paintings, sculptures, and public buildings. While the Vandals were perceived as uniquely destructive, it was common for conquerors in the ancient world to plunder and destroy temples, monuments, and works of art.

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The common use of the word 'vandalism' to refer to reckless destruction began in 1794. The constitutional Bishop of Blois, Henri Gregoire, used this term to describe the destruction of famous paintings and rare artwork during the French Revolution. Hatred towards the monarchs was expressed by systematic destruction of monuments, artworks, palaces, and churches.

1. The original meaning of the Latin word 'vandal' is
    a. Artist
    b. Warrior
    c. Wanderer
    d. Conqueror
2. The main purpose of this passage is
    a. To demonstrate that destruction is part of war
    b. To compare two periods in world history
    c. To show how words can change their meaning over time
    d. To define vandalism in historical context.

[Answer key: 1. b. 2. d.]

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

bouquet (47)	spectacular (50)	exertion (56)	laborious (37)	solemnly (63)

READ

Review the timeline from the beginning every day.

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

Read chapters 5–8 (pp. 46–68)

Setting	Characters	Pages
	Part 1, Chapter 5	
Karin's house	Quentin, Margo	46–47
Jason's house	Quentin, Margo	47–48
Lacey's car	Quentin, Margo	49–52
	Part 1, Chapter 6	
The Sun Trust Building	Quentin, Margo	53–58
	Part 1, Chapter 7	
Chuck's house	Quentin, Margo	59–68

RESPOND

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

Chapter 5

- Margo and Quentin leave flowers on Karin's doorstep.
- Margo leaves the second catfish in Jason's house.

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- Margo and Quentin place the last fish inside Kacey's car.

Chapter 6

- Margo and Quentin insect the neighborhoods and houses they visited from a conference room in the SunTrust Building.

Chapter 7

- Margo and Quentin shave Chuck's eyebrow.

Map Add to ongoing class activities like a KWL chart or map: What do we know about the hopes and struggles of each character?

Next, to your drawing of Margo, add a speech bubble and write what she thought or felt when she looked down at the city from the SunTrust Building.

EXPLORE

Discussion Ask discussion questions.

Key Questions

1. What is the difference between Quentin and Margo's views of Orlando from above?
2. What did Margo mean when she referred to her friends, Jason, Becca, and Lacey as 'the last string?'

Analyze the key paragraph.

Key Paragraph, p. 57
"Here is what's not beautiful about it: from here, you can't see the rust or the cracked paint or whatever, but you can tell what the place really is. You see how fake it all is. It's not even hard enough to be made out of plastic. It's a paper town. I mean look at it Q: look at all those cul-de-sacs, those streets that turn in on themselves, all the houses that were built to fall apart. All those people living in their paper houses, burning the future to stay warm. All the paper kids drinking beer some bum bought for them at the paper convenience store."

Reflect: What does the phrase "burning the future" evoke when you think about it? Why does Margo suggest that the houses will fall apart? Why does she mention underage kids buying beer?

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EXTEND

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

Write a 2–3 paragraph about the effects of her friend's betrayal on Margo. Refer to Margo's quote on page 58: "I just hate myself so much for even caring about my, quote, friends. I mean, just so you know, it's not that I am of-so-upset about Jason. Or Becca. Or even Lacey, although I actually liked her. But it was the last string."

Use as much detail as you can.

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

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Character-Based Literacy Program 60-Minute Lesson Plan
Paper Towns, Day 4

Outcomes for Today

Reading Outcomes (Fiction)

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Hope and Life Satisfaction

Hope is the anticipation of attaining one's wishes or goals. Hopeful people enjoy working towards their goals because they expect good things to happen. Because of their hopeful state of mind, these individuals are confident in their ability to find solutions to problems. Hope motivates people to work through challenges. As a result, they are more likely to experience self-fulfillment and life satisfaction than hopeless people.

Reflect: What is Quentin hopeful for?

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

badgered (70)	opaque (75)	curtsied (79)	dedication (80)	remarkable (80)

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READ

Review the timeline from the beginning every day.

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

Read chapters 8–9 (pp. 69–82)

Setting	Characters	Pages
Part 1, Chapter 8		
Seaworld	Quentin, Margo	69–79
Part 1, Chapter 9		
7-Eleven; Near Quentin's house	Quentin, Margo	80–82

RESPOND

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

Chapter 8

- Margo and Quentin break into Seaworld.
- Margo is bitten by a snake.
- Margo and Quentin dance.

Chapter 9

- Margo and Quentin clean the car and go back home.
- Margo tells Quentin it would not be possible to hang with him and his friends.

Map Add to ongoing class activities like a KWL chart or map: What do we know about the hopes and struggles of each character?

Next to your drawing of Quentin, add a speech bubble and write his thoughts about the things he will say at school the next day.

EXPLORE

Discussion Ask discussion questions.

Key Questions

1. In your opinion, why did Margo want to break into SeaWorld?
2. Why was Margo disappointed when they were inside SeaWorld?'

Analyze the key paragraph.

Key Paragraph, p. 81

"She let go then, but kept looking at me, taking step after step backward. She raised her eyebrows finally, and smiled, and I believed the smile."

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EXTEND

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

Write a 2–3 paragraph answer to the following question: What are the 'strings' in the following paragraph (p. 78):

"And I wanted to tell her that the pleasure for me wasn't planning or doing or leaving; the pleasure was in seeing our strings cross and separate and then come back together—but that seemed too cheesy to say, and anyway, she was standing up."

Use as much detail as you can.

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

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Character-Based Literacy Program 60-Minute Lesson Plan
Paper Towns, Day 5

Outcomes for Today

Reading Outcomes (Fiction)

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.9-10.10; CCSS.ELA-LITERACY.RL.11-12.10
Read and comprehend literature, including stories, dramas, and poems.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What is a Mystery?

A mystery in literature is a story about a puzzling event, such as a disappearance or a murder. Mysteries often use figurative language and symbols to engage the reader in solving it. The reader must use critical thinking to discern what is true and plausible in the story. Students must understand the story and its main characters to solve the mystery. Students may draw on their own skills and knowledge of the world to come up with a theory.

Predict: Why did Margo disappear?

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

ambled (87)	incidentally (87)	fathom (89)	appraised (90)	narcissistic (106)

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READ

Review the timeline from the beginning every day.

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

Read chapters 1–3 (pp. 85–109)

Setting	Characters	Pages
	Part 2, Chapter 1	
Winter Park High School	Quentin, Ben	85–93
	Part 2, Chapter 2	
Winter Park High School	Quentin, Radar	94–95
Quentin's home	Quentin, Jason, Chuck, Ben	96–99
	Part 2, Chapter 3	
Quentin's home	Quentin, Quentin's mother and father, Margo's mother and father, Detective Otis Warren, Ben	100–109

RESPOND

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

Chapter 1

- Quentin is tired at school.
- Margo is absent.
- Quentin tells Ben about last night's events.

Chapter 2

- Chuck Patterson, Taddy Mac, and Clint Bauer bully freshmen and sophomores.
- Quentin threatens to post Ben's photo if he doesn't stop the bullying and compensate the victims.
- Jason agrees to Quentin's terms, and Chuck apologizes to Quentin and Ben.

Chapter 3

- Detective Warren asked Quentin and his parents what they know about Margo's disappearance.
- Margo's parents expressed lack of interest in looking for her.
- Quentin notices a black-and-white poster taped to the back of Margo's bedroom window shade.

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Map Add to ongoing class activities like a KWL chart or map: What do we know about the hopes and struggles of each character?

Next to your drawing of Quentin, add a speech bubble and write his thoughts about using the photo of Ben as a bullying prevention measure.

EXPLORE

Discussion Ask discussion questions.

Key Questions

1. How did Margo's absence affect the social environment at the high school?
2. How would you describe Margo's relationship with her parents?
3. Why did Margo tape the poster to the back of her rattan shades?

Analyze the key paragraph.

Key Paragraph, p. 94

"High school is neither a democracy nor a dictatorship—nor, contrary to popular belief, an anarchic state. High school is a divine-right monarchy. And when the queen goes on vacation, things change."

EXTEND

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

Write a 2–3 paragraph answer to the following question: What is the meaning of 'strings' in the following paragraph (pp. 104–105):

"These kids, they're like tied-down helium balloons. They strain against the string and strain against it, and then something happens, and that string gets cut, and they just float away. And maybe you never see the balloon again. It lands in Canada or somethin', gets work at a restaurant, and before the balloon even notices, it's been pouring coffee in the same diner to the same sad bastards for thirty years."

Use as much detail as you can.

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

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Character-Based Literacy Program 60-Minute Lesson Plan
Paper Towns, Day 6

Outcomes for Today

Reading Outcomes (Fiction)

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.9-10.10; CCSS.ELA-LITERACY.RL.11-12.10
Read and comprehend literature, including stories, dramas, and poems.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

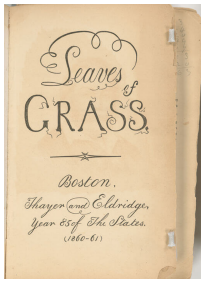
PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Song of Myself (1892 Version) by Walt Whitman

Walt Whitman experienced poverty as a child. When he was 11-year-old he had to leave school and take on a job to support his family. When he was 14-year-old, his family relocated and he was left alone to provide for himself. When he was 29-year-old he was fired from his job as a newspaper editor because he was opposed to slavery. He published the first edition of Leaves of Grass at the age of 36. He published later editions this book in the years that followed the Civil War. He kept revising Leaves of Grass until the final edition, which he published in 1892, just before he died at the age of 72.



Read the following part of section 2 of the poem, Song of Myself:
Stop this day and night with me and you shall possess the origin of all poems,
You shall possess the good of the earth and sun, (there are millions of suns left,)
You shall no longer take things at second or third hand, nor look through the eyes of the dead, nor feed on the spectres in books,
You shall not look through my eyes either, nor take things from me,
You shall listen to all sides and filter them from your self.

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Analyze: How does this poem encourage people to think for themselves and to experience the world through their authentic self, rather than by imitating others? Why did Margo highlight this part of the poem?

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

Gestured (114)	Motioned (114)	Dwindled (121)	Husky (124)	Destructive (129)

READ

Review the timeline from the beginning every day.

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

Read chapters 4–6 (pp. 110–130)

Setting	Characters	Pages
	Part 2, Chapter 4	
Margo's room	Quentin, Ben, Radar, Ruthie	110–117
	Part 2, Chapter 5	
Winter Park High School	Quentin, Ben, Radar, lacey Pemberton	118–125
	Part 2, Chapter 6	
Margo's room	Quentin, Ben, Radar, Ruthie	126–130

RESPOND

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

Chapter 4

- Quentin, Ben, and Radar find the first clue: the song "Walt Whitman's Niece" circled by Margo.
- The second clue is highlighted verses in a Walt Whitman's poem.

Chapter 5

- Ben gets a date to the prom.
- Ben solves the second clue.

Chapter 6

- Removing Margo's bedroom door does not lead to additional clues.
- Ben tries to convince Quentin to go to New York and look for Margo.

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Map Add to ongoing class activities like a KWL chart or map: What do we know about the hopes and struggles of each character?

Next to your drawing of Ben, add a speech bubble and write his emotions and thoughts after Lacey became his new friend.

EXPLORE

Discussion Ask discussion questions.

Key Questions

1. How did Quentin, Ben, and Radar figure out Margo's clues?
2. What is different about Quentin's school experience?
3. Why did Lacey approach Quentin at school?

Analyze the key paragraph.

Key Paragraph, p. 120

"The school felt more mine than in all my four years there. We'd gotten a measure of justice for the bikeless band geeks. Lacey Pembelton had spoken to me. Chuck Parson had apologized."

EXTEND

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

Write a 2–3 paragraph answer to the following question: Margo's disappearance left her friends to wonder how much they truly knew her. In your opinion, what does it mean to know someone? What should we know about our best friends?

Use as much detail as you can.

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

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Character-Based Literacy Program 60-Minute Lesson Plan
Paper Towns, Day 7

Outcomes for Today

Reading Outcomes (Fiction)

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Reading Outcomes (Informational Text)

CCSS.ELA-LITERACY.RI.9-10.4; CCSS.ELA-LITERACY.RI.11-12.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Read the following passage and answer the questions.

What Are Ghost Towns?

Abandoned residential communities are also known as 'ghost towns.' Florida, Arizona, and Nevada have a higher number of ghost towns and half-populated communities than the rest of the US. In these states, land is abundant and local authorities grant permissions for development regardless of the current market demand for housing. Typically, ghost towns had a rapid rise and fall. Some ghost towns have been built quickly to satisfy the labor market. In such towns, when most of the residents depend on a single employer or industry, they have little or no other employment options when losing their source of income.

Other factors can lead to out-migration including changes in railroads and highway routes that isolate a town and hurt tourism and businesses. Economic downturns coupled with geographic

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isolation or harsh weather conditions can lead people to abandon their family house without finding a buyer or a renter.

Another type of ghost towns has never been fully populated before they were abandoned. Developers who bought cheap land in rural and suburban areas invested in these towns during a real estate boom. They built houses, street lights, sidewalks, parking lots, shopping centers, and even schools. However, when people lost their savings or jobs during a recession, they stopped buying houses, moved away, or defaulted on their mortgage payments. In some cases, developers ran out of funds and could not complete the construction of houses or the infrastructure. Consequently, developers abandoned their projects and left behind what some have nicknamed 'zombie subdivisions.' According to The Atlantic, there are hundreds of zombie subdivisions across the country.

The construction of houses and streets prevents municipal authorities from reverting these areas to farmland. At the same time, the deserted buildings can become a habitat for crime and an environmental hazard. Landowners can wait for years for another real estate boom, or they can work with local organizations and communities to repurpose the land.

1. The main purpose of this passage is
    a. To advocate for new developments outside urban areas.
    b. To describe the reasons for the abandonment of towns.
    c. To provide information about the prevalence of ghost towns.
    d. To describe the factors that lead to repurposing land.
2. Which of the following characterizes ghost towns?
    a. They can be found across the country.
    b. They are subdivisions of large cities.
    c. They always depend on a single employer or industry.
    d. They have short-term vacancies.

[Answer key: 1. b. 2. a.]

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

razzing (131)	analogy (140)	jagged (146)	souvenir (147)	perpetually (147)

READ

Review the timeline from the beginning every day.

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

Read chapters 7–9 (pp. 131–149)

Setting	Characters	Pages
	Part 2, Chapter 7	
Quentin's home	Quentin, Quentin's parents, Ben (by phone)	131–135
	Part 2, Chapter 8	

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Grovepoint Acres	Quentin, Radar, Ben	136–141
Part 2, Chapter 9		
Grovepoint Acres	Quentin, Radar, Ben	142–149

RESPOND

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

Chapter 7

- Quentin tells his parents he is trying to find clues about Margo' whereabouts.
- Quentin discovers the next clue behind his bedroom door.
- Quentin, Ben, and Radar decide to skip school.

Chapter 8

- Quentin pretends to be sick.
- Quentin, Ben, and Radar reach Grovepoint Acres and are worried about Margo.

Chapter 9

- Quentin, Ben, and Radar break into a deserted building.
- They discover a message on a wall in Margo's handwriting.

Map Add to ongoing class activities like a KWL chart or map: What do we know about the hopes and struggles of each character?

Next to your drawing of Quentin, Ben, and Radar, add speech bubbles and write their thoughts and feelings when they were inside the deserted building in Grovepoint Acres.

EXPLORE

Discussion Ask discussion questions.

Key Questions

1. Why did Ben tell Quentin to not go alone to Grovepoint Acres?
2. Why were Quentin, Ben, and Radar worried when they arrived to Grovepoint Acres?
3. Why were they scared when they found Margo's message on the wall?

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Analyze the key paragraph.

Key Paragraph, p. 138
"We drove all the way out Colonial Drive, past the movie theaters and the bookstores that I had been driving to and past my whole life. But this drive was different and better because it occurred during calculus, because it occurred with Ben and Radar, because it occurred on our way to where I believed I would find her."

EXTEND

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

Write a 2–paragraph answer to the following question: What were the reasons Quentin, Ben, and Radar skipped school and drove to Grovepoint Acres? Consider the perspective of each of the three characters in your answer.

Use as much detail as you can.

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

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Character-Based Literacy Program 60-Minute Lesson Plan
Paper Towns, Day 8

Outcomes for Today

Reading Outcomes (Fiction)

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

The effects of Alcohol on the Brain

There are common and easily recognizable effects of alcohol on the brain including difficulty walking, blurred vision, slurred speech, slowed reaction times, and impaired memory. When people drink too much and too quickly, their blood alcohol levels to rise very rapidly. The rapid rise causes blackouts – the inability to remember events. Adolescents who consume alcohol on a regular basis are less able to memorize words and images than those who do not drink alcohol. Alcohol affects the formation of new memories, including locations, actions, and facts. Intoxicated people cannot access these memories immediately after the event and in the long term.

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

inescapable (152)	morbid (153)	cavalier (153)	plaintive (159)	scurrying (167)

READ

Review the timeline from the beginning every day.

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

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Read chapters 10–13 (pp. 150–189)

Setting	Characters	Pages
	Part 2, Chapter 10	
Quentin's home	Quentin, Ben and Radar (online)	150–157
	Part 2, Chapter 11	
Winter Park High School	Quentin, Ben, Dr. Holden	158–162
Quail Hollow	Quentin	164–165
	Part 2, Chapter 12	
Grovepoint Acres	Quentin	166–175
	Part 2, Chapter 13	
Becca's house	Quentin, Ben, Lacey	176–189

RESPOND

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

Chapter 7

- Quentin asks his literature teacher for help interpreting Whitman's poem.
- Quentin decides to visit again the ghost towns.

Chapter 8

- Quentin finds more clues that Margo was in Grovepoint Acres.

Chapter 9

- Quentin spends the rest of the night in Becca's party.

Map Add to ongoing class activities like a KWL chart or map: What do we know about the hopes and struggles of each character?

Next to your drawing of Quentin, add a speech bubble and write his thoughts and feelings when spending the night alone in Grovepoint Acres.

EXPLORE

Discussion Ask discussion questions.

Key Questions

1. What did Dr. Holden say about Whitman's poem?
2. What new information did Quentin discover in Grovepoint Acres?
3. Why did Lacey hide in the bathroom during the party at Becca's house?

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Analyze the key paragraph.

Key Paragraph, p. 174
"the book wasn't too dusty. Maybe SeaWorld was only the first stop on some kind of a whirlwind adventure. Yes. That made sense. That was Margo. She found out about this place somehow, came here to gether her supplies, spent a night or two, and then hit the road."

EXTEND

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

Write a 2–paragraph answer to the following question: What is Quentin's theory about Margo's disappearance, based on finding the travel books in the deserted building?

Use as much detail as you can.

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

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Character-Based Literacy Program 60-Minute Lesson Plan
Paper Towns, Day 9

Outcomes for Today

Reading Outcomes (Fiction)

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What is Urban Exploration?

Urban exploration is the act of visiting and photographing abandoned and relatively unknown residential places. Urban explorer learn about people and the world through looking at buildings, towns, and maps. Urban exploration can be illegal when visitors trespass on private property. It can also be dangerous when visitors are exposed to hazardous substances and unstable structures.

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

vapid (191)	Constellation (193)	deplorable (198)	emboldened (204)	obfuscation (207)

READ

Review the timeline from the beginning every day.

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

Read chapters 14–17 (pp. 150–189)

Setting	Characters	Pages
	Part 2, Chapter 14	
Quentin's house	Quentin, Ben, Radar	190–195
	Part 2, Chapter 15	
Quentin's home	Quentin, Quentin's parents	195–199
	Part 2, Chapter 16	
Grovepoint Acres	Quentin, Radar, Ben, Lacey, Gus, Carpenter, Ace	200–208
	Part 2, Chapter 17	
Radar's house	Quentin, Radar, Ben, Lacey	209–215
Quentin's house	Quentin	215–216

RESPOND

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

Chapter 14

- Quentin is frustrated with what he interprets as indifference of his best friends to the mystery of Margo's disappearance.

Chapter 15

- Quentin's parents help him understand that every person has strong and weak sides.

Chapter 16

- Quentin and his friends return to Grovepoint Acres and learn that Margo used to regularly visit this place.

Chapter 17

- Quentin attends a Black Santa Collection party at Radar's house.

Map Add to ongoing class activities like a KWL chart or map: What do we know about the hopes and struggles of each character?

Next to your drawing of Quentin, add a speech bubble and write his thoughts and feelings when coming back to Grovepoint Acres with his friends.

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EXPLORE

Discussion Ask discussion questions.

Key Questions

1. In what ways did Radar and Quentin's parents made similar points about judging other people?
2. What did Quentin and his friends learn from Gus, Carpenter, and Ace?
3. Why did Quentin have maps above his computer?

Analyze the key paragraph.

Key Paragraph, p. 194

"You know your problem, Quentin? You keep expecting people not to be themselves. I mean, I could hate you for being massively unpunctual and for never being interested in anything other than Margo Roth Spiegelman, and for, like, never asking me about how it's going with my girlfriend—but I don't give a shit, man, because you're you."

EXTEND

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

Write a 2–3 paragraphs narrative connecting this section to the theme, Kindness Requires Empathy. In what ways Radar and Quentin's parents help him accept people they way they are, with all their imperfections?

Use as much detail as you can.

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

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Character-Based Literacy Program 60-Minute Lesson Plan
Paper Towns, Day 10

Outcomes for Today

Reading Outcomes (Fiction)

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Agloe, New York

In the 1930s, General Drafting Co. added to a map of New York a fictitious town with the made-up name "Agloe." The purpose of this addition was to identify copyright violation by other map makers. Years later, another map company sold maps of New York with Agloe included. When General Drafting Co. attempted to sue them, they discovered that because of their map, there was a building at that location with the sign "Agloe General Store." However, Agloe never developed into a town in later years. It has remained a 'paper town.'

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

established (220)	nostalgic (227)	unadulterated (228)	disentangled (231)	effusive (232)

READ

Review the timeline from the beginning every day.

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

Read chapters 18–20 (pp. 218–189)

Setting	Characters	Pages
	Part 2, Chapter 18	
Grovepoint Acres	Quentin, Radar	218–223
	Part 2, Chapter 19	
Winter Park High School	Quentin	224–229
	Part 2, Chapter 20	
Quentin's house; Winter Park High School	Quentin, Quentin's parents, Radar, Ben, Lacey	230–240

RESPOND

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

Chapter 18

- Quentin and Radar find the map that Margo pinned to the wall.

Chapter 15

- Quentin feels nostalgic about his time in high school.

Chapter 16

- Quentin finds an online comment from Margo that she will be in Agloe New York until May 29th.
- Quentin, Ben, Radar, and Lacey embark on a road trip to Agloe, New York.

Map Add to ongoing class activities like a KWL chart or map: What do we know about the hopes and struggles of each character?

Next, to your drawing of Quentin, add a speech bubble and write his thoughts and feelings as he is getting ready for graduate.

EXPLORE

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

On a map, identify a route for driving from Orlando, Florida to Roscoe, New York.

Discussion Ask discussion questions.

Key Questions

1. What graduation present did Quentin receive from his parents?
2. How did Quentin discover that Margo is in Agloe?
3. Why did Ben, Radar, and Lacey join the road trip?

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Analyze the key paragraph.

Key Paragraph, p. 229
"I leave, and the leaving is so exhilarating I know I can never go back. But then what? Do I just keep leaving places, and leaving them, and leaving them, tramping a perpetual journey?"

EXTEND

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

Write a 2–3 paragraphs about transitions. You can refer to Margo leaving home, Quentin's high school graduation, or other transitions such as moving a house and starting a new school. Every transition including saying goodbye to something familiar and starting something new. In your opinion, what is the role of friends through such transitions?

Use as much detail as you can.

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

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Character-Based Literacy Program 60-Minute Lesson Plan
Paper Towns, Day 11

Outcomes for Today

Reading Outcomes (Fiction)

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Empathy and Friendship

Empathy is an emotional reaction to the expression of feelings of another person. It involves the mirroring of others' feelings through verbal or facial expressions. It also involves understanding the perspective of others. Empathy motivates kindness, caring, helping, forgiveness, and generosity. In friendships, it is the foundation for getting to know friends, accepting them with their flaws and imperfections, and being supportive companions in times of need.

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

indeterminate (253)	Nonplussed (264)	gouge (270)	embankment (272)	cadence (274)

READ

Review the timeline from the beginning every day.

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

Read Part 3, Hours One through Twenty One (pp. 243–278)

Setting	Characters	Pages
Florida (hours 1—3)	Quentin, Radar, Ben, Lacey	243–250
Georgia (hours 4—7)	Quentin, Radar, Ben, Lacey	250–260
South Carolina (hours 5—11)	Quentin, Radar, Ben, Lacey	260–266
North Carolina, Washington (hours 12—18)	Quentin, Radar, Ben, Lacey	266–275
New York (hours 19—21)	Quentin, Radar, Ben, Lacey	275–278

RESPOND

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

- Quentin, Radar, Ben, and Lacey divide roles and responsibilities for the ride.
- Radar creates a plan for arriving at Agloe on time.
- Two cows on the road cause an accident.
- Lacey is proud of Ben for saving everyone's life.

Map Add to ongoing class activities like a KWL chart or map: What do we know about the hopes and struggles of each character?

Next to your drawing of Ben, add a speech bubble and write his thoughts and feelings as he is saved the car from crashing into the cow.

EXPLORE

Discussion Ask discussion questions.

Key Questions

1. Why did Quentin and his friends skip graduation?
2. What was the problem with their clothes?
3. How did the friends take care of each other during the road trip?

Analyze the key paragraph.

Key Paragraph, pp. 266–267

"Just—Just remember that sometimes,the way you think about a person isn't the way they actually are. Like, I always though Lacey was so hot and so awesome and so cool, but now when it actually comes to being with her… it's not the exact same. People are different when you can smell them and see them up close, you know?"

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EXTEND

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

Write a 2–3 paragraphs about how the relationship between Ben and Lacey changed throughout the story. What can we learn from their relationship?

Use as much detail as you can.

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

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Character-Based Literacy Program 60-Minute Lesson Plan
Paper Towns, Day 12

Outcomes for Today

Reading Outcomes (Fiction)

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Sense of Purpose

One of the developmental milestones of adolescence is accomplishing a sense of purpose in life – a future orientation and personal ambitions based on one's interests, close relationships, and connection to the community. Sense of purpose depends on finding personal meaning in everyday activities and future aspirations. When teens feel that they cannot be their true selves, they find it harder to develop a sense of purpose and to be resilient as they work through challenges to accomplish their goals.

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

incrementally (279)	remnants (280)	indecipherable (290)	contemporary (299)	interconnected (301)

READ

Review the timeline from the beginning every day.

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

Read Part 3, Hours One through Twenty One (pp. 279–305)

Setting	Characters	Pages
Agloe, NY	Quentin, Radar, Ben, Lacey, Margo	279–283
Agloe, NY	Quentin, Margo	283–305

RESPOND

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

- Margo is rude towards Ben, Lacey, and Radar.
- Margo explains her plan to Quentin an confesses she did not intend to be found.
- Margo calls home and talks with her mother and sister.
- Quentin and Margo promise to write and call each other.

EXPLORE

Discussion Ask discussion questions.

Key Questions

1. What was Margo's original plan?
2. What feelings did Margo had towards Quentin when they were children?
3. Why does Margo feel she cannot go back home?

Analyze the key paragraph.

Key Paragraph, p. 299

"Imgining isn't perfect. You can't get all the way inside someone else. I could never have imagined Margo's anger at being found, or the story she was writing over. But imagining being someone else, or the world being something else is the only way in."

EXTEND

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

Write a 2–3 paragraphs about the relationship between the book, Paper Towns, and the theme, Kindness Requires Empathy.

Use as much detail as you can.

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

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