

Character Based Literacy Program

Independent Study Lesson Plan

East Side Dreams, Introduction



Introduction



Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

East Side Dreams by Art Rodriguez is a story of a young person as he overcomes obstacles that he encounters as a youth in San Jose, CA during the 1950's. He is the product of a strong father, poor choices, and negative peer influences. Travel with Arthur as he survives his choices and trying circumstances. Arthur triumphs through his bleak times and shows the world that people can change and the future holds hope.

Final Writing Assignment

The final writing product for East Side Dreams will be a persuasive essay. You may write a persuasive essay from the point of view of Art Rodriguez on the dangers of—and alternatives to—violence, OR a persuasive essay for young parents in support of positive, structured parenting.

Pre-Reading Focus

Please read "The Oak and the Rose" by Shel Silverstein and respond in writing to the questions that follow the poem.

The Oak and the Rose
Shel Silverstein

An oak tree and a rosebush grew,
Young and green together,
Talking the talk of growing things-
Wind and water and weather.
And while the rosebush sweetly bloomed
The oak tree grew so high
That now it spoke of newer things-
Eagles, mountain peaks and sky.
"I guess you think you're pretty great,"
The rose was heard to cry,
Screaming as loud as it possibly could
To the treetop in the sky.
"And now you have no time for flower talk,
Now that you've grown so tall."

Character Education at the Markkula Center for Applied Ethics

"It's not so much that I've grown," said the tree,
 "It's just that you've stayed so small."

Focus Questions

1. What changes have occurred for the oak and the rose?
2. In this situation the rose and the oak have changed interests. As you grow and change can you remain friends with those who are choosing not to grow?
3. In this poem who do you identify with? The rose or the oak? Why?
 What message do you think the author is trying to convey in this passage?

Important Reading Notes

Page 69 contains sensitive material. Please skip that portion of the text if you cannot handle the topics addressed.

Day 18 and 19 contain focus on many positive changes in Arthur's life for and support this quarter's theme. Please take the time to focus on the theme and these changes as you read.

Map

Obtain a map of San Jose by visiting your local AAA Club or visiting the San Jose Chamber of Commerce website <http://www.sanjose.org/> as you read the novel chart/map the locations that you read about.

Independent Product—Choice Chart

An ongoing product for this novel is a choice chart.

Using a large piece of butcher paper make a "T" Chart. As you read list the situations that Art comes to, where he makes *really* bad choices. On the other side of the "T" Chart list what you would have done if you were faced with the same decision. You should be able to find 2-3 situations for each day of reading. You can maintain a chart or keep a list as you read.

Lessons Learned Poster

In each day's lesson there is a positive lesson that can be learned from Arthur. Some are very obvious others need to be interpreted.
 Find each lesson and keep an ongoing list on poster paper or in your folder.

Character Based Literacy Program

Independent Study Lesson Plan

East Side Dreams, Week 1



PREPARE

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



Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Research and define each of the following background questions. They will be important pieces to the story. Answer each question in complete sentences.

What is change?

Can you think of choices you made that you might change if you could go back in time?

Do you think that juveniles should face the same sentences as adults for certain crimes?

What are possible alternatives to violence? How can using alternatives help you change?

How do you ask for help?

Is it easy to ask for help? Why do some people find it challenging? Is it possible to change without accepting you need help?

What does it mean to make amends?

Can you recall a time when you had an opportunity to make amends? Did you? Why or why not?

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

janitor (2)	attracted (3)	smart alecks (5)	stocky (8)	antennas (10)
flagging (16)	surrounded (17)	harshly (18)	circulation (18)	juvenile (20)
interrogation (29)	insisted (33)	confront (34)	cautiously (40)	approaching (40)
agitated (45)	pretrial (49)	pleaded (49)	compassion (55)	tone (55)
escorting (63)	dormitory (63)	boastfully (68)	prejudiced (70)	tract (70)

READ

Read Read the selection.

Read 1-79

Page 68 contains sensitive content.

RESPOND

Timeline List 15-20 of the most important events on your 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?

Choice Chart (Good and Bad Decisions)

- An ongoing product for this novel is a choice chart.
- Using a large piece of butcher paper, make a “T” Chart.
- As you read, look for the situations in which Arthur finds himself where he either makes really good or really bad decisions.
- On the other side of the “T” Chart, list what you would have done if you were faced with the same decision.
- You should be able to find 2-3 situations for each day of reading. You can keep a chart throughout your reading or make a small one each day.

Map

Obtain a map of San Jose, California. As you read the novel, chart/map the locations that you read about. Today you should map: *Mt. Hamilton, Happy hallow Park, Corner of Keyes St. and Senter St.*

Lessons Learned Poster

In each day’s lesson there is a positive lesson that can be learned from Arthur. Some are very obvious, while others need to be interpreted.
Find each lesson and keep an ongoing list on poster paper or in your folder.

Character Profile Chart

Create a CPC on Arthur’s father. Based on today’s reading and the flashbacks what do we know about his father and their relationship? Find one or two traits about his father from the reading. Provide examples of that trait and the page number from the reading. You will be adding to the chart as we read.

You will find a CPC in your set of CBL Graphic Organizers. Please draw a copy of this chart to use for this activity.

EXPLORE

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

Author Cube

Create a cube on Art Rodriguez. Visit and explore <http://www.eastsidedreams.com> for facts on the author. There is also a link showing Art Rodriguez speaking to students. You will find a cube sheet attached to the Activity Check List.

Character Profile Chart

Create a CPC for Art. Find 4 character traits you think apply to Arthur. List two examples to support your trait from today's reading. You will find a CPC in your set of CBL Graphic Organizers. Please draw a copy of this chart to use for this activity.

Start a CPC on Arthur's father. Based on today's reading and the flashbacks what do we know about his father and their relationship? Find one or two traits about his father from the reading. Provide examples of that trait and the page number from the reading. You will be adding to the chart as we read.

Open Mind Portrait

Create an OMP for Arthur. What do you think he is thinking as he waits for the sentence? Create thought bubbles that reflect his thoughts, feelings, and perspectives.

What do you think he is thinking and feeling as he waits for his sentencing and to see the dentist? Don't forget about his encounter with the guard and his teacher.

Consider that he has been sent to county, has missed his mother's visit, and realizes he respected his father.

Create an OMP for the Chicano Guard who is compassionate to Arthur. Include what he says as well as what he is thinking about Arthur.

Postcard

Pretend you are Arthur and you are in jail waiting for your sentence. In your mind all you did was get in a fight at a party and you think you will be out in a day or so. Write a letter to your mother and let her know how you are. Be honest with her.

On the opposite side of the postcard draw something that reflects what you read today—it must be school appropriate.

Make sure you address the postcard appropriately and use the proper greeting and closing.

Pretend you are Arthur and you have missed your one visit with your mother/family. Write a letter to her and tell her, what has happened this week to you and what her visits mean to you.

- Use details and be honest.
- On the other side sketch something you think your mother would like.
- Be sure to properly address your letter.

Advertisement

Use a full sheet of unlined paper to create an advertisement for a positive activity you would like to participate in. It might be something individual, like music lessons or a group activity like a team sport. Provide the following on your poster:

- Title
- A slogan
- Illustration
- One-to-two sentence persuasive statement explaining the inherent good in participating

Conflict Chart

List the conflicts that Arthur is having in today's reading. Who/what are they between? Write 1-2 sentences giving Arthur a positive solution to that conflict.

Postcard

Pretend you are Arthur and you have missed your one visit with your mother/family. Write a letter to her and tell her, what has happened to you this week and what her visits mean to you.

- Use details and be honest.
- On the other side sketch something you think your mother would like.
- Be sure to properly address your letter.

Change Bookmark

Create a bookmark that reflects change.

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 teachers and people who know you [as well as your friends] would be proud to see you have accomplished.

Character Education at the Markkula Center for Applied Ethics

Warning: *If people you know think they will be wealthy as a result of major drug sales, prostitution, gun running or other major crime, they need to know they will probably be dead, disabled or imprisoned within 2 years. This is 10 year plan, with a vision of people who aren't dead, 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 during this unit, 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 during this unit.

Venn Diagram

Using a Venn Diagram compare and contrast Arthur's father and the Chicano Guard. Based on what you have learned list their similarities and differences. You can use the diagram to help with today's writing assignment.

Discussion

Key Questions, p. 1-14

1. Who is the author of the book? Who is the main character? What type of genre is this novel? Why?
2. Where does this novel take place? What do we know about the setting?
3. What are human principles? What principles are important to you?
4. Do you think the divorce affected Arthur or do you think he would have made the same decisions anyway?
5. Art said that he and Tita were getting close. What are signs of positive sibling relationships?
6. Based on what you know of Arthur so far who or what is going to be his biggest conflict? Why?
7. Why does Art want to fight when the rest of his friends didn't want to? What do you think Arthur is trying to prove?
8. If you didn't know Caesar well and didn't like him, would you fight for him? Why?

Key Questions, p. 15-28

1. Do you think that there are basic human rules that all people should follow? What are they?
2. Who is driving Arthur? Where are they going?
3. Would you have fought for Caesar?
4. If you were in this situation what would you do? How would you do it?
5. What do you think is going to happen to Arthur?
6. Why do you think the author uses flashbacks in his writing? Do you think that Arthur's childhood has any affect on his present choices?
7. At this point in the novel, what is Arthur's biggest obstacle? How would you suggest he overcome it?

Key Questions, p. 29-42

1. What is different for Arthur as he is arrested this time? Based on the differences, why do you think he does not understand the seriousness of his crime?
2. Why is Arthur remaining loyal to his friends? If you were in the same position, what would you do? Why?
3. What lesson is Arthur's father trying to teach him? Would you consider that justice? Why or why not?
4. What would be a better lesson to teach Arthur? How would you teach it?
5. Why do you think Arthur never "rats" on any of his friends?
6. Why do you think the driver of Arthur's car is referred to as Redhead?
7. Based on what we have read so far, have any of the *plans* Arthur and his friends have come up with been good ones? If you keep getting caught with the same people, for the same things, what do you think should change? How?
8. What are you good at that has a positive influence on the world or your community?

Key Questions, p. 43-57

1. While Arthur recalls his second time in juvenile hall, he thinks about his cellmate, who tells him how to get by in YA. The cellmate had not been to YA and continues to get caught for his crimes. Do you think he is a reliable source of information? Why do you think Arthur relies on him for guidance? If you were in Arthur's position and you also continued to get caught, what would you change to get more positive information and support?
2. Why is it important to seek a positive support group?
3. When Arthur's cellmate leaves, he says, "See you in YA." Do you think those are the aspirations Arthur has? When your peer group has low expectations for you, how do you get support and do well?
4. Arthur's mother comes to see him and he lies, telling her that everything is fine. Why do you think he doesn't tell her the truth? What does he have to gain by lying to her? Why do you think he is "sad for her"?

5. Do you think your ability to succeed in school affects your success in life? How?
6. What could the teacher have done to help Arthur, while keeping her integrity and morals?

Key Questions, p. 58-79

1. Where is Arthur in today's reading? Where do his flashbacks take you?
2. How does the author use flashbacks to help tell his story?
3. What can you learn by reflecting/flashing back to previous mistakes and situations?
4. What mistakes have you made that you would like to be able to correct? Why?
5. Arthur reflects on his relationship with his father (page 61). His father was very hard on him. What could his father have done to raise him without being abusive?
6. When the boys arrive in jail, many of the older guys help them. Why would the more seasoned inmates be willing to help three kids? What do you think they are trying to do?
7. How can having "hope" help you change?

EXTEND

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

Key Paragraph, p. 10

"When you are young and dumb as I was, you don't think of the consequences of your actions. When I think back to this night, I think, 'I didn't even know Caesar well enough to give my life for him, and what if we did kill someone? For what? For someone I didn't even know? For a cause that wasn't even noble?'" (p. 10).

Writing Prompt

People often make exceptions to their rules or principles for a cause that is noble. In today's reading, young Art convinces himself that fighting for the east side and Caesar is a noble cause. As he reflects back on his decisions, however, he realizes how that one choice permanently altered his life and impacted the lives of people he loved for many years to come.

Write an argumentative paragraph about a time when you had to set aside a rule or principle that you believed in for a cause you believed to be noble. Describe the setting, the people involved, and the situation. Explain logically why it made sense for you to set aside your beliefs and provide reasoning to your decision. As you look back at the situation, would you do the same thing again? Would you adhere to what you believe in? Why or why not?

Key Paragraph, p. 25

"My mother didn't know what was in store for her, all the worrying she was going to experience for the next few years" (p. 25).

Writing Prompt

Sometimes when we make decisions, especially when it is in the heat of the moment, we don't consider all of the possible people who our actions might affect. This is why it is important to pause before reacting to an emotional situation.

Write 1-2 analytical paragraphs explaining the different perspectives on this situation. How does Arthur view it? How does his mother view it? How do his siblings view it? Use descriptive language and details offered in the reading to support your writing.

Key Paragraph, p. 36

"Now, here I was, such a good fighter and loving it. Look where it got me—at the police station being questioned for murder!" (p. 36).

Writing Prompt

Sometime we receive affirmations from our peers for being good at something that does not have a positive influence on the world, like fighting. Think about something you are good at or that you like to do that IS positive.

Using concrete details describe what you are good at in 1-2 paragraphs. Use detailed descriptive language. Explain how that activity has helped you make positive decisions. Does that activity have a good coach or mentor? Are you able to help others and make your community better? Relate how you impact others or how others help you in that activity to make you better.

Key Paragraph, p. 55

"Around noon one guard came to my cell to see how I was doing. I told him I was not doing very well; my tooth was getting worse. He opened the door and entered. He was a young Chicano. I like this man because I could see compassion in his eyes. He talked to me in a mild tone; it showed his feelings for me. He seemed to be the nicest guard of all" (p. 55).

Writing Prompt

Today we meet two different paternal figures: Arthur's dad and the Chicano guard. What do you think Arthur wants you to understand by comparing these two characters?

In a 1-2 comparative paragraphs, compare and contrast Arthur's dad and the Chicano Guard. Use a clear, concise thesis statement to introduce your comparison. Give two examples for each character from the reading that support your thesis.

Key Paragraph, p. 78

"I looked forward to visiting with my mother and family on Sunday's. We were only allowed one, one-hour visit a week. The visiting room had a small stool to sit on, with a plate glass in front, and a phone to talk through. This was no fun. My mother always looked tired and sad" (p. 78).

Writing Prompt

Arthur realizes that his actions have affected others, especially his mother. Although he likes getting visits, he would like to think that this is not how his life was supposed to turn out. He wishes he could have done something different.

Think about a time in your life for which you would like to have a “do-over”. This would be a time that you wish you could do something different to produce a different outcome.

You will have one opportunity in life for your “Do Over”. Write 1-2 argumentative paragraphs in a letter format persuading your reader to let you have a “Do Over”. Introduce your argument, explain the significance of it, and address how others may argue against you. Structure your arguments in a logical fashion supported by reasons and evidence.

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

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?		

4g6 Character Profile Chart

The diagram is a central vertical rectangle labeled "Character". To its left and right are two identical structures. Each structure consists of a central rectangle labeled "Trait 1" (top) and "Trait 3" (bottom). To the left of each trait rectangle are two smaller rectangles labeled "example 1" (top) and "example 2" (bottom). To the right of each trait rectangle are two smaller rectangles labeled "example 1" (top) and "example 2" (bottom). The central "Character" rectangle is connected to the "Trait 1" and "Trait 3" rectangles by diagonal lines. The "Trait 1" and "Trait 3" rectangles are connected to the "example 1" and "example 2" rectangles by diagonal lines.

example 1

Trait 1

example 1

example 2

example 2

Character

Trait 2

example 1

example 2

example 1

Trait 3

example 1

example 2

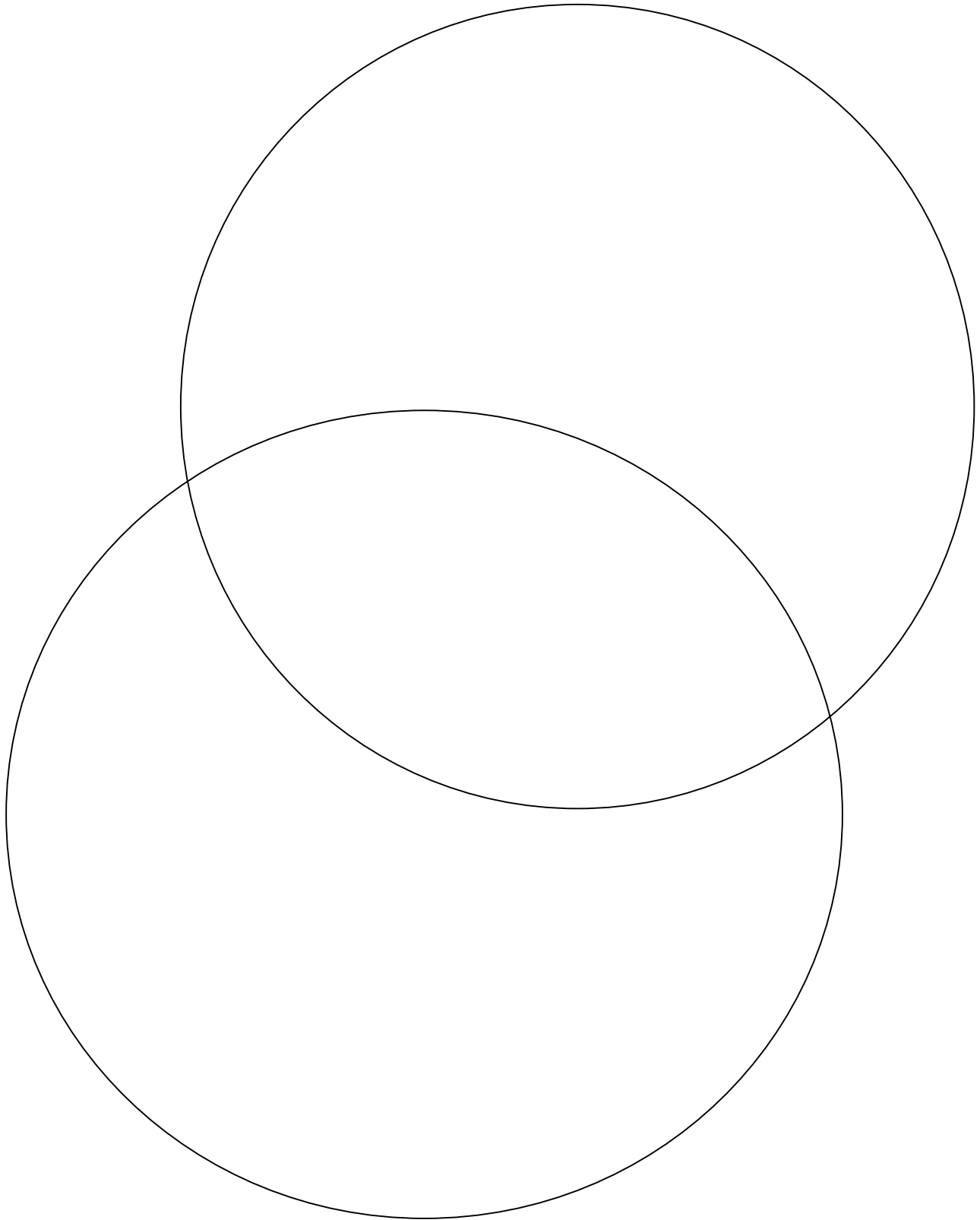
example 2

Trait 4

example 1

example 2

6g6 Venn Diagram Chart



Character Based Literacy Program
Independent Study Lesson Plan
East Side Dreams, Week 2



PREPARE

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



Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Research and define each of the following background questions. They will be important pieces to the story. Answer each question in complete sentences.

What is a plea bargain?

Do you believe a plea bargain takes in account people changing to better themselves? How do you think a plea bargain promotes or hinders change?

What is rehabilitation?

In writing, please respond to the following question: Do you think people can be rehabilitated?

What is boredom?

How do you battle boredom? Think about ways that you battle boredom and stay stimulated. Why is it important to your mental and emotional wellbeing to stay active and interested? In what ways could boredom lead you into trouble?

How can sentimentality be dangerous for you?

What is restorative justice? What kind of rights do victims have? Are victims' rights important?

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

crane (81)	condemned (86)	tantrum (83)	furious (83)	plea bargain (91)
personnel (101)	classified (110)	prolonged (103)	reception (114)	gruesome (113)
committee (119)	country club (121)	confined (121)	unconscious (118)	trades (130)
innocently (132)	deaf (133)	barbed (140)	gushed (142)	wailed (145)
despise (148)	correctional (151)	literature (152)	outnumbered (155)	coincidence (158)

READ

Read Read the selection.

Read 80-160

RESPOND

Timeline List 15-20 of the most important events on your 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?

Choice Chart (Good and Bad Decisions)

- An ongoing product for this novel is a choice chart.
- Using a large piece of butcher paper make a “T” Chart.
- As you read list the situations that Art comes to, look for situations where Art makes really good or really bad decisions.
- On the other side of the “T” Chart list what you would have done if you were faced with the same decision.
- Add 2-3 situations for each day of reading.

Map

Obtain a map of San Jose by visiting your local AAA Club or visiting the San Jose Chamber of Commerce website <http://www.sanjose.org/> as you read the novel chart/map the locations that you read about. Today you should add Virginia Place and San Antonio St. and Perkins (near Sacramento).

Lessons Learned Poster

In each day’s lesson there is a positive lesson that can be learned from Arthur. Some are very obvious others need to be interpreted. Find each lesson and keep an ongoing list on poster paper or in your folder.

EXPLORE

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

Open Mind Portrait

Create an OMP of Arthur. He is being sentenced. What do you think he is thinking and feeling as he gets his time and is transferred to the new facility? Include 5-7 new thoughts to your OMP.

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Add to your OMP of Arthur. He has been moved two times. What do you think his is thinking and feeling as he is relocated? Add 5-7 thoughts to your OMP.

Add to your OMP of Arthur. What do you think he is thinking and feeling today as he does not get a shorter sentence, is visited by his dad, and fills the jar with glue for the Locos?

Add to your OMP of Arthur when he is flashing back to his experience at Coyote Creek. What do you think he was thinking and feeling as he had fun with his family and friends? Create 5-7 thought bubbles.

Create an OMP for Arthur's mother. What do you think she was thinking and feeling as she watched the kids at Coyote Creek. What do you think she is feeling as she visits Arthur in jail. Create 5-7 thought bubbles on your OMP.

Sketch/Cartoon

Use the details from today's reading to create a cartoon summarizing the reading. Draw 5-7 panels and insert thought bubbles to depict the reading.

Setting Chart

Create a setting chart using pages 80-96. How does the weather (sunshine) play an important part of this selection?

Create a setting chart using pages 140-144. Cite examples from the reading on the chart.

You will find a Setting Chart in your set of CBL Graphic Organizers. Please draw a copy of this chart to use for this activity.

Cube

Use the Persuasive Essay Cube attached to the Activity Check List to plan a persuasive essay that begins with the thesis, "Murder is a serious crime." You can use the cubes in your cube mobile or string them on a cube garland.

Bookmark

Add to your bookmark. Describe ways that you are making changes in your life to reach your goal.

Postcard

Create a postcard. On one side draw Arthur in his solitary cell at Preston. Pretend you are Arthur. On the other side make a list of the positive things you are going to do and the changes you are going to make when you get out.

Personality Test/Skills Inventory

If you have access to a skills inventory (COIN test), take it. This is a great opportunity to expose yourself to new careers, your likes/dislikes, assets, and leadership styles.

Advertisement

Pretend you are the State of California and you have two schools to run at Preston. Create a poster advertising the classes you can take (from either school) and the benefits of each.

- Name your school;
- What are they known for—what skills can you learn;
- Is there a cost?;
- What is the motto;
- Include contact information;
- Include quotes from former students about the program.

Discussion

Key Questions, p. 80-96

1. The boys that joined Arthur on mini-row did not know the man they killed was a priest. If they did, would that justify what they did?
2. Based on what Arthur says and knows of the new boys, do you think they are guilty?
3. To what extent do you think Arthur is guilty? What do you think his punishment should be?
4. The new boys talk about their crime (pg 85). Arthur realizes they were normal “good guys” that got caught up in bad company with one another. How can peers affect you negatively and positively?
5. What is Arthur waiting for at Perkins? What different or additional advice would you give to Arthur that he has not yet received about surviving YA?
6. Is it possible to have respect from all groups inside YA? How?
7. Based on what you read today, how would you describe the mood inside YA?

Key Questions, p. 97-116

1. Arthur’s father sends him to the store when he is four years old. What lesson about life do you think Arthur learned from that experience? What are other ways he could have been taught the same lesson?
2. What lesson could Arthur apply from that night when he was four to his present situation as he travels to Preston?
3. What is bravery? What makes you brave?
4. What is your “monster”? List three ways that you can conquer it.
5. Page 109, “There’s a saying about the castle...The day I was released from Preston and the car rolled out of the gate and down the street, I didn’t look back.” Why is it important to look and move forward? Can you learn from the past? Why shouldn’t you dwell on the past?

6. What personality type are you: a leader, follower, or a combination of both? Why? What can you do to adapt other traits? Should you be all one type or a combination?
7. Why do people return to jail every 4-6 months? How does jail meet their basic needs?

Key Questions, p. 117-130

1. A car hit Arthur because he was not listening to his brother and did not hold hands while crossing the street. Why is it an important life lesson to “hold hands and stick together”?
2. What is the difference between trade school and “regular school”? What are the benefits of each?
3. Arthur talks about “doing his time”. How does “doing time” equate to taking responsibility?
4. What does Art Rodriguez, the author, want you to understand about life in CYA?

Key Questions, p. 131-145

1. What do Arthur and Billy do to get in trouble? Why does Billy get in more trouble than Arthur? Is it just? What should their punishment have been?
2. Why isn't education a priority for Arthur? Why do you think the jail system doesn't promote education better? Is education a priority for you?
3. What does Mr. William's attitude say to the boys? What is the author trying to convey with his description of the teacher?
4. Whose responsibility is it for you to be educated? Why?
5. “When I was going to school, I was a ‘F’ student. Even if I went to school the rest of the time at Preston, I couldn't have graduated; I was so far behind in credits.” Pg. 135. What options does Arthur have? If you were giving him educational advice, what would you tell him?
6. Arthur gets his diploma even though he does none of the work. Do you think that diploma is meaningful? What does his acceptance of the diploma say of his character? What does it say to those inmates that are really working on their diploma at Preston?
7. Victor comes to visit Arthur. What can Arthur do to help Victor not make the same mistakes?
8. Arthur's father comes to visit him. What do you think this visit will do to their relationship?

Key Questions, p. 146-160

1. Why do you think the author has neglected to mention the victims of the crime for which he is serving time?
2. How do you think the victims' family feels about Arthur? How do you think they feel about his sentence being reduced?
3. What do you think Arthur can do to “make things right” with the victims' families?

Character Education at the Markkula Center for Applied Ethics

4. Do you think that victims should have rights? What should be done for them?
<http://ag.ca.gov/victimservices/>
5. What do you think will happen to Arthur once he is released?
6. What changes will Arthur need to make to be successful on the outside?
7. Arthur is given another year. What do you think the board wants to see from him before he is released? Do you feel that he is ready to go? What advice would you give him?

EXTEND

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

Key Paragraph, p. 96

"I wondered what was waiting for me at Perkins. Was I going to have to fight a lot there? With whom? How much would I have to do? Where would I go after Perkins? All these questions were racing through my mind. Thinking about these things was kind of spooky—going somewhere I have never been before and not knowing what I was going to encounter in the unknown" (p. 96).

Writing Prompt

Arthur committed his crime as a teenager. However, he is being tried as an adult. He has been transferred from "Juvi" to the county jail next door. Do you think it is right for teenagers to be tried as an adult?

In 2 argumentative paragraphs make a claim about whether or not Arthur should be tried as an adult. Is he a teenager who made a mistake and should have a second chance or a teenager acting as an adult who should be severely punished? Be sure to make an argument supporting your claim with reasoning and evidence.

Key Paragraph, p. 116

"Once in my room, I was reminded of Juvenile. There was nothing to do. At least in Juvenile, if I was a good reader, I could read. In lockup there was nothing to read. Not even a magazine. I had a small window with nothing to see but a wall of a building. What I learned to do really well was use my imagination. I could go anywhere I wanted and be anyone I wanted to be. Of course, I thought of things I did when I was home and things I was going to do when I returned" (p. 116).

Writing Prompt

Imagine you are Arthur, lying in his cell thinking about what you are going to be on the outside. How are you going to change your life? What will you do differently?

Write 1-2 argumentative paragraphs about how you will change your life around life for the better. What is going to be different when you get out? Be as specific as you can be by making a claim, addressing the problems you will fix, solutions to those problems, how others will support you, and what others may think of your change. While being specific, make sure it serves as evidence as to why you will change for the better.

Key Paragraph, p. 129

"Time went by slowly. Everybody told me it should be going by fast, but it wasn't. I received letters from home all the time. My mother would be coming to see me soon. My poor mother wanted to see me every week, but money was a problem. Later on I learned my mother paid half of the lawyer's fee; my father the other half. She came to visit every few months, not too often. I didn't realize it then, but it was better that way. Guys who had a lot of visits had a harder time. They saw their families often and missed home even more. Some guys received packages every week, full of cartons of cigarettes and canned foods" (p. 129).

Writing Prompt

Jail life is often glamorized in the movies. What elements of jail do you think people are fascinated by? Based on what you have read so far, think of all of the ways "jail life" is unglamorous. Think of the things you have that you would not want to lose in your daily life. You have many freedoms that jail takes away. Use these examples to support your writing.

In 1-2 argumentative paragraphs support your claim that jail life is unglamorous with reasoning and evidence from the book. Use at least one direct quote from today's reading to back up your argument.

Key Paragraph, p. 145

"Walking into the visitor center, I looked around for my mother. She was nowhere to be found. At first, I thought it had to be a mistake; no one was there to visit me. The visiting center was a very large room, like a big hall with a lot of people. As I stood there trying to see if I would recognize anyone before turning around and walking back, I saw my father stand up. I couldn't believe it. My father was there! I didn't think he would come all the way to California, to see little old me. I didn't think I was that important since I didn't think that much for me. He and I had experienced a lot of problems before he left for Mexico" (p. 145).

Writing Prompt

This is Arthur's father's first attempt at making things up to Arthur for the way he used to treat him. From Arthur's tone, one can tell that it means a lot to him. For Arthur, there are a few people he needs to fix his relationship with.

In an argumentative paragraph, choose one relationship that Arthur needs to fix. Have Arthur make a claim as to why he needs to fix this relationship. Explain the situation and reasons why Arthur needs to fix it. Describe his point of view about the situation and how the other person may argue against Arthur's view. Convey your ideas logically and correctly.

Key Paragraph, p. 157

"After ninety days I went to the board on the date I was originally supposed to go. I thought for sure I was going to be released. I entered the room and sat down. One of the board members looked up at me and said, 'Murder is a very serious crime. We're

going to give you another year.’ I almost fell off my chair. I didn’t know if I could take another year at Preston. I wanted to go home right then” (p. 157).

Writing Prompt

So far, this is the most that has been said about the kid(s) that died at the party. Pretend you are on the parole board. Think about what you want Arthur to learn about justice, restraint, and change while he is incarcerated. How can he show he has made the effort to change? Do not forget to mention the victims’ families. What would you like to see Arthur do to ask forgiveness from the families? Keep in mind that he killed two people.

Write two opposing arguments. The first will be from Arthur to the parole board arguing why he should be let out of Preston early. The second will be from the parole board to Arthur saying why he should stay. The parole board’s argument should start with, “Murder is a serious crime...” Both arguments should make a claim supported by reasons and evidence.

1g6 Setting Chart

Where	When
Time	Weather

6c12 Cubing a Persuasive Essay

Thesis			Who cares?		
	Argument 1	Argument 2	Argument 3		
So What?					

Character Based Literacy Program

Independent Study Lesson Plan

East Side Dreams, Week 3



PREPARE

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



Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Research and define each of the following background questions. They will be important pieces to the story. Answer each question in complete sentences.

What are some long and short-term effects of sniffing and huffing?
How do drugs get in the effort of someone making positive changes? Do you think the author was affected by his drug use? How?

What does it mean to "grow up"? How does growing up show change?

What economic impact do you think substance abuse has on the family and the community of the person abusing substances?

What would you sacrifice your freedom for?

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

commotion (161)	nauseated (161)	plague (162)	derby (163)	exploratory (163)
spoiled (177)	overextended (179)	motioned (184)	unanimous (184)	clang (179)
consisted (186)	alternative (187)	trance (189)	persuasion (190)	sarcastically (193)
Anglos (194)	khaki (194)	anticipation (195)	threshold (199)	expression (200)

READ

Read Read the selection.

Read 164-205

RESPOND

Timeline List 15-20 of the most important events on your 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?

Choice Chart (Good and Bad Decisions)

- An ongoing product for this novel is a choice chart.
- Using a large piece of butcher paper, make a “T” Chart.
- As you read, look for the situations in which Arthur finds himself where he either makes really good or really bad decisions.
- On the other side of the “T” Chart, list what you would have done if you were faced with the same decision.
- You should be able to find 2-3 situations for each day of reading. You can keep a chart throughout your reading or make a new one each day.

Map

Obtain a map of San Jose, California. As you read the novel, chart/map the locations that you read about. Today you should map: *Mt. Hamilton, Happy hollow Park, Corner of Keyes St. and Senter St.*

Lessons Learned Poster

In each day’s lesson there is a positive lesson that can be learned from Arthur. Some are very obvious, while others need to be interpreted. Find each lesson and keep an ongoing list on poster paper or in your folder.

EXPLORE

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

Job Application

Pretend you, like Art, need to look for a job.

- Fill out the attached job application attached to the Activity Check List.
- Make sure you follow all of the directions.
- Print clearly and neatly. Use blue or black ink.

You will find a blank application form attached to the end of this lesson plan. You can use this application to help you fill out applications in the future. If you are of working age, you can use this as an opportunity to go get applications and fill them out.

Open Mind Portrait

Add to your OMP of Arthur. What do you think he is thinking and feeling while he is in jail and as he meets his father again?

Add to your OMP of Arthur. What do you think he is thinking and feeling as he almost gets arrested again?

Create an OMP for Arthur's father. What do you think he is thinking and feeling as he sees his children again? What changes have occurred in him?

Add to your OMP of Arthur. Add 5 things he can do to stay out of trouble once he is released. You can also add 5-7 thoughts based on what he is thinking and feeling while he is in the hospital and as he gets released.

Cartoon

Draw a cartoon strip that summarizes today's reading. Create 7-10 cartoon panels and include thought bubbles to show the dialog.

Setting Chart

Create a setting chart for today's reading. Do you feel Arthur's location and relationships affected his choices today?

Postcard

Pretend you are Arthur and stuck in the same cycle. You do well for a while, you get in trouble, do well, get in trouble, etc. You know you need to make some changes but don't know where to start.

Write a postcard to Mr. Gorman.

Let him know you want to change and ask for his advice.

On the opposite side draw a picture that represents change to you.

Make sure you address your postcard appropriately.

Pretend you are Arthur and the parole board just granted your release. Write a post card to your mother letting her know you are coming home.

On the front draw a picture

On the back write 1-2 paragraphs giving her details for your trip, what you are going to do to stay out of trouble, and tell her that you are sorry for putting her through this time.

Add a proper address block and stamp to the back.

Pretend you are Arthur. Write a letter to Cathy and apologize to her for "cat calling" her at work. In your letter:

Accept responsibility for your actions;

State how you harmed her;

Explain what you will do in the future to set things right.

Resume

Pretend you are like Art and you need to look for a job.

- Fill out the attached job application.
- Make sure you follow all of the directions.
- Print clearly and neatly using blue or black ink.

You can use this application to help you fill out applications in the future. If you are working age use this as an opportunity to go get applications and fill them out.

Bookmark

Add to your bookmark. What have you done to make positive change in your life? (Directions to the bookmark are located on day two and four of the lesson plans).

Character Profile Chart

Create a CPC for Cathy and Arthur's mother. Chose two character traits for each of them and write them in the box. Cite examples from today's reading to support your choice.

Discussion

Key Questions, p. 164-176

1. Why didn't Arthur tell the doctors or nurses what happened to him? If he did, do you think they could have treated him more effectively?
2. Who was the old man in the black coat and derby hat? Why didn't he take Arthur? What do you think he wanted Arthur to do?
3. Although Arthur was released from prison, do you think that he has really improved?
4. What alternatives did Arthur and Eddie have instead of beating up their mother's boyfriend?
5. How did Arthur find himself back in jail?
6. Mr. Gorman tells Arthur to behave himself. What do you think he means? Arthur says that he will and hoped he would never return. What else besides hope will Arthur need in order to really change?
7. Why did Arthur's mother move? Who was she trying to protect?
8. Arthur is with Dennis and Art while they are breaking into the phone booths. Does the fact that he does nothing to stop them make him guilty? What do you think he is guilty of?

Key Questions, p. 177-185

1. Why did Arthur's father treat Tita different? Do you think that boys and girls should have any different treatment while growing up?
2. What do you think Arthur's friends told the police that lead to his release?
3. What attitude does the writer use to depict Arthur? Do you think that attitude has anything to do with the situation he finds himself in now?
4. The detective tells Arthur to stay out of trouble (page 179). "That is hard for me to do," is Arthur's response. Why do you think staying out of trouble is so

hard for Arthur? What is one thing he could do to help himself stay “clean”?
What advice would you give to Arthur to help him stay out of trouble?

5. Why do you think the writer chose to highlight this positive reunion with his father? What factors played into this reunion being positive?
6. Arthur has had many opportunities to change. Today he has made one or two small steps at changing his attitude, choices, and behavior. What is happening that helps him make these small steps?

Key Questions, p. 186-193

1. How would you describe Arthur’s mother? How do you think Arthur feels about her?
2. Do you think that family role models play an important part of shaping who you are?
3. Who are your role models? Who looks up to you? What do you do to be a good role model? Is it important to have a role model or a mentor? Why?
4. Do you think Arthur’s Uncles were good role models?
5. What did you do today, that made you a good role model?
6. What happened to Arthur’s uncles? Is there a direct connection between their early death and their lifestyle? What?
7. Nearly every situation we read about today had to do with drinking alcohol, what do you think the author wants you to learn from today’s reading?

Key Questions, p. 194-205

1. What happened when Arthur went to visit his grandfather?
2. How did Arthur escape arrest?
3. How could this situation have been avoided by the family?
4. Besides the financial cost to the family, what cost the family did the radio incident have? Do you think it was worth it?
5. What alternatives did Arthur have to fighting alongside his uncles?
6. At the end of the chapter Arthur is wondering how his life will end up. Predict what you think will happen to him?
7. How do you think your life will end up? Who do you have that supports you? What and where do you want to be in one year, five years, and ten years?

EXTEND

Write Write a short product from today’s prompt to connect to the unit theme.

Key Paragraph, p. 176

“As I stepped in, I just couldn’t believe it. Again! I looked up at the ceiling and what did I see up there etched in the wall? ‘ART WAS HERE’. It sent a chill up my back! Bringing my hands up to my face once again rubbing them against it and feeling frustrated, I sat on the bottom bunk. I couldn’t believe I was back for some dumb crime. I stood up and looked at the top bunk to see if anyone else was there. I thought I heard somebody breathing. Someone was sleeping all wrapped up in a blanket” (p. 176).

Writing Prompt

Arthur's life has come full circle. Some would say that he is just a victim of circumstance—in the wrong place at the wrong time. While this might be true to a certain extent, Arthur cannot afford to find himself in this position anymore.

Write an argumentative paragraph about why being an accessory to a crime is still a criminal act. Make a clear claim, supported strongly with reasons, and have a strong conclusion.

Key Paragraph, p. 179

"The detective continued, 'And as far as your parole officer is concerned, you don't have to tell him anything, because we are not going to notify him. Your buddies told us what went down.' He stood up from his chair. I also stood up and shook his hand, thank you for the break. I also asked him to thank the other cops for releasing me. Before I walked out, he told me to keep out of trouble. 'That is a hard thing for me to do,' I said to myself" (p. 179).

Writing Prompt

Arthur is starting to make some good decisions; however, he continues to associate with people that bring him down. Fortunately, his friends told the truth. What do you think Arthur should do to make some changes and stay out of trouble? As you write, think about obtainable goals that Arthur could start with.

In an argumentative paragraph, describe at least three things Arthur needs to stop or start doing to change his life. Use a clear thesis statement, explain your reasoning, and make clear, concise details to support your claims.

Key Paragraph, p. 193

"Uncle Joe shot himself in the head a few years later, having become depressed with life. Later on Aunt Maryann divorced Uncle Alfred. A few years after that, Uncle Alfred died from a bad liver, the result of having a wild life. Uncle Ray died a few years later, also from the same illness, a bad liver" (p. 193).

Writing Prompt

Arthur lost three relatives at a young age due to the negative effects of drinking, and he has spent time in YA due to bad decision-making while drinking. His relationship with his parents has suffered and so has his job. Based on today's reading, think about the direct effects that alcohol has had on every situation. Put yourself in each person's shoes to gain their perspective. Also consider Arthur's grandparents, who lost two sons at a young age because they "partied".

Write 2-3 argumentative paragraphs against abusing alcohol. Make a clear claim, supported with anecdotal evidence from today's reading and the background information provided at the beginning of the lesson. Include a quote from the text. Use a strong conclusion statement.

Key Paragraph, p. 200-201

"They didn't take me in, but they did take all my uncles. It was no light matter. My uncles had to go to court many times, for months. They had to hire lawyers, and it cost

them a lot of money. Finally the court process was over. They all had to pay fines and go to jail for awhile. It sure wasn't worth it, beating up the cops and having to pay so much. I was having a difficult time staying out of trouble. Would I straighten out my life? If I did, when? Would I get caught for some of the things I was doing and be sent back to jail? Would I end up dead like some of my old friends? Some of my friends were living on the streets. Others overdosed on drugs. Still others were killed. How was I going to end up?" (p. 200-2001).

Writing Prompt

Arthur knows he has to stay out of trouble with the police. In today's reading, Arthur decides that "backing up" his uncles and grandfather is a "noble cause". Look at the paragraph above. Think about noble causes.

Using the above paragraph, write an argumentative paragraph about whether "backing up" his family was a noble cause or not. Use examples from today's reading and your own experiences as evidence to support your claim. Explain what alternatives Arthur had based on the situation.

Key Paragraph, p. 206

"The next morning, my friend Art told me Noah had a knife about eight inches long. He had been holding it under his shirt. Art told me he thought I was going to be stabbed. I became really upset. 'Today I'm not loaded. I don't like that guy anyway. I'm going to get him for pulling a knife on me!' I went looking for Noah in the neighborhood and was planning to fight him. Later we met, but nothing happened. We both felt everything was over between us, and that's where it stayed" (p. 206).

Writing Prompt

As Arthur grows older, he is beginning to realize that his actions affect others, positively and negatively. He is also learning that sometimes you can go back and right the wrongs you have committed. He is beginning to realize how it frees him to move on with his life. Think about your own life. Have you ever gone back to right a wrong? The situation does not have to be a crime it can be a relationship that needed repair or a situation you wanted to fix.

Write an argumentative paragraph about a time when you were wrong. Argue against yourself being wrong and why you were wrong. Support your arguments with reason and evidence.

K, J, N, & B Enterprises
1234 Noname St., Zero Degrees, AK 93870

Employment Application

An Equal Opportunity Employer

Company is an equal opportunity employer. This application will not be used for limiting or excluding any applicant from consideration for employment on a basis prohibited by local, state, or federal law. Applicants requiring reasonable accommodation in the application and/or interview process should notify a representative of the organization.

Please print and fill out all sections (use blue or black ink)

Applicant Information

Applicant Name _____

Home Phone _____

Other _____

Email Address _____

Current Address:

Number and street _____

City _____

State & Zip _____

How were you referred to Company?: _____

Employment Positions

Position(s) applying for: _____

Are you applying for:

- Temporary work – such as summer or holiday work? [] Y or [] N
- Regular part-time work? [] Y or [] N
- Regular full-time work? [] Y or [] N

What days and hours are you available for work? _____

If applying for temporary work, when will you be available?

If hired, on what date can you start working? ____ / ____ / ____

Can you work on the weekends? ☐ Y or ☐ N

Can you work evenings? ☐ Y or ☐ N

Are you available to work overtime? ☐ Y or ☐ N

Salary desired: \$ _____

Personal Information:

Have you ever applied to / worked for Company before? ☐ Y or ☐ N

If yes, please explain (include date): _____

Do you have any friends, relatives, or acquaintances working for Company? ☐ Y or ☐ N

If yes, state name & relationship: _____

If hired, would you have transportation to/from work? ☐ Y or ☐ N

Are you over the age of 18? (If under 18, hire is subject to verification of minimum legal age.) ☐ Y or ☐ N

If hired, would you be able to present evidence of your U.S. citizenship or proof of your legal right to work in the United States? ☐ Y or ☐ N

If hired, are you willing to submit to and pass a controlled substance test? ☐ Y or ☐ N

Are you able to perform the essential functions of the job for which you are applying, either with / without reasonable accommodation? ☐ Y or ☐ N

If no, describe the functions that cannot be performed

(Note: Company complies with the ADA and consider reasonable accommodation measures that may be necessary for eligible applicants/employees to perform essential functions. It is possible that a hire may be tested on skill/agility and may be subject to a medical examination conducted by a medical professional.)

Have you ever been convicted of a criminal offense (felony or misdemeanor)? ☐ Y or ☐ N

If yes, please describe the crime - state nature of the crime(s), when and where convicted and disposition of the case. _____

(Note: No applicant will be denied employment solely on the grounds of conviction of a criminal offense. The date of the offense, the nature of the offense, including any significant details that affect the description of the event, and the surrounding circumstances and the relevance of the offense to the position(s) applied for may, however, be considered.)

Education, Training and Experience

High School:

School name: _____

School address: _____

School city, state, zip: _____

Number of years completed: _____

Did you graduate? ☐ Y or ☐ N

Degree / diploma earned: _____

College / University:

School name: _____

School address: _____

School city, state, zip: _____

Number of years completed: _____

Did you graduate? ☐ Y or ☐ N

Degree / diploma earned: _____

Vocational School:

Name: _____

Address: _____

City, state, zip: _____

Number of years completed: _____

Did you graduate? ☐ Y or ☐ N

Degree / diploma? : _____

Military:

Branch: _____

Rank in Military: _____

Total Years of Service: _____

Skills/duties: _____

Related details: _____

Do you speak, write or understand any foreign languages? ☐ Y or ☐ N

If yes, describe which languages(s) and how fluent of a speaker you consider yourself to be. _____

Do you have any other experience, training, qualifications, or skills which you feel should be brought to our attention, in the case that they make you especially suited for working with us?

☐ Y or ☐ N

If yes, please explain

1g6 Setting Chart

Where	When
Time	Weather

4g6 Character Profile Chart

The diagram is a central vertical rectangle labeled "Character". To its left and right are two columns of boxes. Each column contains two boxes labeled "Trait 1" and "Trait 2" (on the left) or "Trait 3" and "Trait 4" (on the right). Each trait box is connected to the central "Character" box by a line. To the left of each trait box is a box labeled "example 1" and "example 2". To the right of each trait box is a box labeled "example 1" and "example 2".

example 1

Trait 1

Trait 2

example 1

example 2

example 2

Character

example 1

Trait 3

Trait 4

example 1

example 2

example 2

Character Based Literacy Program
Independent Study Lesson Plan
East Side Dreams, Week 4



PREPARE

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



Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Research and define each of the following background questions. They will be important pieces to the story. Answer each question in complete sentences.

What does it mean to live your life with integrity?
 Do you need integrity to change?

What is entrepreneurship? What tough decisions do you think you have to make as an entrepreneur?

What is the value of hard work?

What was the intended role of labor unions? What ethical dilemmas do labor unions address?

"Apply yourself. Get all the education you can, but then, by God, do something. Don't just stand there, make it happen." -- Lee Iacocca

"Practice does not make perfect. Only perfect practice makes perfect." -- Vince Lombardi

In writing, discuss what the two quotes above mean to you. What do you think the speakers are trying to convey? *East Side Dreams* is about change. Do you think it is possible to make change in your life without effort? What is one thing you can put more effort into on a daily basis that will help you make positive changes? Commit yourself to making a little more effort each day.

How do you mend broken relationships and ask forgiveness?
 Why is it important to do so?

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

productively (206)	dormitory (207)	discouragement (207)	devoted (208)	apprenticeship (208)
warehouse (216)	scam (219)	vented (220)	merchandise (223)	cologne (225)
engulfed (230)	subside (230)	foreman (233)	recession (238)	recycling (240)
route (240)	tarp (240)	composure (241)	circuit boards (241)	persistent (245)
expressway (255)	mumbled (256)	attorney (257)	nostrils (261)	anxiety (259)

READ

Read Read the selection.

Read 216-265

RESPOND

Timeline List 15-20 of the most important events on your 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?

Choice Chart (Good and Bad Decisions)

- An ongoing product for this novel is a choice chart.
- Using a large piece of butcher paper make a “T” Chart.
- As you read list the situations that Art comes to, look for situations where Art makes really good or really bad decisions.
- On the other side of the “T” Chart list what you would have done if you were faced with the same decision.
- You should be able to find 2-3 situations for each day of reading. You can keep a chart throughout your reading, or make a new one each day.

Map

Obtain a map of San Jose by visiting your local AAA Club or visiting the San Jose Chamber of Commerce website <http://www.sanjose.org/> as you read the novel chart/map the locations that you read about. Today you should add: Long Beach and San Gabriel to your map.

Character Education at the Markkula Center for Applied Ethics

www.scu.edu/character

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Lessons Learned Poster

In each day's lesson there is a positive lesson that can be learned from Arthur. Some are very obvious others need to be interpreted.

Find each lesson and keep an ongoing list on poster paper or in your folder.

EXPLORE

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

Postcard

Pretend you are Arthur. Write a letter to Cathy and apologize to her for "cat calling" her at work. In your letter:

- Accept responsibility for your actions;
- State how you harmed her;
- Explain what you will do in the future to set things right.

Venn Diagram

Create a Venn Diagram for Arthur.

- On one side of the diagram list what Arthur was like at the beginning of the novel
- On the other side list how Arthur has changed.
- In the middle list how Arthur has stayed consistent.

Drawing

Create a heart (or some other shape) from construction paper, or using your choice of mediums. In it write down all of the fond memories you have of your father (grandfather, or adult male role model). Or sketch a collage of visual representation of those memories.

Advertisement

Pretend you are Arthur and you have perfume to sell. Create an advertisement for your product. Be sure to include:

- Name of the product;
- Company name;
- Motto or slogan;
- Illustration;
- Uses and purpose;
- Cost;
- Locations you can purchase it.

Open Mind Portrait

Add to your OMP of Arthur. What do you think he is thinking and feeling as he learns his father loves him, decides to make a clean break and get sober, starts making plans and setting goals? Give him 5-7 new thought bubbles.

Add to your OMP of Arthur. Add his thoughts and feelings as he continues to strengthen his relationship with his family and as he focuses on the positive of his job situation.

Resume

Use the information you collected for your job application to create a resume. This can be used and updated as you continue through school.

You can find sample resumes and information at:

<http://www.collegegrad.com/resumes/>

Skill Poster

Create a poster of all of the skills Arthur has obtained since he has started working.

Place an illustration by each one. On the back make of the top ten skills that you have that you are proud of.

Recycling Poster

Arthur is recycling to earn extra money.

Create a poster that advocates recycling or “going green”.

List the benefits of recycling and give people suggestions on “how to” recycle.

Picket Sign

Make a picket sign or poster that lists what you think are the five most important rights for workers.

Bookmark

Add to your bookmark. List another positive thing you did today to help you reach your goal. What effort have you made?

Character Profile Chart

Fill out a CPC on Arthur and his father. Fill out two traits for Arthur and two for his father. Cite examples from today’s reading to support your choice.

Discussion

Key Questions, p. 205-215

1. What almost happened to Arthur due to his drug use?
2. What change occurred in Arthur’s mother? Will this change help Arthur?
3. Why do you think the author chooses to say so little about his wife?
4. Do you think Cathy is a good source of support?
5. What do you think Arthur is expecting from Cathy and Mr. Gorman?
6. Have you ever had to repair a broken relationship? Who was it with and what did you do to fix it?
7. Based on today’s reading, who else influences Arthur to change?
8. Arthur did not feel that the doctor’s at any of the hospitals were listening to him. What can you do to make sure a person of authority hears you?

Key Questions, p. 216-227

1. Knowing what you know now, would you allow your children to drink, smoke, or do any of the things that you do? Why or why not?
2. Arthur decides to make major life changes. Is it okay to change one thing at a time? What strategy works best for you: a major change, a series of little changes, or a combination of both?
3. Do you think that Arthur will succeed in making the changes he envisions? What do you think is different for him now?
4. Arthur's father does well in business most of the time; however, he has lost much because he trusted bad people. Why is it important to surround yourself with great people all of the time?
5. Arthur talks about being angry in this chapter. How does carrying anger with you hurt you and hinder your ability to fully function? What are positive ways to cope with anger?
6. Arthur's father has told Max that he is proud of his son. Why do you think he hasn't told Arthur himself?
7. Arthur wants an easy job and wants to make a lot of money. Are there any easy jobs? What is a strong work ethic? What do you think it takes to be successful in business?

Key Questions, p. 228-240

1. Arthur's uncle has helped him many times and is now helping him with his house. Arthur appreciates his help. What are ways that you show appreciation to others?
2. The boys are taken to pick apricots in the orchard. Arthur's father gives him a lecture on what it means to be a "good worker". What do you think are qualities of a good worker? How do you obtain and present those skills when looking for a job?
3. Arthur got a job because he lied; however, he figured out how to drive the truck and was ultimately successful. What could he have done besides lying to get the job? What would you have done in the same situation?
4. Junior was very disrespectful towards Arthur; however, he does not get angry and goes to talk to him. What changes have occurred in Arthur to have him display this response?
5. Based on today's reading, what lessons does the author want to convey to you as a reader? What is one thing you learned from Arthur's experience today?

Key Questions, p. 240-253

1. Arthur assumed custody of his two boys. What is the difference between being a dad and being a father? What does it take to be a *father*? What does Arthur need to continue to do to be a good father?

2. Arthur has the opportunity to purchase a truck, but has no plan once he gets it. Why is buying the truck a big risk for Arthur? What do you think he should do with it?
3. What do you think you need to have a successful business?
4. Arthur realizes that he is being used by the employer and by the union. What are his choices? How would you choose to proceed?
5. What changes have you seen in Arthur today? What factors have contributed to these changes?

Key Questions, p. 254-265

1. What happened that lead to Arthur's crash? What was the biggest choice he had to make while the crash was happening?
2. The union made Arthur an offer to get his job back. If you were Arthur, would you take their offer, or continue to work independently? What do you think his work environment would be like if he took his job back?
3. Do you think it is a big risk for Arthur to move forward with his company? Why? What do you think the author is trying to convey to you by this decision?
4. What did all of the Rodriguez children learn about their father and themselves?
5. Do you agree or disagree with Arthur's statement about his father? "He was a good man. He had a good heart. He just had his ways and was brought up in a hard way." Explain your answer.
6. What do you think was the biggest change that occurred in Arthur? To what can you attribute that change?

EXTEND

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

Key Paragraph, p. 223

"My father was proud of me? I always had the impression he didn't love me. Maybe I was always wrong. My father gave me a look of approval. A second later he turned his attention to Max" (p. 223).

Writing Prompt

Arthur realizes for the first time that his father was proud of him. Think about how astonished you would feel the first time you realized you were loved.

In a 2-paragraph letter, pretend you are Pepe, and apologize to your son for one of the times you unjustly punished him. Describe the situation, explain your point of view, admit that you did something wrong, and explain what you would like to do to make things right. Be prepared to clarify any misunderstandings, biases, and expectations.

Key Paragraph, p. 235

“When we got in the car and drove off, we knew we did all right. My father was in a pleasant mood. From that year on we worked in the field every summer” (p. 235).

Writing Prompt

Art Rodriguez has included many flashbacks in this novel. In this situation you are able to see how the lessons he learned in the past could be used as he is working in the present.

In an argumentative paragraph, explain what message the author is trying to get across with the flashback about working in the field as Arthur describes working at Owens Corning and driving a Mack Truck. Use a thesis, construct an argument, and support it with evidence from today’s reading.

Key Paragraph, p. 249

“What I want you to do right away, Art is paint them your color. I don’t want them to look like my dumpsters. I’ll sell them to you for \$100.00 each, and you can pay me later when you have the money.’

What a generous man!” (p. 249).

Writing Prompt

Arthur’s father has taught him the value of hard work and respect. Read the key paragraph above. This is the second time that someone has helped Arthur in a very generous way. These people are assets to Arthur. Think back to the beginning two-thirds of the book. Did his friends want to see Arthur be successful? Why do you think that people want to see Arthur succeed and why are they willing to help him?

In an argumentative paragraph, explain the different people who wanted to support Arthur and those who did not. Use events and examples from the book to support your decisions. Be sure to support your claim with evidence.

Key Paragraph, p. 266

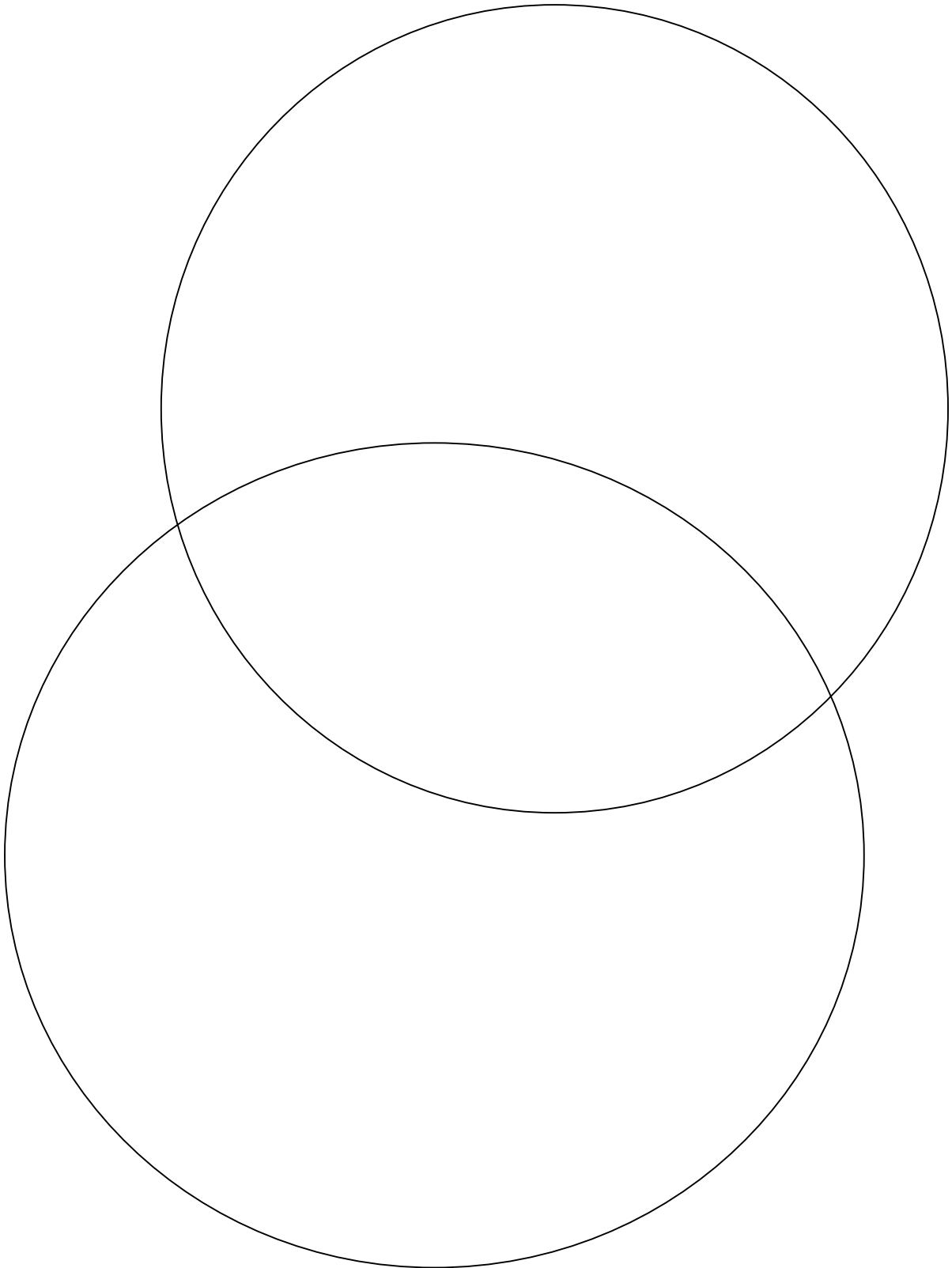
“I was shocked! I couldn’t believe it at that instant. It took a few seconds for it to sink in. Then I cried and cried and cried. So did my brothers and sister. We grew to love my father a lot. Even though he was abusive when we young, he was a good man. He had a good heart. He just had his ways and was brought up in a hard way” (p. 266).

Writing Prompt

Arthur has learned to love his father and to understand him. Because of that understanding, he was able to forgive him and forge a new relationship with him that he valued.

Do you feel like Arthur’s father “did the best he could”? Support your claim with evidence from the book and experiences from your own life. As you write, think about the changes that have occurred in your life as well to help you come to this conclusion.

6g6 Venn Diagram Chart



4g6 Character Profile Chart

The diagram is a central vertical rectangle labeled "Character". To its left and right are two identical structures. Each structure consists of a central rectangle labeled "Trait 1" (top) and "Trait 3" (bottom). To the left of each trait rectangle are two smaller rectangles labeled "example 1" (top) and "example 2" (bottom). To the right of each trait rectangle are two smaller rectangles labeled "example 1" (top) and "example 2" (bottom). The central "Character" rectangle is connected to the "Trait 1" and "Trait 3" rectangles by diagonal lines. The "Trait 1" and "Trait 3" rectangles are connected to the "example 1" and "example 2" rectangles by diagonal lines.

example 1

Trait 1

example 1

example 2

Trait 2

example 2

Character

example 1

Trait 3

example 1

example 2

Trait 4

example 2

Character Based Literacy Program
Independent Study Lesson Plan
***East Side Dreams*, Final Writing Product**



Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Note: Writing is a process. Be sure to allow several days to work through the process of prewriting, gathering details, writing a first draft, revising and editing.

Remember that in a persuasive essay you must:

- Structure Ideas and arguments in a sustained and logical fashion.
- Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
- Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
- Address readers' concerns, counterclaims, biases, and expectations.

Please evaluate your essay using the criteria above

*On page III, the Acknowledgments page in *East Side Dreams*, Rodriguez writes, "I would like to apologize to anyone who was affected in a negative way or pained as a result of my actions during my youth."*

For your final writing assignment you can choose to write a response to either of the writing prompts on the following page.

1. Imagine you are Arthur Rodriguez today. Your views have changed a lot since the days of Perkins and Preston. You have learned a lot and wish to share it with kids so that they don't have to make the same mistakes that you made.

Write a persuasive essay from his point of view on the dangers of—and alternatives to—violence.

Character Education at the Markkula Center for Applied Ethics

You should use information, examples, and quotations from the text to back up your arguments

- You may also choose to reference more current information and your own opinions
- You must provide a clear opinion-based thesis
- Include both logical and anecdotal arguments
- Provide a conclusion

2. Imagine you are Arthur's father, Pepe. In the years before your death, you thought a lot about how you raised your children. While you did some things well, like love them, you know there are some things you did that were harmful.

Write a persuasive essay for young parents in support of positive, structured parenting.

- You should use information, examples, and quotations from the text to back up your arguments
- You may also choose to reference more current information and your own opinions
- You must provide a clear opinion-based thesis
- Include both logical and anecdotal arguments
- Provide a conclusion