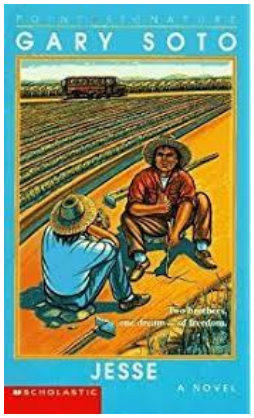
Jesse



ISBN-10	0-15-205425-1
ISBN-13	978-0-15-240239-6
Author	Soto, Gary
Publisher	Harcourt Children's Books
Copyright	1994
Lexile	900L
Genre	Young Adult Literature
Synopsis	Jesse struggles with transition to independent living, working conditions of Mexican Americans, and the tensions caused by the Vietnam War. Jesse works hard to save money for college and find a way out of poverty.
Themes	Civil Rights, Family Relations, Poverty
Protagonist	Male, Mexican American
Note	Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.
More Information	www.scu.edu/character

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Character Based Literacy Program Lesson Plan *Jesse*, Introduction

Outcomes for Today

Common Core Standards focus:
SL4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

PREPARE

1. 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 we don't feel like working. It requires one step at a time.

Class Discussion
Introduce class to the theme. What changes require effort? Ask the class for real life examples.

Introduce the 1960's. Was this a time of change in U.S. History? What changes were we experiencing as a nation? How is fighting for civil rights an example of change requiring effort?

Define poverty. Discuss if change is more difficult for a person living in poverty? What changes might a person living in poverty work toward? What obstacles may stand in the way of change?

Student Activity
Step 1: Divide students into pairs or small groups.
Step 2: Assign a relevant background knowledge piece:

1. **The Civil Rights Movement of the 1960's**: (What are civil rights, who was involved in the Civil Rights Movement, what led to the Civil Rights Movement?)

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2. **The Vietnam War**: (When did it take place, where, who did involve, what was the American perception of the war, and how does it tie into the civil right movement?)
3. **Chicano Moratorium:** What was it, who was involved, who led it, and what was the result?
4. **Fresno, California**: (Locate Fresno on a map; what is Fresno known for, what type of work is common in Fresno, was is the typical weather, rural or busy city?)
5. **Agricultural Workers Organizing Committee** (**AWOC) and The National Farm Workers Association** (**NFWA**): When was it founded and by who? What are its goals and objectives? Does it still exist today? What changes did the AWOC bring? When was it founded and by who? What year? What are its goals and objectives? Does it still exist today? What changes did the NFWA bring?
6. **United Farm Workers** (**UFW**): What two organizations merged to create the UFW? When was it founded and by who? What year? What are its goals and objectives? Does it still exist today? What changes did the UFW bring?
7. **Conscription in the United States:** What is conscription (draft)? When did it occur? Why? Who did it affect? Did it affect all classes of people (poor, middle class, working class, and upper class) equally)? When was it abolished in the U.S.? Who was opposed to the draft? Does the draft exist today? What would you do if the draft was reinstated?

Step 3: Allow students to research the topic (recommended no more than 1 hour) staying focused on the questions and the UNIT THEME.

- If there is **Internet** access, allow students to research online or preferably print out selected information and create **handouts** prior to class. Printouts on each key areas can be complied beforehand by the teacher. The students' **U.S. History books** are a great source too.

Step 4: Student must be prepared to present to class (sitting from desk is acceptable/encouraged). The idea is to get the group talking about key issue related to the book not to stress over a perfect presentation. Students should take notes/ask questions while other presentations occur.

Step 5: End with a class discussion: Each student could be asked to share, "What is one thing new you learned from another group?"

*If group work is not an option this assignment can be done successfully independently.

ANSWERS MAY VARY:

1. ***The Chicano Movement of the 1960s*** *(The Civil Rights Movement of the 1960's): "Throughout the 1960s, and the flourishing of the civil rights movement, 900,000 Latinos were facing unequal rights in the United States. Latinos, any people of Latin American descent, were encouraged to come to this country through the Immigration Act of 1965. Once the Latinos settled down, they realized there were many new obstacles to overcome in their new home." also called the Chicano Civil Rights Movement, also known as El Movimiento, is an extension of the Mexican American Civil Rights Movement which began in the 1940s with the stated goal of achieving Mexican American empowerment. The civil rights movement time was in the 1960s.*

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2. ***The Vietnam War:*** *The role of the United States in the Vietnam War began after the Second World War and escalated into full commitment during what is termed the Vietnam War from 1959 to 1975. There are estimates that nearly a third of the American population was strongly against the war. Many young people protested because they were the ones being drafted.*

3. ***Chicano Moratorium****: The Chicano Moratorium, formally known as the National Chicano Moratorium Committee, was a movement of Chicano anti-war activists that built a broad-based coalition of Mexican-American groups to organize opposition to the Vietnam War. The Chicano Moratorium was a movement by Chicano activists that organized anti-Vietnam War demonstrations and activities throughout the Southwest and other Mexican American communities from November 1969 through August 1971. The movement focused on the disproportionately high death rate of Mexican American soldiers in Vietnam as well as discrimination faced at home.*

4. ***Fresno, California:*** *Fresno is a city in the U.S. state of California. Fresno is in the center of the San Joaquin Valley and is the largest city in the Central Valley, which contains the San Joaquin Valley. It is approximately 200 miles (320 km) north of Los Angeles, and 170 miles (270 km) south of the state capital, Sacramento. The name Fresno means 'ash tree' in Spanish, and an ash leaf is featured on the city's flag. It is primarily known for its agriculture.*

5. ***Agricultural Workers Organizing Committee*** *(AWOC): (AWOC) was led by Filipino organizer Larry Itliong, and the National Farm Workers Association (NFWA) was led by César Chávez. They became allied and transformed from workers' rights organizations into a union as a result of a series of strikes in 1965, when the mostly Filipino farmworkers of the AWOC in Delano, California initiated a grape strike, and the NFWA went on strike in support.* ***National Farm Workers Association*** *(NFWA): United Farm Workers (UFW) is a labor union for farmworkers in the United States. It originated from the merger of two workers' rights organizations, the Agricultural Workers Organizing Committee (AWOC) led by Filipino organizer Larry Itliong, and the National Farm Workers Association (NFWA) led by César Chávez. They became allied and transformed from workers' rights organizations into a union as a result of a series of strikes in 1965, when the mostly Filipino farmworkers of the AWOC in Delano, California initiated a grape strike, and the NFWA went on strike in support. As a result of the commonality in goals and methods, the NFWA and the AWOC formed the United Farm Workers Organizing Committee on August 22, 1966.[2] This organization was accepted into the AFL-CIO in 1972 and changed its name to the United Farmworkers Union*

6. ***United Farm Workers*** *(UFW): The United Farm Workers of America, or more commonly just United Farm Workers (UFW), is a labor union for farmworkers in the United States. It originated from the merger of two workers' rights*

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organizations, the Agricultural Workers Organizing Committee (AWOC) led by Filipino organizer Larry Itliong, and the National Farm Workers Association (NFWA) led by César Chávez. They became allied and transformed from workers' rights organizations into a union as a result of a series of strikes in 1965, when the mostly Filipino farmworkers of the AWOC in Delano, California initiated a grape strike, and the NFWA went on strike in support. As a result of the commonality in goals and methods, the NFWA and the AWOC formed the United Farm Workers Organizing Committee on August 22, 1966.[2] This organization was accepted into the AFL-CIO in 1972 and changed its name to the United Farmworkers Union.

7. ***Conscription in the United States**: Conscription, or drafting, is the compulsory enlistment of people in a national service, most often a military service. Toward the end of the U.S. draft, an attempt was made to make the system somewhat fairer by turning it into a lottery, with each of the year's calendar dates randomly assigned a number. Men born on lower-numbered dates were called up for review. For the reasons given above, this did not make the system any fairer, and the entire system ended in 1973. By 1975, the draft was no longer mandatory. Today, American men aged 18–25 are required to register with the Selective Service, but there has not been a call-up since the Vietnam War.*

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Character Based Literacy Program Lesson Plan
Jesse, Day 1

Outcomes for Today

Common Core Standards focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
RL2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

PREPARE

1. 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.

Review the following key background information: The Civil Rights Movement of the 1960's; Fresno, CA; The Vietnam War; the draft; AWOC; NFWA; UFA.

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

Introduce 4-5 important, useful words from today's reading.

descended	snared	cantaloupe	adjoining	picketing

READ

3. Review Begin the timeline and remember to review the timeline from the beginning every day.

Timeline
Begin a timeline that should be posted in the classroom; record key points throughout the days reading and post each day. This can be posted in a creative way, for example, on a sign mimicking a picketing sign* or a simple list.

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

Read p.1-9; Connect with the theme Change Requires Effort

Setting	Characters	Pages
Fresno	Jesse, brother Abel	1-9

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Parents' home	Stepfather, mother	
New apartment	Mrs. Garoupa-landlady	

RESPOND

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

Students might mention:

- Jesse is Latino.
- Jesse and his family may be poor or working class.
- The story takes place in the 1960's.
- Jesse dropped out of high school at age 17.
- Jesse has an older brother Abel.
- Jesse and Abel wanted to get out of the house where their stepfather lived and drank.
- His real father died when he and his brother were very young.
- His mother is unhappy as well.
- He found a place to live with this brother and applied to junior college.
- If they couldn't live on social security they thought they would do field work.
- The brothers found a small apartment and cleaned it up.

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

KWL Chart: What You Know, Want to Know, and Learn
Materials:

- KWL Chart

Step One: Read the chapter or segment you wish to analyze.
Step Two: Fill out the K [know] column: what do you know?

1. What key things do you know from the story or explanation you have read so far? This might be who, what, where, when, why, or how information.
2. Write this information concisely in the K [What do you know?] column.

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

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

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

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

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EXPLORE

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does Jesse represent the theme Change requires Effort?
2. Is the story told in first person?
3. In what city does the story take place?
4. What is different from the setting of the story to where we are now?
5. What can we infer about Jesse's upbringing? (Poor/rich, loving parents?)
6. What is the relationship like between the two brothers?
7. Why did Jesse and Abel move out?
8. Where are Jesse and Abel going to school?
9. How do they make ends meet?
10. What is your impression of their life?
11. What culture does Jesse and Able represent can you relate? Why/why not?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 9

"This was me, a boy getting ahead. Most of our cousins my age were cutting lawns or pounding nails into new houses. Some were pregnant. One was in jail with tattoos riding up and down his body. Abel and I wanted to do something really big. We were Mexican and we knew it would be a struggle. Mexican jobs weren't good jobs, though Cesar Chavez and others were trying to change this by marching up and down the valley. We would march too, and we would listen up when our teachers talked" (p. 9).

EXTEND

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

Read the key paragraph. What may they be trying to "escape" other than just their unhappy home with their mom and stepdad? Do you agree or disagree with the boys, Abel (19) and Jesse (17), moving out on their own? If you were in a similar situation would you move out of your home and fend for yourself along with the help of a close sibling? What social factors do Abel and Jesse face that make it increasingly difficult to survive?

Write an argumentative paragraph predicting what you think will happen with Jesse and Abel; do you believe they will succeed or fail in their quest for success and independence, why or why not?

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

Inference- What can we infer about Jesse's faith in God? What evidence from the book implies Jesse has a strong faith in God? How might this help shape Jesse's decisions?

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His stepfather does not seem to share that faith. **Is it difficult at times to hold onto beliefs in your own life if your family does not support them?**

1g6 Setting Chart

Where	**When**
Time	**Weather**

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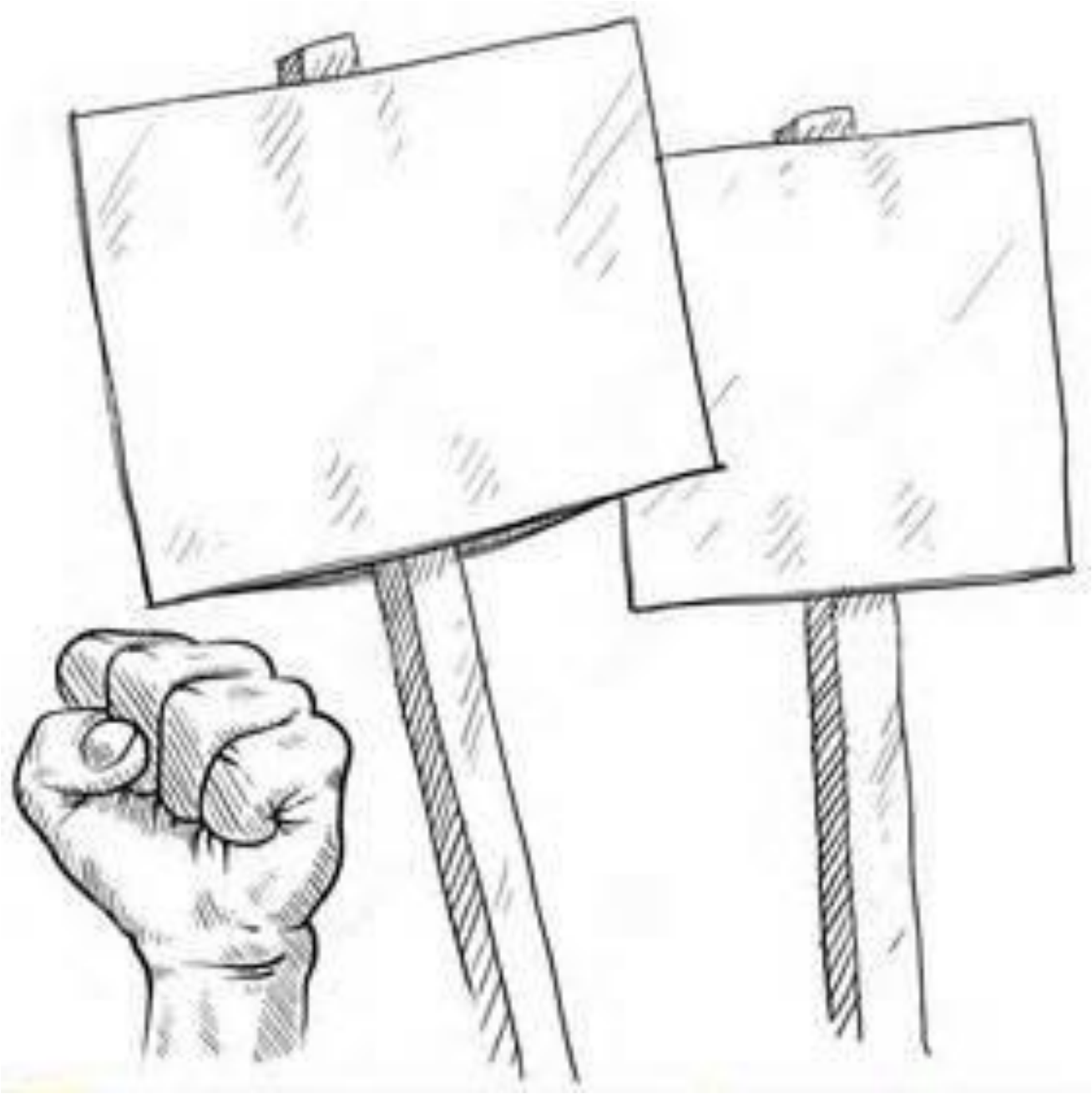

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Character Based Literacy Program Lesson Plan *Jesse*, Day 2

Outcomes for Today

Common Core Standards focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
RL2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

PREPARE

1. 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.

Who is Cesar Chavez?
Introduce the students to Cesar Chavez & connect to theme.
CHAVEZ, Cesar Estrada
(1927-1993), American labor leader, born near Yuma, Ariz. He was raised in migrant worker camps and left school after the sixth grade. He served in the U.S. Navy during World War II. From 1952 until 1962 he worked for the Community Service Organization, a self-help group. Then he began his efforts to create a farm workers union. Known at first as the National Farm Workers Association, the union was chartered in 1966 by the American Federation of Labor and Congress of Industrial Organizations as the United Farm Workers Organizing Committee, with Chavez as its president. In 1968 Chavez gained much attention as leader of a nationwide boycott of California table grapes in a drive to achieve labor contracts. The struggle continued until the 1970s. In 1973 the rival International Brotherhood of Teamsters began to make inroads into the United Farm Workers membership; the agreement on recruitment of members, reached in 1977, only lasted for a few years. (Encyclopedia article via United Streaming)

Ask students to look at the dates Chavez fought for the rights of the people? Was this a brief time? Was it a lifelong fight? What does that tell you about his

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dedication to the cause? What sacrifices may Chavez have made for the cause? How doe Chavez represent the theme: Change Requires Effort?

If you have a United Streaming account use the following link: https://app.discoveryeducation.com/search?Ntt=cesar+chavez&utm_source=typeahead_selected&utm_medium=banner&utm_campaign=renewals2015

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

lecture	laborers	seaward	phlegm	DNA

READ

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

Review the timeline from the previous day.

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

Read p. 10-15

Setting	Characters	Pages
Cotton fields	Jesse and Abel	10-15
Bus ride		

RESPOND

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

Students might mention:

- They start chopping cotton to make money.
- Jesse describes what the work bus is like.
- Jess shares what he "day dreams" about and how he doesn't know how to talk to girls.
- They describe how hard it is to chop cotton and make a living.
- Jesse and Abel talk about Cesar Chavez.
- Jesse describes a lecture he attended once.
- Jesse mentions the chemicals he is exposed to doing fieldwork and the polluted air.

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

KWL Chart
Add to the KWL chart (see Day 1).

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EXPLORE

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How is Cesar Chavez the epitomize of our theme Change Require Effort?
2. Where do Jesse and his brother work?
3. How do they get to work?
4. What work hazards are there in this line of work?
5. What types of things does Jesse think about while working?
6. What other job has Jesse had?
7. Why do you think the lady he once worked for invited him to a lecture?
8. What was his opinion of the lecture?
9. Although the story takes place in the 1960's, does this type of work exist today?
10. From today's reading, identify an example of figurative language used by the author.
11. If you were Jesse, how would you make it through the day of hard labor?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 12-13

"'Do you think Cesar Chavez can really change things?' I asked Abel… Abel stared at the water. He chewed his carrot and after a long silence remarked, 'I can't do this no more.'

'What?' I asked.

'Chop cotton,' he said.

But except for picking grapes, I told him fieldwork was easy. All you had to do was wake up really early and then go to bed really early and we would feel OK.

'You are thinking like a slave,' Abel said" (p. 12-13).

EXTEND

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

In the key paragraph, we hear both Abel and Jesse's opposing opinions on the issue of working a laborer. Jesse argues it is easy work and the pay is enough to get by. Abel counters that with remarking Jesse is thinking like a slave. What do you think Abel means by that slave comment? Do you agree with Jesse or Able? **Write 2 argumentative paragraphs, one as Jesse defending the position of working in the fields and the other as Abel who sees it differently.**

Another possible writing assignment: How does Cesar Chavez optimize the theme Change Requires Effort? What changes did he fight for? Who worked alongside him? What was his motivation? What effort did it take for him to promote change? **In an argumentative paragraph defend the position that Cesar Chavez optimized Change Requires Effort.**

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

Do you ever think of the labor that goes into the vegetables and fruit we eat?

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Cesar Chavez Squeezes Grapes In Rally

"This 1989 image of activist Cesar Chavez at Herald Square in New York illustrates the beginning a grape boycott against the use of pesticides. Chavez made a career of fighting for better conditions for migrant workers."

Source: https://app.discoveryeducation.com/player/?assetGuid=119158B2-3B50-4C08-B9746F99ED139244&fromMyDe=0&isPrinterFriendly=0&provider=&isLessonFromHealth=0&productcode=US&isAssigned=false&includeHeader=NO&homeworkGuid=

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Source: https://app.discoveryeducation.com/player/?assetGuid=EB7BCCCC-B9D4-43ECA4078904DBC614FB&fromMyDe=0&isPrinterFriendly=0&provider=&isLessonFromHealth=0&productcode=US&isAssigned=false&includeHeader=NO&homeworkGuid=

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Character Based Literacy Program Lesson Plan *Jesse*, Day 3

Outcomes for Today

Common Core Standards:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

PREPARE

1. 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.

What is Junior College?
What is a junior college (JC)? What junior colleges are in this area? What is the difference between a JC and University? What is the highest degree you can earn at a JC? What percentage of students transfer to a University after a JC? Who can attend a JC? What is the first step to applying to college? What types of classes are offered at a JC of your choice? Do students fare better going straight into a University from high school or first attending a JC? Why?

ANSWERS: Junior colleges offered general education programs and university transfer programs. Over many years, the name "junior college" has evolved to become "community college." A community college is a two-year post-secondary (beyond high school) institution that is generally located in an area of the town to meet the needs of specific communities and is funded by public taxes.

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Community colleges offer a wide variety of academic programs and prepare students for a four-year university by offering the first two years of university education. Many students can fulfill the general education requirements for a university by enrolling in a community college. In addition, community colleges offer job training programs for specific occupations such as nursing, culinary arts, graphic design, fashion design, etc. Students in these types of programs are provided with hands-on training that will prepare them for employment in a specific career. Many community colleges also have English as a Second Language courses or an Intensive English Program for those who wish to improve their English language skills.
Community colleges offer academic program degrees known as an Associate of Arts (AA) degree or an Associate of Science (AS) degree. Occupational programs may result in an Associate of Applied Science (AAS) degree. The coursework that is taken as part of the AA or AS degree program generally meets the university admission requirements, making it easier for students to transfer.
Source: http://www.americancommunitycolleges.com/isg_articles/junior-communitycollege-whatsdifferent.php

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

saintly	prejudiced	caravan	poncho	boycott

READ

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

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

Read p. 16-24

Setting	Characters	Pages
Junior college class	Jesse, Abel, Glenda	16-24
	Leslie, Raul	

RESPOND

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

Students might mention:

- Jesse and Able go to school and have Music Appreciation class together.
- Jesse has a Speed-Reading class he doesn't think is helping.
- Some other students mention a strike in Delano organized by Cesar Chavez.
- Raul urges Jesse to go.
- Jesse believes in the cause but will lose $16 if he goes.
- Jesse and Abel's mom leave a package at their apartment door.
- Jesse and Abel discuss their feelings on going into the war.

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

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KWL Chart
Add to the KWL chart. Each student may have their own, and it is recommended that a larger one be posted in the classroom.

EXPLORE

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Where is Abel's tattoo and what is it? Why do you think Abel got this tattoo and do you think he regrets it?
2. Why is Jesse and not Able welcome to visit his mother and step-father's home?
3. What does Top Ramen represent in the story? (What do you think if a person says I live off of a Top Ramen diet?) What does that imply about their income?
4. Who is Richard Nixon and what is the brothers' opinion of Richard Nixon?
5. How would you describe Raul? How does his personality differ from Jesse's?
6. What do you predict will happen to Raul? Why?
7. How would you describe Jesse's personality?
8. Who are his friends?
9. What impressions do you have of how the author writes?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 24

"I knew Chavez was a great man and I knew that it would be a good thing to picket for the farm workers. But I would lose sixteen dollars, not counting the fifty cents I'd spend for gas. I worried that I wouldn't make it to the end of the semester" (p. 24).

EXTEND

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

What did Cesar Chavez want for the farm workers? In what way does his vision have impact on people like Jesse? What do you think you would do in Jesse's shoes; would you miss work and support the cause knowing you were tight on money or not? **Write an argumentative paragraph explaining if you are for or against Jesse joining "the fight"? Use evidence to support your claim.**

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

What is Jesse's fear? Do you think moving out of his mother's house has made this fear stronger? What support systems exist in his community or at school that might help Jesse feel like he has additional friends?

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Character Based Literacy Program Lesson Plan *Jesse*, Day 4

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
**RL10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

PREPARE

1. 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.

When is Cesar Chavez Day? Which president proclaimed it a holiday? What is the purpose of the holiday? Do you agree or disagree with honoring the holiday?

Cesar Chavez Day is a national commemorative holiday in the U.S. It is aimed at celebrating the birth and legacy of the civil rights and labor movement activist Cesar Chavez, on March 31.The day is commemorated to promote service to the community in honor of Cesar Chavez's life and work. Some state government offices, community colleges, libraries, and public schools are closed.

As a senator, Barack Obama made a call in 2008 for a national holiday in Chavez's honor, saying: "Chavez left a legacy as an educator, environmentalist, and a civil rights leader. And his cause lives on. As farm workers and laborers across America continue to struggle for fair treatment and fair wages, we find strength in what Cesar Chavez accomplished so many years ago. And we should honor him for what he's taught us about making America a stronger, more just, and more prosperous nation. That's why I support the call to make Cesar Chavez's birthday a national holiday. It's time to recognize the contributions of this American icon to the ongoing efforts to perfect our union." (Senator Barack Obama March 31, 2008).

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On March 28, 2014, President Obama used his authority to proclaim March 31 as the national Cesar Chavez Day.

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

fencing	remarked	corrosion	neutral	fidgeting

READ

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

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

Read p. 25-37
**Assess students' understanding throughout the reading of today's text by asking key questions throughout today's reading.

Setting	Characters	Pages
Art class	Jesse, Leslie	25-37
Apartment Complex	Glenda (Larry)	

RESPOND

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

Students might mention:

- Jesse is in art class.
- His friend Leslie is different than Jesse in some ways and a better artist.
- Jesse invites Leslie to the picket.
- Jesse daydreams about old friends from high school.
- Jesse meets Glenda, and her baby Larry.
- Jesse helps Glenda with her car.
- Jesse, Abel, Glenda, (and Larry) begin to visit and get to know each other.
- Jesse suspects Glenda likes Abel more than him.

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

KWL Chart
Add to the KWL chart.

EXPLORE

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is the theme of this novel? Summarize the story so far.
2. Who is Leslie? How is alike/unlike Jesse?

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3. What type of art is Jesse into? What is he thinking of drawing?
4. What is your impression of junior college as the author depicts it? What is surprising (what is something interesting you have learned) about college?
5. Does Jesse seem too young to be in college, why/why not?
6. What is your impression of Glenda?
7. Name a few facts we learned about Glenda.
8. Why do you think Jesse refuses the dollar?
9. What do you anticipate will happen between Glenda and Abel?
10. Do you think Jesse feels threatened by Abel and Glenda's "connection"? Why?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 36

"Even in the dark, I could see a few ants struggling over the tallest blades, a terrible wilderness for them. I felt I was losing my brother to Glenda, a girl we didn't really know, and in the end I would be left looking down at my empty palms" (p. 36).

EXTEND

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

Jesse remarks, "'It's for the cause'" (p. 27). What is meant by "The Cause" or *La causa*? What cause are they fighting for in this book? What other causes were people fighting for in the 1960's? How are they related? What are people fighting for today? Often times fighting for a cause involves sacrifice; for example Jesse is sacrificing his Saturday pay. **Write 1-2 argumentative paragraphs about a current cause worth fighting for; include what you would be willing to sacrifice for this cause?**

Alternate assignment: If you struggle to identify a cause in an argumentative paragraph write about the difference of the youth described in this novel (and the many other of the 1960's) who picket, boycott, and get involved and compare them to today's youth. Do you see your generation as more or less involved with causes/politics? Why/why not?

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

Do you see your generation as more or less involved with causes/politics? Why/why not? How does social media help with fighting for causes?

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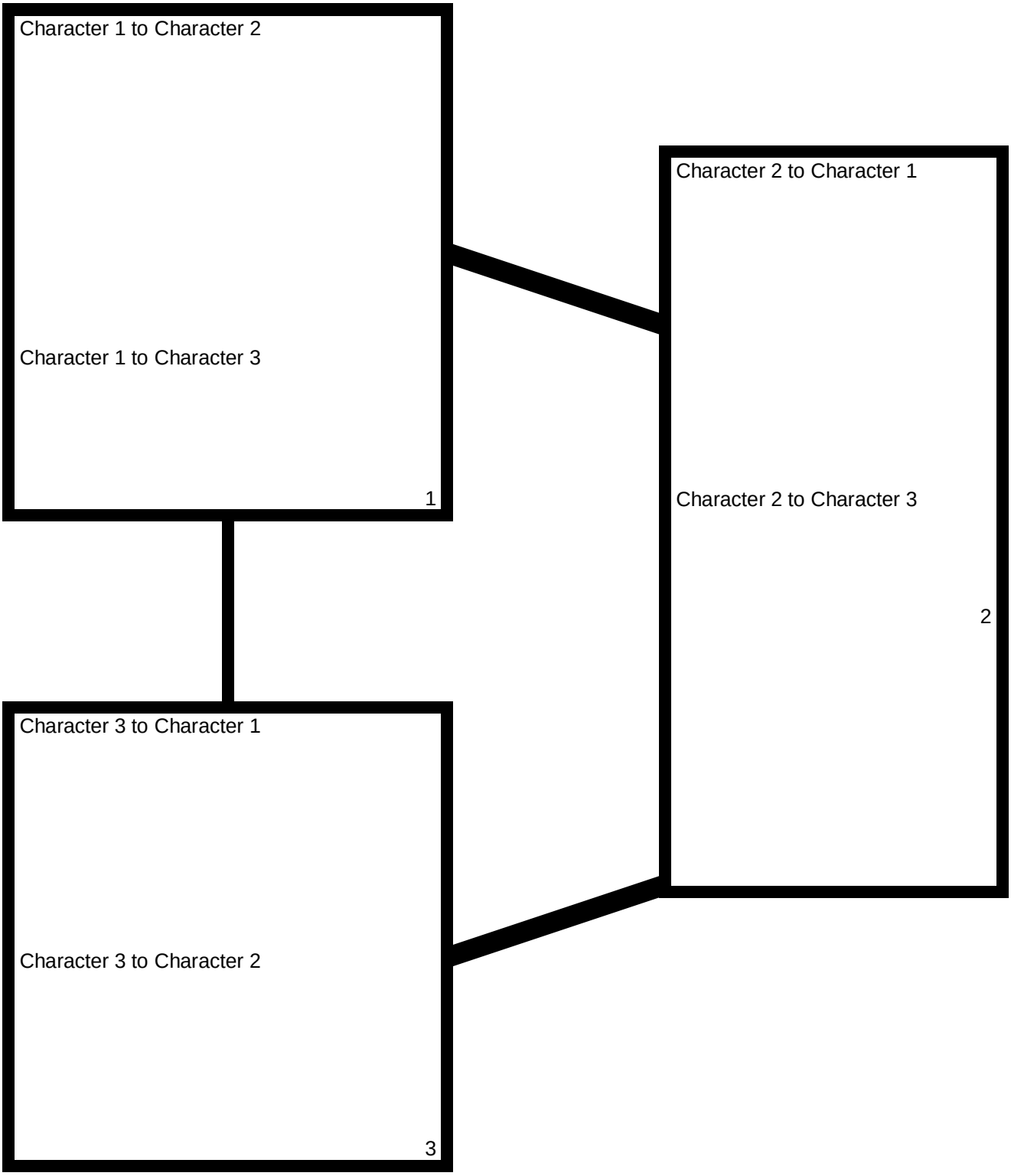
5g6 Character Interaction Chart



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Character Based Literacy Program Lesson Plan *Jesse*, Day 5

Outcomes for Today

Common Core Standards focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

PREPARE

1. 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.

Social Media as a Tool for Change: Read the following and discuss as a class, in small a group work, individually, and/ or in a teacher- led discussion.
Source: http://blogs.worldbank.org/youthink/social-media-and-social-change-how-young-people-are-tapping-technology

Social Media and Social Change: How Young People are Tapping into Technology
Today, 43% of the world's population is 25 years old or younger. This young group is impatient and ready to change the world. Change for this generation "has everything to do with people and very little to do with political ideology," according to a new global

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survey, Millennials: The Challenger Generation, by Havas Worldwide, a future-focused global ideas agency. Some 70% of young people believe that social media is a force for change, says the survey.

These five examples from around the world show how youth used technology, social media, and the Internet to make a difference recently.

1. Fighting corruption: 250 young people met at the third Global Youth Anti-Corruption Forum last year to talk about how their use of social media can play a significant role in the global fight against corruption. Around the world, youth are using social media to monitor the effectiveness of public service. In countries such as Paraguay and Brazil, they are using Facebook and Twitter to make official data available publicly to inform and mobilize their peers.

2. Evaluating public schools in the Philippines: Students in the Philippines are using social media such as Facebook and Twitter to comment on their schools and inform the public. Most young people in the Philippines are online, so interactive websites such as checkmyschool.org make it very easy for them to evaluate their schools. Projects like these have the potential to be implemented in various parts of the world. Watch this video for more about checkmyschool.org.

3. Using e-petitions in Latvia: Two 23-year-olds in Latvia used a grant from the U.S State Department to build an e-petition system so their fellow Latvians could submit and support proposals for policy change. The government looks at petitions supported by at least 20% of the population of Latvia. Watch this video by the Guardian in which the Latvian minister of foreign affairs talks about the petition.

4. Fighting gender stereotypes: McKenna Pope, a 13--year-old girl from New Jersey in the United States, launched an online petition urging the CEO of toy-maker Hasbro to feature boys on the package of the Easy-Bake Oven. Pope was inspired to launch the petition when she found her 4-year-old brother trying to warm tortillas on top of his lamp. Pope wanted to get an Easy-Bake Oven for him as a Christmas gift, but the toy oven's packaging only featured girls.

> *"I want my brother to know that it's not 'wrong' for him to want to be a chef," Pope wrote in her petition. In less than a month, the petition received 45,000 signatures prompting Hasbro to make a gender neutral Easy Bake Oven.*

5. Tackling sanitation issues: Students participated in a Sanitation Hackathon last December to develop mobile- and web-based applications for water and sanitation utilities in Pakistan. About 105 students, aged 21 to 26, from various universities in Pakistan, came together to find solutions for 13 water- and sanitation-related problems facing their community.

Have students share aloud: What do you think? What are Millennials? Are you a Millennial? How does the author refer to Millennials (what are they known for/categorized as)? Are you inspired by these examples? Do you know of other youth-led projects that have made an impact in your society? How does this article support our theme?

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

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tufts	forestry	Zapata	skirmish	strata

READ

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

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

Read p. 37-45

Setting	Characters	Pages
Mass, The Apartment	Jesse, Leslie, Glenda, Abel	37-45
Junior College	Raul, Minerva	

RESPOND

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

Students might mention:

- Jesse goes to Mass alone.
- Jesse speaks about his grandmother (abuela).
- Jesse asks Minerva out.
- There is a gathering at Jesse and Abel's place.
- Jesse asks Abel if he likes Glenda.
- Abel answers Jesse and denies feelings for Glenda.
- Leslie inquires about Glenda to Jesse.
- Jesse and Leslie prepare to leave together to go to picket.
- Abel will be selling at the swap meet Saturday with Glenda.

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

KWL Chart
Add to the KWL chart.

EXPLORE

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Where do Jesse and Minerva go after class?
2. How would you describe Minerva? How is she different from Jesse?
3. What is Minerva's reaction to Jesse's life?
4. Where does Leslie live?
5. What ended the "party" Friday night?
6. Jesse mentions "keeping the language alive". What is meant by that? Do you agree/disagree?
7. Do you think Abel is being truthful about his intentions with Glenda?
8. What do you anticipate with happen with Glenda next?

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9. Analyze Analyze the key paragraph.

Key Paragraph, p. 45

"Some really deep air left my body in a sigh, and I could feel my eyes get moist. Not yet twenty; did my brother know what he was doing?" (p. 45).

EXTEND

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

Jesse continues to express concern about Abel's possible interest in Glenda. At first it appears to be simple jealousy but in today's reading there is something more to Jesse's concern. What facts about Glenda and his brother concern him? Does her having a baby or her age or both play into Jesse's concern? Is Jesse's concern coming from a good place? Is he worried it will deter his brother from his goals? Do you agree or disagree with Jesse's concern? **In an argumentative paragraph, write to Abel as Jesse, sharing your concern for his further involvement with Glenda.**

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

We all have dreams. What dreams did Jesse and Abel have? What are your dreams? In what way can the theme of the unit *Change Requires Effort* help us fulfill our dreams?

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Character Based Literacy Program Lesson Plan *Jesse*, Day 6

Outcomes for Today

Common Core Standards focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

1. 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.

Delano, CA
Locate Delano, CA on a map?
How far is it from Fresno?
How is it the same/different from Fresno?
What is the major industry in Delano?
What is Delano known for?

Delano is a city in County, California, United States. Delano is located 31 miles north-northwest of Bakersfield and about 2-hour drive from Fresno. Agriculture is Delano's major industry. The area is particularly well known as a center for the growing of table grapes.

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Delano was a major hub of farmworker organization efforts and Chicano movement politics. Filipino immigrants Philip Vera Cruz and Larry Dulay Itliong were instrumental in shaping the direction of farm worker movement in the 1950s.

On September 8, 1965, Larry Itliong and other Filipino leaders led the predominantly Filipino Agricultural Workers Organizing Committee (AWOC) in a "walk off" from table grape farms, now known as the Delano grape strike. The strikers' goal was to improve farmworkers' wages and working conditions. The National Farm Workers' Association (NFWA), a largely Hispanic union led by Cesar Chavez, joined the strike within a week. During the strike, the two groups joined forces and formed the United Farm Workers of America (UFW). Delano is also known as "Crow Town" because of the many crows that roam there.

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

tumbleweeds	regret	clods	dusk	throbbing

READ

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

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

Read p. 45-55

Setting	Characters	Pages
Highway 99	Jesse, Leslie	45-55
Delano	Raul, strikers	

RESPOND

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

Students might mention:

- Jesse and Leslie travel to Delano.
- Jesse shares his impression of Delano.
- Jesse and Leslie join the strikers.
- Jesse sees Raul.
- A truckload of "*gavachos"* drive by angry.
- They march in a line/protest all day.
- Raul gets yelled at by the police.
- Raul demonstrates brashness toward the police and does not seem intimidated.
- Abel begins to make some money from the swap meet.
- He and Glenda are spending more time together.
- Jesse hurts his eye working in the fields.

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

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KWL Chart
Add to the KWL chart.

EXPLORE

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does Raul act when he sees Jesse?
2. Why is Jesse sad/upset after seeing Raul and "friends " from school?
3. Does Jesse see Cesar Chavez and /or Dolores Huerta at the protest?
4. Who is a better friend to Jesse: Raul or Leslie? How so?
5. What is Jesse's reaction to the day protesting?
6. What does Leslie do that shows he is a friend to Jesse?
7. Why do you suppose the men in the truck are angry?
8. How would you describe Raul? How he is alike/different than Jesse?
9. What happened to Jesse's eye?
10. What is Abel now doing to earn money?
11. What kind of respect does Jesse have for all living things? Where else in the novel have you seen him paying attention to animals, insects, plants, and so forth? What does that say about his personality?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 49

"The day moved slowly; the crucifix-like shadow of the telephone pole crawled across the road. We crawled as well, chanting, and I began to recognize the faces I passed, those of old men and women, their skin lined, their hair matted behind bandanas and hats. They were the faces of my grandparents, who had all been field workers at one time and who now peeled potatoes or sorted fruit for a living" (p. 49).

EXTEND

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

"Part of being socially responsible is accepting the task of individual action. Civil disobedience, non-violent-protests, and rebellion permeate American history and its literature—both fiction and informational. Cesar Chavez was a twentieth-century activist, and like so many American activists before him, Chavez understood the importance of young people to a social cause—their voices and their beliefs."

Jesse describes the scene of the Delano protest. Do you think this is a worthwhile form of promoting change? Is it a dangerous situation? What are some potential hazards to such a form of protest? What other forms of protest are there? **Write an argumentative paragraph defending your position.**

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

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Character Based Literacy Program Lesson Plan *Jesse*, Day 7

Outcomes for Today

Common Core focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

1. 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.

What is MEChA? =How/where does it exist today?
"Movimiento Estudiantil Chicano de Aztlán (MEChA) is a student organization that promotes higher education, cultura, and historia. MEChA was founded on the principles of self-determination for the liberation of our people. We believe that political involvement and education is the avenue for change in our society."
http://www.nationalmecha.org/about.html
"MEChA began during the 1960s, empowered through the political movements of the time, especially the civil rights and Chicano Movement. The group coalesced out of several organizations which had formed during that turbulent decade and which came together at a conference in Denver. The Denver, Colorado-based Crusade for Justice, a civil rights and educational organization founded in the mid-1960s, concerned itself with the problems of the city's Chicano youth. One of the founding documents, "El Plan Espiritual de Aztlán", was drafted during this conference. This document reflects the sentiment of the Latino/Chicano youth during an era of a turbulent social climate (especially in the wake of violence experienced by Latino youth from the US military and police during the Zoot Suit Riots)."

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

swaggering	reluctantly	betrayed	reserves	temple

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READ

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

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

Read p. 56-66

Setting	Characters	Pages
Mom's house	Jesse, mom, step-dad	56-66
Apartment Complex	Jesse, Able, Glenda, Mrs. Garoupa	

RESPOND

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

Students might mention

- Jesse has Sunday dinner at his mother's house.
- His stepfather is drunk and mean to him.
- Glenda drives Abel and Jesse to school.
- Jesse discovers that Minerva has a boyfriend.
- Jesse and Abel want to go to the beach for a short vacation.
- Glenda gets the job at Goodwill.
- Jesse gathers things from the alley and has a yard sale to make extra money.
- They have a garage sale.

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

KWL Chart
Add to the KWL chart.

EXPLORE

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why is only Jesse invited to the house and not Able?
2. Why do you think Jesse cries after leaving his mom's?
3. What's Jesse's opinion of Minerva?
4. What mode of transportation have Jesse and Able decided on for their trip to Pismo Beach?
5. How do Jesse and Able feel about Music Appreciation class?
6. What is MEChA? Does it surprise you that Raul belongs to MEChA?
7. What is the new way they are attempting to make money? What do you think about it?
8. How did Jesse feel when he discovered Minerva had a boyfriend?
9. Do you think Abel likes Glenda?
10. In what way are you like or unlike Jesse?

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9. Analyze Analyze the key paragraph.

Key Paragraph, p. 57

"'Leave him alone?' my stepfather growled. 'What am I doing to him?'

'You're ruining his dinner,' my mother scolded.

'Who paid for this food? This is my house!' he yelled, almost out of his chair. He took a drink from his beer, one eye on me.

I looked down at my *mole.* I wondered how long he would live. He was almost fifty, and his heart must be used up—a small heart for a large man. He ate and drank, and now was filled with anger" (p. 57).

EXTEND

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

What does Jesse mean when he wonders if his stepfather's heart is all used up? In what way do you think being angry hurts our health? Are there healthy and unhealthy ways to express anger? **Write one argumentative paragraph defend the position regarding how anger and bitterness can damage our health and lessen our lives.**

Another possible writing assignment: What does college represent for Jesse and Able? Does it require effort to stay in college? What sacrifices is Jesse making to attend college? **In an argumentative paragraph, write whether or not you agree or disagree that college will alter Jesse's future. Or do you think college will do little to change Jesse's future?**

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

Neighbors: In what way have these neighbors become friends? What do they do for one another to be kind and loving? How have their relationships changed over time? How do you treat your neighbors? Do you treat them well? What could you change to treat them even better?

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Character Based Literacy Program Lesson Plan *Jesse*, Day 8

Outcomes for Today

Common Core Standards focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

1. 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.

Where is Pismo Beach/Central California:
Locate Pismo Beach on a map. Why might it be a getaway/Spring Break spot?
Why might beach cities be popular, relaxing getaway destinations? Are vacations good for your health?

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

gravel	rattling	grazing	horizon	meager

READ

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

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

Read p. 68-80

Setting	Characters	Pages
Open road	Jesse, Abel	68-80
	Trucker, salesman	

RESPOND

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

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Students might mention:

- Abel and Jesse are hitchhiking
- The brothers tried hitchhiking to the sea.
- Three days later they still were not there and had to turn around.
- They spoke of their dreams.
- They bond and talk about their parents.
- Trucker picks them up after hours hitchhiking and drives them 30 miles.
- A sketchy salesman picks them up.
- Abel and Jesse share travel dreams.
- Abel and Jesse "camp" on the side of the road.
- No one picks them up again.
- They must return home before reaching their destination.
- Return home.
- Mom visits.

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

KWL Chart
Add to the KWL chart.

EXPLORE

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is the tone of today's reading?
2. Where were Abel and Jesse trying to vacation?
3. What happened?
4. What kinds of drivers did they encounter when they were hitchhiking?
5. Do you think hitchhiking is safe?
6. Why do you think Able and Jesse are able to talk about their father during their trip ordeal? What made it easier perhaps?
7. What is different about Jesse and Abel's travel dreams?
8. What's your impression of the salesmen? What did lie about and why do you think he lied to them?
9. What don't they make it to their destination? How is this an act of responsibility and sacrifice?
10. How would you describe Jesse and Abel's relationship?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 76

"Then Abel asked quietly, 'Do you ever think about Dad?'
'Yes,' I whispered through my blanket.
'Do you miss him?'
'Yes, and mom misses him, too,' I said. 'Abel come on, no more.'

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'We never talked about our father. He lived in our hearts and in the photograph of us on his shoulders at the beach in Santa Monica'" (p. 76).

EXTEND

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

Absentee Fathers: The issue of absentee fathers, both by death and by choice, comes up during the reading. Is there a different effect on the sons/daughters depending on the reason for the father being absent? How so? How can having an absent parent be a hardship? **In an argumentative paragraph, take a position and defend it.**

Another possible writing assignment: So many people flee to beach cities for Spring Break and or Vacation. What does the sea represent? Why do Abel and Jesse select this destination? **In an argumentative paragraph, first select a location for pure relaxation from the stresses and pressures of life and argue in support of it being the ideal spot for a mini-vacation.**

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

How do you "get away"?

Character Based Literacy Program Lesson Plan *Jesse*, Day 9

Outcomes for Today

Common Core Standards focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

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

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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.

The Fresno Bee, mentioned in the book, is the daily newspaper serving Fresno, California and surrounding counties in that U.S. state's San Joaquin Valley.

Have the students look up the Fresno Bee (or print out a few current stories from the Fresno Bee). Identify and discuss any stories that tie into our theme. What changes do you see people working toward? Are any of these causes in your opinion worth fighting for? Who is fighting for human rights in today's day and age?
Key word searches: farm workers, agriculture, minimum wage, labor laws.

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

rally	placard	uncoiled	oozed

READ

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

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

Read p. 81-87

Setting	Characters	Pages
Junior College	Jesse, Abel, Raul	81-87
Rally/Mall	Jesse, Abel, Glenda, Raul	

RESPOND

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

Students might mention:

- Raul shows Jesse the newspaper article with his picture.
- Raul invites him to a rally at the mall.
- Jesse avoids Minerva.
- Jesse, Abel, and Glenda go to the rally at the mall.
- Raul intimates the reporter into interviewing him.
- Raul makes provocative comments to the reporter.
- The police officer hits Raul.
- Raul bleeds and they all run away.

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

KWL Chart
Add to the KWL chart.

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EXPLORE

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Jesse avoid Minerva?
2. What is Raul excited about?
3. Why do you think Raul is proud to have his picture in the paper?
4. What type of rally are they attending? What is their position on the war?
5. Why do you think Raul wants to be interviewed by the reporter and televised?
6. How would you describe the scene/the tone of the rally? (ex. Calm? Somber?)
7. Is the assault on Raul justified? Why not? Is making a threat a form of assault?
8. How does the demonstration end? Did its ending benefit anyone?
9. How does the author create a sense of excitement and chaos during today's reading?
10. What role does Raul play in instigating the officers?

9. Analyze Analyze the key paragraph.

Key paragraph, p. 86

"Raul cut him off. He stepped toward the camera and yelled louder than necessary, in English, then Spanish, that the government was full of no-good gavachos and stupid pig cops, and if they didn't watch out, everything was going to change hands. Raul snapped his fingers and said, 'Bombs will fall on you people! *Entiendes*? The *cholos* and *cholas* are gonna come down on you'" (p. 86).

EXTEND

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

Raul is more aggressive and forward than Jesse. He takes a more intense approach as he fights for "the cause". Does it take more effort to speak calmly or resort to violence in the face of adversity? Do you think his method is successful in forwarding the cause, why/why not? Do you think he will last in this cause? Do you think his behavior and aggressive approach will lead him to trouble? How might his manner of speaking and behavior hurt the cause? **In an argumentative paragraph take a position if you feel Raul's approach to activism is helping or hurting the cause, include why, and include examples from the text.**

Another Writing Activity*: "Students must have initiative; they should not be mere imitators. They must learn to think and act for themselves – and be free."* **In an argumentative paragraph share if you agree or disagree with Chavez's statement?**

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

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Have you ever protested? Have you ever seen protesters in the act of protesting? What was their cause? How is it the same/different than the protests in this book?

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3g6 Plot Profile Chart

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

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Character Based Literacy Program Lesson Plan *Jesse*, Day 10

Outcomes for Today

Common Core Standards focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

1. 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.

Step 1: Read a few articles on creating new habits with the students, see attached.

Tips for Changing that Nagging Habit

1. **Get Specific. *Very* Specific.** Studies show that it is much easier to stay motivated when we **have a very specific end point in mind**, and can know at any moment exactly how far we still have to go. Next, make sure you think about the **specific actions** you'll need to take to succeed. Don't just say "I'll eat less." Less of *what*? And *how much* less? Don't just say "I'll save more money each month." Decide exactly what will you spend *less* on to make that happen. The more detailed you make your plan, the more likely you are to actually stick to it.
2. **Embrace this Fact: It's Going to Be Hard.** People will tell you that it is important to stay positive and be confident in order to reach any goal, and that's perfectly true. But there's an important difference between believing you will

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succeed, and believing you will succeed *easily.* When you are tackling a difficult challenge, you will be much better off if you accept the fact that it's not going to be easy.

3. **Willpower is Like a Muscle. Plan What You'll Do When It Gets Tired.** Research shows that your capacity for self-control is very much like the muscles in your body - it can grow stronger with regular exercise. So it's important to think about when you are most likely to feel drained and vulnerable, and **make a plan to keep yourself out of harm's way**. Be prepared in advance with an alternate activity.
   Source: https://www.psychologytoday.com/blog/the-science-success/201104/3-proven-ways-change-bad-habit

Step 2: Encourage students to create a personal pledge.

I pledge to _____ .
Here is my plan of action: I will _____instead of _____.
I feel most tempted to _____ when _____. Therefore, I must _____.

Step 3: Encourage students to repeat their pledge to themselves daily.

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

extended	maneuvered	hallow	levee

READ

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

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

Read p. 88-99

Setting	Characters	Pages
Apartment	Jesse, Abel	88-99
levee	Minerva, Ron Dryer	

RESPOND

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

Students might mention:

- Jesse asks Minerva out.
- Jesse uses Glenda's car for his date with Minerva.
- Jesse goes into Minerva's house and meets her parents.
- Minerva suspects Glenda is Jesse's girl.
- Jesse and Minerva go to the levee on their date.
- Jesse and Minerva kissed.
- A carload of drunken guys harass them and Jesse is assaulted.
- Jesse briefly thinks of revenge.

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- Jesse prays on forgiving Ron Dryer.

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

KWL Chart
Add to the KWL chart.

EXPLORE

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Are you surprised Jesse asks out Minerva? Did you predict this would happen?
2. Where did they go on their date?
3. What does the way Jesse treats Minerva tell you about his character (ex. Opening her door, going in and meeting her parents, taking time to get ready and plan date)?
4. Can you relate to this dating account? How is it similar or different from "dating" today?
5. Why do you think Jesse is able to forgive Ron Dryer without Ron apologizing?
6. Do you think it would be difficult to stay true to yourself and not retaliate against someone who physically hurt you?
7. How does Minerva act during this ordeal? Can you relate?
8. What is your impression of Minerva?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 99

"I promised God I would return to a deeper faith and that I would try to forgive Ron Dryer...I forgave him and his friends for laughing at me" (p. 99).

EXTEND

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

At the end of today's reading, Jesse prays and says he forgives Ron Dryer. Is this surprising to you? Can you forgive someone who does not apologize to you? Why is this so important in life? Often time harboring resentment, not forgiving those who have wronged us, can be a huge deterrent to making positive changes.
Consider the following quote and in an argumentative paragraph defend why forgiveness can happen even if the person doesn't apologize directly to you.

"Holding onto anger is like drinking poison and expecting the other person to die."

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

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Share/discuss about how forgiving yourself for something can be freeing. What are some possible things we need to forgive ourselves for? Why should we forgive ourselves?

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Character Based Literacy Program Lesson Plan *Jesse*, Day 11

Outcomes for Today

Common Core Standards:
Standards for Writing
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
Standards for Reading
RL2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

PREPARE

1. 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.

Manual Labor: What is manual labor? What type of jobs today are considered manual labor? What must you be able to do to have a manual labor job? Does manual labor require a college education? What are some of the pros and cons of manual labor? What are some of the health risks to manual labor? Are manual labor jobs common in your family? Are they more respected in your family then a "white-collar" job r office job? Why/Why not?

Manual labor is physical work done by people, most especially in contrast to that done by machines, and to that done by working animals. It is most literally work done with the hands (the word "manual" comes from the Latin word for hand), and, by figurative extension, it is work done with any of the muscles and bones of the body. Although nearly any work can potentially have skill and intelligence applied to it, many jobs that mostly comprise manual labor—such as fruit and vegetable picking, manual materials

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handling (for example, shelf stocking), manual digging, or manual assembly of parts—often may be done successfully (if not masterfully) by unskilled or semiskilled workers. Manual labor jobs are mostly unskilled positions, but there are exceptions. Despite being unskilled, many manual labor jobs pay well due to the level or risk involved or the environment a worker must live in. Jobs in the petroleum field, for example, are often manual labor jobs. These jobs can be dangerous, and workers often have to live on remote sites while on the job, which is why they are generally high paying positions.

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

grotesquely	beckoned	references	pudgy	exhibit

READ

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

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

Read p. 100-115

Setting	Characters	Pages
Fieldtrip	Jesse	100-115
Apartment	Abel, Leslie, Glenda	
Church/concert	Maureen	

RESPOND

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

Students might mention:

- Jesse goes on a fieldtrip to the country with his class.
- Jesse comes upon the "campground" him and his brother shared nights before.
- Jesse goes to mass alone.
- Leslie begins storing his artwork in the shed.
- Leslie encourages Jesse to enter an exhibit.
- Raul is on cover of school newspaper; Jesse describes Raul as brave.
- Abel and Jesse have Leslie and Glenda over for dinner.
- Leslie likes Glenda while Abel discovers someone new.
- Minerva doesn't talk to Jesse at school.
- The art teacher tells Jesse he is getting better.
- Leslie sleeps over.
- Leslie and Glenda begin to get closer.
- Jesse, Abel, and Maureen attend a free concert.

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

KWL Chart
Add to the KWL chart.

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EXPLORE

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What does Jesse discover on the fieldtrip?
2. What does Jesse begin painting? What becomes the focus of his art?
3. Why do they attend the free concert?
4. What is Jesse's reservation about entering the concert?
5. What observations does Jesse make about Maureen?
6. What do you think is holding Jesse back from entering the art exhibit?
7. Compare contrast Minerva and Maureen; how are they the same/different?
8. What do you think Jesse admires about Raul?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 101

"My eyes filled with tears. I thought of my brother, and I thought of my step father, who was probably scrubbing a piece of furniture with a wad of steel wool, his knuckles a nest of wiry fibers. I thought of my mom with a telephone to her ear, and my dead father on his rack of blackness, lighting up the earth with the glow of his bones" (p. 101).

Key Paragraph, p. 107

"Leslie brought over eggs and bologna. We cooked up a storm, the quartered bologna flapping like tongues in a black frying pan. We added bell peppers and made toast. Smoke filled the kitchen. Steam dripped from the kitchen window over the sink. I wiped the window and looked out; Glenda was parking her Chevy. 'Let's invite Glenda,' I called out. I was feeling happy because we seemed like one family" (p. 107).

EXTEND

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

In the key paragraph, Jesse describes his parents. What does he sympathize with? What type of work do they do? By the way he describes it, does it sound like the work he wants to do? Why does he feel bad for them? How does this tie into the changes he is attempting to make? **In an argumentative paragraph, write about the type of work Jesse wishes to have, why is it important to him, and how he demonstrates the determination to be different than his loved ones.**

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

Is it inevitable that we follow in the footsteps of our parents or the family members closest to us in the job we do? Can you think of an example where this was not the case? Why is it in some ways easier to do as others do? Why is being uncomfortable with something new leave people stuck doing something they may not necessarily want to do? Is being comfortable good or bad in your opinion?

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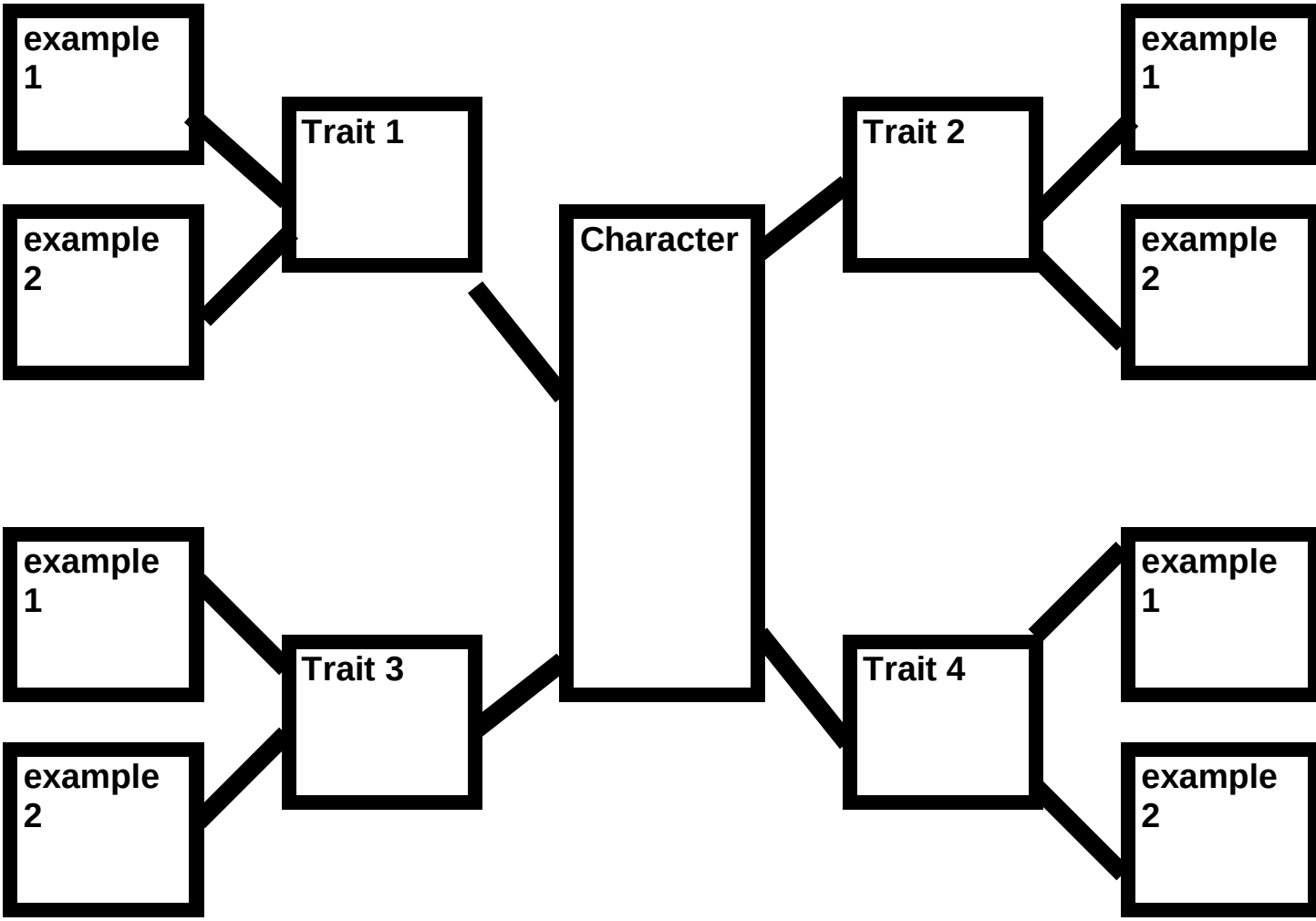
4g6 Character Profile Chart



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Character Based Literacy Program Lesson Plan
Jesse, Day 12

Outcomes for Today

Common Core Standards:
Standards for Writing
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
Standards for Reading
RL2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

PREPARE

1. 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.

The Writing Process
Review the Steps of the Writing Process: Prewrite, Draft, Revise, Edit, Publish, and Present.
The Writing Process
1. Class edits/ revises a sample paragraph as a group on board.
2. Students select a Writing assignment from a previous day, self-revise, exchange and edit revise a partner's.
3. Students rewrite a final copy.

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

critique	portraits	aggression	aluminum	prodded

READ

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

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

Read p. 116-130

Setting	Characters	Pages
MECHA Meeting	Jesse, Jesus, *Mechistas*	116-130
Art Exhibit	Jesse, Jesse's mom	

RESPOND

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

Students might mention:

- Jesse goes to a MECHA meeting at Jesus and Yolanda's house.
- They talk about politics.
- Jesse takes his mother to the school's art exhibit.
- He realizes she doesn't know much about art or politics. It makes him sad.
- Abel and Maureen and Leslie and Glenda ask Jesse to take care of Larry while they go out.
- Jesse lies about his art piece to his mom.
- Jesse hauls some aluminum siding from an alley for money.
- Glenda and Leslie move in together and Jesse moves into the shed.

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

KWL Chart
Add to the KWL chart.

EXPLORE

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why do you think Jesse joined MEChA?
2. Why do you think Jesse lied about his age?
3. Are the subjects of conversation at the meeting relatable to you? Is it common for youth to gather and discuss politics today?
4. What does Jess's drawing depict?
5. What are Jesse's mom's impressions of the art?
6. How does Jesse's mother respond to the art exhibit?
7. Why do you think Jesse lied about which painting was his?
8. Does Jesse seem more mature than his peers? Why or why not.
9. What does Jesse find in the alley?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 124

"She shook her head and looked through her purse for a piece of Juicy Fruit. She tore it in half and gave me the bigger of the two pieces. We then approached a pair of boxing gloves with their guts ripped out. 'What's wrong here?' 'Mom, it's art. This is how you do it'" (p. 124).

Key Paragraph, p. 126

"Something dropped like a rock inside of me. Mom didn't know anything, and I thought for a second that maybe she had peeled too many potatoes in her life to understand very much" (p. 126).

EXTEND

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

Jesse's mom does not seem to understand Jesse's art. How does this scene represent the hardship of change? Does it make it harder to stick to ideals not understood by your family? What represents success in your culture? Is going to college, a long-term investment supported in a family struggling for money? **Although Jesse choose to lie to his mom, as Jesse write a response to his mom's confusion and devaluation of the art in an argumentative paragraph.**

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

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

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Character Based Literacy Program Lesson Plan *Jesse*, Day 13

Outcomes for Today

Common Core Standards:
Standards for Writing
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
Standards for Reading
RL2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

PREPARE

1. 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.

Friendship: What constitutes a "good friend"? What characteristics do you look for in a friend? What values matter in maintaining a friendship? What values do you have that make you a good friend? Have you ever lost a friend because of feeling wronged or lacked a value you held important?

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

intersection	gesturing	armada	recklessly	spooked

READ

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

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

Read p. 131-143

Setting	Characters	Pages
High School dance	Jesse, Luis Estrada	131-143
Levee	Ron Dryer	

RESPOND

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

Students might mention:

- Luis Estrada invites Jesse out to go to school dance.
- Luis picks up Jesse in his father's nice convertible car.
- Luis drives crazy and acts cocky and irresponsible.
- Luis gets beer; Jesse declines beer.
- Stayed at dance briefly' leaves with girls.
- They encounter Ron and his friends at the levee.
- Ron disrespects them and their dates.
- They fight at levee.
- Jesse punches Ron.

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

KWL Chart
Add to the KWL chart.

EXPLORE

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How would you describe Luis Estrada?
2. How does Jesse know Luis?
3. How are Luis and Jesse different?
4. What does Jesse expect reading this evening out? Are his expectations met?
5. What is the author's tone in today's reading?
6. How is Luis acting irresponsibly?
7. Does Luis's more privileged background contribute to his carelessness? How so?
8. What do you think about Jesse hitting Ron?
9. What would you have done in that situation?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 134

"Jealousy clawed at my heart because Luis was a rich kid, the only Mexican rich kid I knew. If I told him that I worked in the fields for my money he might let me off at a

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corner and just speed away. But jealousy was a sin, and I cooled my thoughts by breathing deeply in and out" (p. 134).

EXTEND

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

Jesse describes different friends throughout the novel: Raul, Leslie, Luis Estrada. How do they treat Jesse? Who do you as behaving well toward Jesse? In what ways are his friends a hindrance to his quest for change? In which ways are they a benefit? **Write 2 argumentative paragraphs defending the position that his friend or friends is a help or hindrance in his effort to be successful. Include examples from the book.**

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

Have you ever been ashamed of something about your upbringing? Did you ever hide a truth from a friend the way Jesse hides what he does for a living from Luis? Why/why not?

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Character Based Literacy Program Lesson Plan
Jesse, Day 14

Outcomes for Today

Common Core Standards:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
RL2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
SL4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

PREPARE

1. 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.

Extra Credit: What is extra credit? Do you think it is fair? Have you ever completed an extra credit assignment? Would you ever do work you were not required to do to bring up your grade?

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

sapling	spool	bonsai	cooed	flitted

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READ

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

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

Read p. 144-157

Setting	Characters	Pages
Fresno	Jesse, Abel, Leslie	144-157

RESPOND

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

Students might mention:

- Jesse focuses hard at end of semester.
- Jesse attempts an extra credit assignment.
- Luis comes over for help applying to college.
- Jesse helps Luis with this college application essay.
- Leslie and Jesse go to the Piedra River and swim and play.
- Abel is doing well working for Maureen's father.
- Glenda and Leslie are falling in love.
- Jesse is out of school for the summer.
- Jesse asks Leslie questions about his time in the war.

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

KWL Chart
Add to the KWL chart.

EXPLORE

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What does Jesse do for extra credit; is he successful?
2. What does Luis need help with?
3. What is Jesse's opinion of Luis?
4. Where is Luis planning to attend school; is it different from where Jesse goes?
5. Why if Jesse appears smarter than Luis, Luis is applying to a better school?
6. Are you surprised Leslie and Glenda fell in love?
7. What is Leslie making for Mrs. Garoupa?
8. Where do Leslie and Jesse go; how far away is it from Fresno?
9. Why do you suspect Jesse is asking Leslie about his time in the service?
10. What do you predict will happen next in story?

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9. Analyze Analyze the key paragraph.

Key Paragraph, p. 145

"Then I repotted the sapling in a Folgers's coffee can and fed it water from a Coke bottle. I talked to it. I told the sapling, 'You're going to be OK. I'm going to put some wire on you, and you're going to look great'" (p. 145).

EXTEND

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

Jesse buckles down at the end of the semester and focuses hard. He also makes an attempt to complete an extra credit assignment. How does Jesse demonstrate our Unit theme of Change requires Effort? Is it an easy fret for Jesse to stay in school, work while balance family responsibilities and friends? What challenges has Jesse faced throughout the novel?

Write an **Introduction** paragraph for an Argumentative essay entitled:

Jesse: Change Requires Effort.

Next **brainstorm** 3 body paragraphs labeled:

1. Family: In what was has Jesse's family created obstacles for Jesse's positive change?
2. School: How has school been a challenge for Jesse? What efforts does he make at school to promote a positive change?
3. Friends: How has Jesse's friends and his social life created obstacles for positive change?

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

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

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Character Based Literacy Program Lesson Plan
Jesse, Day 15

Outcomes for Today

Standards for Writing

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

PREPARE

1. 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.

Review the Steps of the Writing Process: Prewrite, Draft, Revise, Edit, Publish, and Present.

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

mannequins	crimson	convenience	mystified	merciless

READ

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

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

Read p. 157-166

Setting	Characters	Pages
Fresno	Jesse, Abel, Leslie	157-166

RESPOND

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

Students might mention:

- Abel is doing well working for Maureen's father.
- Glenda and Leslie are falling in love.
- Jesse is out of school for the summer.
- Abel is drafted and leaves.
- Glenda and Leslie move in together and Jesse moves into the shed.

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

KWL Chart: Finalize & Review
Review the chart when it is complete.

Magazine Assignment
Continue the Magazine Assignment (see Day 14).

EXPLORE

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What was Abel doing for work?
2. What was the tone of the mannequin scene?
3. How do things change when Abel is drafted?
4. Did you predict Abel or Jesse would be draft? Were any of your predictions about the book correct? Which ones?
5. What do you think the author's purpose was for this book?
6. How does the author make you feel after reading the book?

9. Analyze Analyze the key paragraph.

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Key Paragraph, p. 161:

"…Abel had been drafted. Jesus listened without looking at me. I told him I just wanted to be good. I did everything everyone told me, I thought, I would get a job and live quietly" (p. 161).

EXTEND

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

Even though Jesse faces a lot of struggles, he perseveres. This is the embodiment of change requires effort. Jesse wants makes an effort to the do right thing all throughout the novel, even on the smallest level. What is admirable about his character? In what way does he continue to strive to make the world a better place despite sometimes his challenging reality? **In an argumentative essay, began on day 14, defend the position that Jesse embodies our Unit theme: Change requires Effort?**

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

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