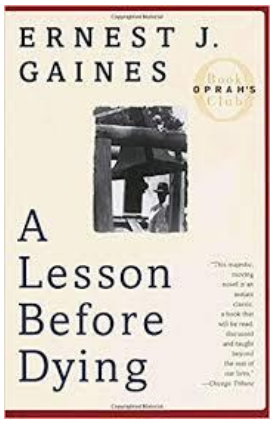
A Lesson Before Dying



ISBN-10 0-375-70270-9
ISBN-13 978-0-375-70270-9

Author	Gaines, Ernest
Publisher	Vintage
Copyright	1993
Lexile	750L
Genre	Young adult, Realistic Fiction
Synopsis	Two young black men, one condemned to death for a murder and the other a teacher, form a bond in a small Cajun Louisiana community in the late 1940s.
Themes	Race, Mortality, Prejudice
Protagonist	African American, Male
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**

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character Based Literacy Program 60-Minute Lesson Plan
A Lesson Before Dying, Day 1

Outcomes for Today

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

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 was racial segregation like in the pre-Civil Rights South?
Racial segregation in the United States in the pre-civil rights south was characterized by the separation of blacks and whites in facilities, services and opportunities such as housing, medical care, education, employment, and transportation. *De facto* segregation (or segregation that persisted regardless of anti-segregation laws that passed with the Supreme Court Case Brown vs. Board of Education in 1954) began to decrease during the 1970's Civil Rights demonstrations, which turned the public opinion against enforced segregation.

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

Introduce five important, useful words from today's reading.

jurors (4)	verdict (4)	solitary (4)	pleaded (5)	conspiracy (7)

- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

READ

Review Review the timeline from the beginning every day.

Have students read the back of the book jacket for a preview of the content. Start at the beginning and review the story so far.

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

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

Read p. 4-15

Setting	Characters	Pages
Court	Jefferson, narrator's aunt, Jefferson's godmother, lawyer, and the jurors	3-5
Flashback to Grope's Liquor Store	Jefferson, brother, Bear, Old Grope', and two white men	5-7
Courtroom	Defense attorney, prosecuting attorney, the jury, the judge, Miss Emma (Jefferson's godmother), the narrator's aunt, and Reverend Mose Ambrose	7-9
The narrator's house	Grant (the narrator), Tante Lou (Grant's aunt), Miss Emma (Jefferson's godmother)	10-15

RESPOND

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

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to fix the facts: who, what, when, where, why.
- Decide on the 3-5 most important events and add these to the timeline.

Students might mention:

- The book begins with the introduction of a murder case. The narrator explains the details.
- Jefferson, a young African-American man, faces murder charges outside Bayonne, Louisiana in the late 1940's.
- The details of the crime are laid out. Quickly, the all-white jury finds Jefferson guilty. His death sentence is handed down the following day.
- Tante Lou and Jefferson's godmother, Ms. Emma, want Grant to arrange things so that he can visit Jefferson until his execution.
- Grant, an African-American school teacher living with his aunt, Tante Lou, refuses the request, saying that Jefferson is beyond saving, that he is already dead.

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

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

KWL Chart
Maintain a KWL chart regarding life in the South and segregation during the late 1940s.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Where and when does the novel take place? How does the setting influence the viewpoints expressed in the novel?
2. What does Grant do for a living?
3. Where do you think Grant's parents are? How about Jefferson's?
4. Why do you think Miss Emma and Tante Lou want Grant to be the one that visits Jefferson?
5. What about this trial is unfair?
6. Do you agree with Grant? Is Jefferson really beyond saving? Why or why not?

Analyze Analyze the key paragraph.

Key Paragraph, p. 14

"'Tante Lou, Miss Emma, Jefferson is dead. It is only a matter of weeks, maybe a couple of months—but he's already dead. The past twenty-one years, we've done all we could for Jefferson. He's dead now. And I can't raise the dead. All I can do is try to keep others from ending up like this—but he's gone from us. There's nothing I can do anymore, nothing any of us can do anymore'" (p. 14).

EXTEND

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

In this section of the novel, Grant says that there is nothing that anyone can do for Jefferson. He claims that Jefferson is already dead. Do you agree with this statement? Does the situation seem hopeless, or is there something that can be done?

Write 1-2 argumentative paragraphs in which you argue either for or against Grant's claim. Do you believe that nothing can be done for Jefferson? Why or why not? Explain your reasoning with your own personal opinions, as well as facts and evidence from the novel. What do you think it will take for the townspeople of Bayonne to change their minds? Do you believe change is possible?

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

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

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character Based Literacy Program 60-Minute Lesson Plan
A Lesson Before Dying, Day 2

Outcomes for Today

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 claim(s), 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 relationship 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.
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

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 were the Jim Crow laws?
The Jim Crowe laws were state and local laws in the United States enacted between 1876 and 1965. They maintained *de jure* racial segregation in all public facilities in southern states of the former Confederacy. A 'separate but equal" status for African American persisted and led to conditions in which African Americans were treated in an inferior manner compared to white Americans. These laws systematized a number of economic, educational and social disadvantages that African Americans faced during the decades leading up to the Civil Rights movement.

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

chauffeur (16)	antebellum (17)	plantation (17)	gingham (18)	obviously (19)

READ

Review Review the timeline from the beginning every day.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

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

Read p. 16-29

Setting	Characters	Pages
Henri Pichot's house	Grant, Miss Emma, Tante Lou, Inez Lane, Henri Pichot, and Louis Rougon	16-23
The Quarter To Bayonne	Grant	24-25
The Rainbow Club	Thelma and Joe Claiborne, Grant, and Vivian	25-29

RESPOND

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

Students might mention:

- Tante Lou forces Grant to drive her and Miss Emma up to Henri Pichot's house to ask him to fix things with his brother Sam, who is the sheriff, so that Grant can visit Jefferson. Miss Emma wants her boy to die a man, not a hog.
- Miss Emma begs, but Mr. Henri is less than willing.
- Finally Mr. Henri consents to bring the topic up with the sheriff.
- Grant is so angry about being dragged into this thing that he drops his aunt and Miss Emma off at the house, refuses to eat dinner, and drives into Bayonne to see his girlfriend, Vivian, at the Rainbow Club.
- Over shrimp stew, Grant asks Vivian to pick up and run away with him.

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

KWL Chart
Maintain the KWL chart.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Who is Mr. Henri Pichot? Why do they have to go through him to visit Jefferson?
2. Why is Grant so angry when he leaves Mr. Pichot's?
3. What conclusions can you draw about life in the Quarter from today's reading? Would you like to live there? Why or why not?
4. How will Grant teach Jefferson to die like a man? Do you think that this is a noble skill to have?

Analyze Analyze the key paragraph.

Key Paragraph, p. 22

"'That's not what I come up here for, Mr. Henri,' Miss Emma said to him. 'I'm not begging for his life no more; that's over. I just want see him die like a man. This family owe me that much, Mr. Henri. And I want it. I want somebody do something for me one

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

time 'fore I close my eyes. Somebody got do something for me one time 'fore I close my eyes, Mr. Henri. Please, sir'" (p. 22).

EXTEND

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

Jefferson's defense attorney referred to his client as as 'no more than a hog' when he pleaded with the jury to save Jefferson's life. Miss Emma is concerned that her godson will die and all that people will see when they look at Jefferson is a hog. What are the qualities that make you human?

In a 2-paragraph response, argue in favor of your own personal definition of a 'human.' In the first paragraph, explain what you think being human entails. What makes humans different from animals? In a second paragraph, argue why your definition is correct. What makes it a better definition than the one Jefferson's defense attorney uses? Use examples from the text as well as your own personal opinions. Make sure to provide a counter-argument somewhere in your response. Conclude your second paragraph with a reiteration of your stance.

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

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

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character Based Literacy Program 60-Minute Lesson Plan
A Lesson Before Dying, Day 3

Outcomes for Today

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 claim(s), 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 relationship 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.
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

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 was school segregation like in the pre-Civil Rights era?
The issue of whether public facilities may be segregated based on race first arose in the context of transportation, not education. In the 1896 case of *Plessy vs. Ferguson* the Supreme Court concluded that a Louisiana law requiring whites and blacks to ride in separate railroad cars did not violate the Equal Protection Clause. Beginning in the 1930's the NAACP – under the leadership of African American attorney began its assault on the 'separate but equal' doctrine, focusing first on public education. Finally, in the 1954 case *Brown vs Board of Education*, the Supreme Court decided "racially segregated schools…are inherently unequal" and schools began to be desegregated. However, a decade after this monumental decision, very few black children in the Deep South attended school with white children.

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

pledged (33)	allegiance (33)	tyrant (38)	vividly (39)	averted (39)

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

READ

Review Review the timeline from the beginning every day.

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

Read p. 29-41

Setting	Characters	Pages
Inside the Rainbow Club	Grant and Vivian	29-32
The school inside the church in the Quarter	Grant, the students, and Mr. Farrell	33- 41

RESPOND

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

Students might mention:

- Vivian reminds Grant that she can't leave Bayonne because she is going through an ugly divorce, and can't afford to do anything that might endanger her children.
- Tante Lou is still angry with Grant the next morning.
- Grant is upset as well and takes it out on his students.
- He hits two children with his Wescott ruler.
- Near the end of the day, Mr. Farrell Jarreau, Pichot's handyman arrives, requesting that Grant return to Pichot's home about 5:00.

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

KWL Chart
Maintain KWL chart.

Change Bookmark
Add to your bookmark.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What might be some of the reasons Grant has for wanting to leave Bayonne?
2. Why doesn't Vivian think that leaving is such a good idea?
3. What do you think makes these two characters different from each other? What do you think it is that draws them to each other?
4. What do you imagine is eating at Grant so much that he is treating the students so harshly?
5. When Grant describes what he sees in the Quarter, how do you think he feels about the place and the people?

Analyze Analyze the key paragraph.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Key Paragraph, p. 34

"I went out into the yard, slapping the Wescott ruler against my leg hard enough to sting it. The cool air felt good on my face, and after standing in the yard for a while, I walked to the road. But there was nothing to see out there but a couple of automobiles—my gray Ford parked down the quarter in front of my aunt's house, and a car parked alongside the ditch farther up the quarter. Other than that, all there was to see were old, gray weather-beaten houses, with smoke rising out of the chimneys and drifting across the corrugated tin roofs. Living and teaching on a plantation, you got to know the occupants of every house, and you knew who was home and who was not…" (p. 34).

EXTEND

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

Gaines, the author, provides a lot of details about the school and the Quarter in today's reading. Review today's key paragraph.

Then, write a paragraph arguing either for/against the following statement: the description of the school and the Quarter in today's reading is depressing. How do you feel when you read today's key passage? Why does it make you feel that way? What techniques does Gaines use to produce an emotion? Use examples from the text and be sure to provide a counterargument somewhere in your paragraph. Conclude your writing with a reiteration of your stance.

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

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

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character Based Literacy Program 60-Minute Lesson Plan
A Lesson Before Dying, Day 4

Outcomes for Today

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 claim(s), 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 relationship 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.
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

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.

How did the laws of segregation affect daily life in the US?
Racial segregation was a system derived from the efforts of white Americans to keep African Americans in a subordinate status by denying them equal access to public facilities and ensuring that blacks lived apart from whites. During the era of slavery, most African Americans resided in the South, mainly in rural areas. Under these circumstances, segregation did not prove necessary as the boundaries between free citizens and people held in bondage remained clear. Furthermore,

Before the Civil War, segregation existed mainly in cities in both the North and the South blacks and whites lived in close proximity on farms and plantations and geographical isolation made contact between neighbors infrequent. However, free people of color, located chiefly in cities and towns of the North and Upper South, experienced segregation in various forms. By the time the Supreme Court ruled in *Dred Scott v. Sanford* (1857) that African Americans were not U.S. citizens, northern whites had excluded blacks from seats on public transportation and barred their entry, except as servants, from most hotels and restaurants. When allowed into auditoriums and theaters, blacks occupied separate sections; they also attended segregated schools.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Most churches, too, were segregated.

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

satchel (43)	agitated (44)	humiliate (46)	aggravate (49)	annual (50)

READ

Review Review the timeline from the beginning every day.

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

Read p. 42-55

Setting	Characters	Pages
Pichot's kitchen	Inez, Grant, Edna Guidry, Sam Guidry (the sheriff), Louis Roughon, and another "fat man"	42-50
The school	Grant, Superintendent Joseph Morgan, Gloria Herbert, Louis Washington, and other students	51-55

RESPOND

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

Students might mention:

- After stopping home to see Tante Lou and Miss Emma, Grant arrives through the back door in Pichot's kitchen.
- He waits there with the servant, Inez, from 5:00 until 7:30 pm. He refuses the offer to have dinner at the kitchen table, feeling he would only be further humiliated in doing so.
- Finally, Henri Pichot, the sheriff and two other men enter the kitchen.
- Following some questioning, Sheriff Guidry begrudgingly agrees to allow Grant to visit Jefferson. He must, however, wait a couple of weeks.
- The superintendent arrives to inspect Grant's school as well as the children.

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

KWL Chart
Maintain KWL chart.

Change Bookmark
Add to your bookmark.

Venn Diagram
Create an on-going Venn Diagram containing things that are important to blacks and whites in the Bayonne area. Which things do both groups value?

EXPLORE

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Grant refuse coffee or even food in Henri Pichot's kitchen?
2. Why does he have to wait in the kitchen, while Mr. Henri Pichot is enjoying himself in the front room? Is this an injustice? Why or why not?
3. Why doesn't the sheriff apologize for keeping Grant waiting for two hours or more? Would you blame racism or a lack of empathy?

Analyze Analyze the key paragraph.

Key Paragraph, p. 49

"'I don't like it,' Guidry said. 'And I'll tell you why I don't like it. Because I think the only thing you can do is just aggravate him, trying to put something in his head against his will. And I'd rather see a contented hog go to that chair than an aggravated hog. It would be better for everybody concerned. There ain't a thing you can put in that skull that ain't there already'" (p. 49).

EXTEND

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

Segregation was harmful to the psyches of both blacks and whites. It made whites view blacks as subhuman. And it made blacks struggle to believe in their own humanity. We know by his comments how Guidry feels about Jefferson. And we know by his actions how he feels about Grant.

Pretend you are Grant. **Write an argumentative paragraph about how you feel about Sheriff Guidry and other powerful white people in town; specifically argue that their attitudes and treatment towards you is unjust. Use at least one example from today's text to back up your assertions. In your paragraph, provide several suggestions as to how these people can change their mindset. Remember, change requires a vision, a plan and effort. What are some visions, plans and efforts white townspeople can take towards becoming more tolerant? Conclude with a reiteration of your stance.**

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

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

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character Based Literacy Program 60-Minute Lesson Plan
A Lesson Before Dying, Day 5

Outcomes for Today

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 claim(s), 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 relationship 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.
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

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 was the Separate but Equal and the ruling of Brown vs. Board of Education?
"Separate but equal" was a legal doctrine in the United States constitutional law that justified systems of segregation. This phrase was derived from a 1890 Louisiana law. Furthermore, the landmark 1954 case *Brown vs. Board of Education* established that the separation of students in public schools on the basis of race was inherently unconstitutional. This decision overturned the 1896 *Plessy vs Ferguson* case that allowed state-sponsored segregation.

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

grudgingly (61)	relented (61)	burden (63)	confederate (68)	deputy (69)

READ

Review Review the timeline from the beginning every day.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

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

Read p. 56-69

Setting	Characters	Pages
School	Grant, superintendent, and Irene Cole	56-58
School	Grant, the students, and "two old men" (Mr. Lewis and Mr. Thomas) bringing firewood	59-62
Flashback to Grant's youth	Grant and Mathew Antoine	62-66
The car to Bayonne	Grant and Miss Emma	67-69
The courthouse	Grant, Miss Emma, and two deputies	69

RESPOND

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

Students might mention:

- On his way out, Grant asks the superintendent for more books and supplies. The superintendent tells him, "We are all in the same boat."
- Two "old men" deliver firewood to heat the school during the winter. Grant arranges for the older boys to cut the wood to size.
- Grant flashes back to when he was a student at the school and Mathew Antoine was his teacher. He recalls Antoine, with his defeatist attitude, telling him, "Do the best you can. But it won't matter."
- Grant drives Emma to the courthouse to visit Jefferson for the first time.
- They arrive, walk past a statue of a Confederate soldier, and Emma speaks to one of the two deputies on watch.

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

Map
Add to your continued map of the Quarter (schoolhouse).

KWL Chart
Update your KWL chart.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Do you believe the superintendent when he tells Grant, "We're all in the same shape"?
2. Do you agree with the superintendent's opinion that the black children at the school should be sent to work in the fields? Why or why not?
3. What is your impression of the superintendent? Do you find him cold-hearted? Unrealistic? Racist? Review the language he uses towards Grants students to help inform your answer.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

4. What is the significance of walking past the statue of a Confederate soldier in the parking lot?
5. What does Antoine mean when he says it won't matter?
6. What effect is produced by placing this scene right after the one in which Mathew Antoine tells Grant that he can try all he wants, but in the end it won't matter?
7. Do you think Grant makes a difference? Will you? How?

Analyze Analyze the key paragraph.

Key Paragraph, p. 65

"…Well you will believe me one day. When you see that those five and a half months you spend in that church each year are just a waste of your time, you will. You will. You'll see that it will take more than five and a half months to wipe away—peel—scrape away the blanket of ignorance that has been plastered and replastered over those brains in the past three hundred years. You'll see" (p. 65).

EXTEND

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

In today's reading, Grant remembers the words that his teacher Matthew Antoine tells him: "Do the best you can. But it won't matter." This quote goes against the notion that change requires effort. Antoine tells Grant that the only option for blacks in the south is to run away. How do you feel about this statement?

In an argumentative paragraph, make the claim that Matthew Antoine's statement is false. **Support the claim that people can change the world around them by using your own personal experience as well as evidence from the text. Also, think about someone in your own life who did their best and ended up making a positive impact on the world. Why is it better to believe in yourself rather than give up hope? Conclude your writing with a reiteration of your stance.**

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

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

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character Based Literacy Program 60-Minute Lesson Plan
A Lesson Before Dying, Day 6

Outcomes for Today

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 claim(s), 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 relationship 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) to 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

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.

An excerpt from Martin Luther King's "I Have a Dream" speech:
I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal." I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

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

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

narrow (84)	routine (75)	aggravation (81)	patronizing (82)	sycamore (82)

READ

Review Review the timeline from the beginning every day.

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

Read p. 69-82

Setting	Characters	Pages
Courthouse: at the reception desk	Miss Emma, Grant, and the deputies	69-71
Jefferson's cell	Grant, Miss Emma, and Jefferson	71-74
Next two visits	Grant, Miss Emma, the deputies, and Jefferson	74-76
Miss Emma's house	Grant, Tante Lou, Miss Emma	76-79
The courthouse	Sheriff Guidry, Grant, and Jefferson	79-82

RESPOND

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

Students might mention:

- Grant and Emma visit Jefferson for the first time. Jefferson is quiet for the most part, but wants to know when they are going to "jerk the switch."
- Grant and Emma visit twice more. The visits are much the same as the first.
- Grant is sent alone on the fourth visit after leaving Irene Cole in charge of the students.
- The sheriff warns Grant that he will stop all visits if Jefferson appears aggravated.
- Jefferson wants to know if Grant brought corn for him to eat, as corn is for hogs.

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

Map
Add today's locations to your ongoing map.

KWL Chart
Maintain the KWL chart you began a few days ago.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What happens when Miss Emma, Tante Lou and Grant go into the courthouse?
2. How does Jefferson react to having visitors? What is he most interested in finding out?

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

3. Why doesn't Jefferson eat the food that they brought? Do you think that Jefferson's refusal of food is a sign that he has given up hope?
4. Why doesn't Grant want to continue going to see Jefferson?
5. What advice might you give Grant to keep him going? In your own words, make sure he knows that change is possible; it requires a vision, a plan and effort.

Analyze Analyze the key paragraph.

Key Paragraph, p. 79

"'Everything you sent me to school for, you're stripping me of it,' I told my aunt. They were looking at the fire, and I stood behind them with the bag of food. 'The humiliation I had to go through, going into that man's kitchen. The hours I had to wait while they ate and drank and socialized before they would even see me. Now going up to that jail. To watch them put their dirty hands on that food. To search my body each time as if I'm some kind of common criminal. Maybe today, they'll want to look into my mouth or my nostrils, or make me strip. Anything to humiliate me. All the things you wanted me to escape by going to school. Years ago, Professor Antoine told me that if I stayed here, they were going to break me down to the n****** I was born to be. But he didn't tell me that my aunt would help them to do it'" (p. 79).

EXTEND

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

Like Martin Luther King Jr., Grant had a dream. He dreamed that schooling would allow him a seat at King's "table of brotherhood."

Pretend you are Grant. **Write an argumentative speech in the style of Martin Luther King Jr., claiming that Jefferson has the right to sit at the 'table of brotherhood' with blacks and whites alike**. **Explain why you are passionate about this case and what it means to you to see equality between races. Identify the plan you have made to make this dream a reality. Support your evidence with information from the novel; you may also find that research into Martin Luther King Jr.'s "I Have a Dream" speech is helpful in crafting your own argumentative speech. Conclude your speech with a reiteration of your stance. Be prepared to read your work aloud to the class.**

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

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character Based Literacy Program 60-Minute Lesson Plan
A Lesson Before Dying, Day 7

Outcomes for Today

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 claim(s), 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 relationship 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) to 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

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 the Great Migration? Who is Jackie Robinson?
The Great Migration was characterized by the movement of over 6 million African Americans out of the rural South into the North, Midwest and Western United States. This movement lasted well into the 1960s. The cause of this shift includes the desire among African Americans for industrial jobs that were largely concentrated in cities such as Detroit, Chicago, Cleveland and New York. The results of this movement were long-lasting: African Americans had essentially become an urbanized population.

Born in 1919, Jackie Robinson was the first African American baseball player in the Major Leagues. The Brooklyn Dodgers started him at first base on April 15, 1947. By doing this, the Dodgers ended racial segregation that relegated black players to the 'Negro league" for six decades. Robinson became a powerful symbol for many during the mid 1900s, and is even accredited with inspiring and contributing significantly to the

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Civil Rights Movement. More information regarding integrating blacks into professional sports and Jackie Robinson can be found online.

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

afford (84)	mock (86)	cynical (84)	defiant (84)	vertical (86)

READ

Review Review the timeline from the beginning every day.

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

Read p. 83-95

Setting	Characters	Pages
Jefferson's cell	Grant, Jefferson, and the deputy	83-85
The Rainbow Club	Grant, Claiborne, and two old men	86-89
Flashback to the University	Grant, The Little Irishman, Mr. Anderson	89-90
Back at the Rainbow Club	The old men and Claiborne	90-91
The school at the rear of town	Grant and Vivian	92-95

RESPOND

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

Students might mention:

- During Grant's visit, Jefferson shows Grant "how a old hog eat."
- Grant tells Jefferson that he is going to tell Miss Emma that Jefferson liked the food, especially the pralines. He says he's going to lie because he doesn't want the white man to win.
- Jefferson waits out the hour before calling the deputy to let him out.
- He heads straight for the Rainbow Club. Over a couple of beers, he listens to two old men talk baseball, specifically about Jackie Robinson and the Brooklyn Dodgers.
- Then he heads over to the school where Vivian teaches. They talk about the reasons neither can leave Bayonne.

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

Map
Add the locations that the characters travelled to on your ongoing map of Bayonne (jail, Rainbow Club, Vivian's school).

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Key Questions

1. Why can't Vivian leave Bayonne? Why doesn't Grant?
2. How do you feel about Grant carrying on an affair with a married woman? Is this ethical?
3. Why do you think Grant's parents are in California?
4. How might Jefferson be seen as a hero by his people? How might his death represent the injustice of segregation and Jim Crow laws?
5. Think about heroes such as Martin Luther King Jr., who have died while upholding their cause. How does their death impact the community? Do you think it inspires people to take up the cause and work towards justice?

Analyze Analyze the key paragraph.

Key Paragraph, p. 84

"'That man out there doesn't want me up here either,' I said to him. 'He said I will never be able to make you understand anything. He said I'm just wasting my time coming up here now. But your nannan doesn't think so. She wants me to come up here. She wants us to talk. What do you want? You want me to stay away and let him win? The white man? You want him to win?'" (p. 84).

EXTEND

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

In today's reading, Grant states that he is going to lie to Miss Emma about Jefferson enjoying the food because he doesn't want the white man to win. How do you feel about lying for a just cause? Is it ethical or unethical?

In an argumentative paragraph, claim that, if Jefferson were to die like a man – despite his being accused of being a hog – it would be a victory. In your paragraph, explain who the victory would belong to. Do you believe that Jefferson's dying with dignity would make him a hero? Would he become a historical figure like Jackie Robinson or Joe Louis? Why or why not? Be sure to provide a counterargument in your paragraph. Conclude your paragraph with a reiteration of your stance.

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

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

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character Based Literacy Program 60-Minute Lesson Plan
A Lesson Before Dying, Day 8

Outcomes for Today

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 claim(s), 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 relationship 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) to 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

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 Ernest J. Gaines, the author of *A Lesson Before Dying*?
About the Author: The world into which Ernest James Gaines was born--on January 15, 1933--is essentially the world which he has distilled into the dense and complex world of his six novels and his stories. The land around River Lake Plantation--near New Roads, Pointe Coupee Parish, Louisiana--is the land around the Pichot plantation, near Bayonne, St. Raphael Parish, presented in *A Lesson Before Dying*. The black community in which Gaines grew up became "the quarter" of this 1993 novel, as well as providing the setting and social matrix of his previous works.

The author's vision of Henri Pichot's cane fields stems directly from the fields in which Gaines himself worked as a child. As Gaines has said: "Though the places in my stories and novels are imaginary ones, they are based pretty much on the place where I grew up and the surrounding areas where I worked, went to school, and traveled as a child. My characters speak the way people speak in that area." Gaines also has drawn

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

considerably on the mores of black culture and the storytelling traditions of rural Louisiana. The result is prose that is at once exact, idiomatic, stately, and true to the spoken language of actual people.
http://knopfdoubleday.com/author/9566/ernest-j-gaines/

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

inquisitor (99)	devoted (101)	baptized (101)	crucified (102)	ancestors (107)

READ

Review Review the timeline from the beginning every day.

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

Read p. 96-109

Setting	Characters	Pages
On the porch of Tante Lou's house	Grant, Miss Eloise Bouie, Tante Lou, and Miss Emma	96-97
Flashback to Friday	Grant, Miss Emma, Tante Lou, and Reverend Ambrose	97- 102
Sunday afternoon inside the house	Grant and Vivian	102 – 106
A walk through the quarter	Grant and Vivian	106-109

RESPOND

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

Students might mention:

- Grant is out on the porch when Miss Eloise comes calling to pick up Tante Lou and Miss Emma for church. Tante Lou has no expectation of seeing Grant in church any more.
- Grant goes inside to complete some school work. There is a knock at the door. It is Vivian, who has never visited Grant at his house before.
- They visit and have some coffee.
- Grant suggests a walk through the quarter. They walk and find a hidden spot in the cane field, where they make love.
- Grant suggests that if they have a child together that they name him Paul.

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

Map
Add the locations that the characters travelled to on your ongoing map of Bayonne (cane field).

KWL Chart
Maintain the KWL chart that you began several days ago.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What kinds of things are important to people in Bayonne?
2. What made Grant stop believing in the Bible?
3. Why do you think Vivian insists on washing the plates after she and Grant use them?
4. What might be the significance of naming his baby Paul?

Analyze Analyze the key paragraph.

Key Paragraph, p. 107

"…Just before we came up the cemetery, we turned left on a road that would take us farther into the field. This was Vivian's first time back here, and I told her that my people had worked these fields ever since slavery, and many of them were buried in the cemetery behind us…" (p. 107).

Please also read…

About the Author: The world into which Ernest James Gaines was born--on January 15, 1933--is essentially the world which he has distilled into the dense and complex world of his six novels and his stories. The land around River Lake Plantation--near New Roads, Pointe Coupee Parish, Louisiana--is the land around the Pichot plantation, near Bayonne, St. Raphael Parish, presented in *A Lesson Before Dying*. The black community in which Gaines grew up became "the quarter" of this 1993 novel, as well as providing the setting and social matrix of his previous works. The author's vision of Henri Pichot's cane fields stems directly from the fields in which Gaines himself worked as a child. As Gaines has said: "Though the places in my stories and novels are imaginary ones, they are based pretty much on the place where I grew up and the surrounding areas where I worked, went to school, and traveled as a child. My characters speak the way people speak in that area."

Gaines also has drawn considerably on the mores of black culture and the storytelling traditions of rural Louisiana. The result is prose that is at once exact, idiomatic, stately, and true to the spoken language of actual people.

EXTEND

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

Strong stories are often written by authors who write about what they know. Re-read the section above titled, "About the Author."

Write an argumentative paragraph in which you claim that Gaines based his novel on several instances in his own life. You may find that conducting further research on the author's life to be helpful in constructing your claim.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Which specific details of the novel are similar to Gaines' own experience? Be sure to conclude your paragraph with a reiteration of your stance.

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

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

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character Based Literacy Program 60-Minute Lesson Plan
A Lesson Before Dying, Day 9

Outcomes for Today

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 claim(s), 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.
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) to 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

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 Baton Rouge?
Baton Rouge is the capitol city of Louisiana, and is the second largest city in the state. It is a major industrial, petrochemical, medical and research center of the American South. Baton Rouge is an important port city, largely due to its placement on the Mississippi River. Also, its location upriver of the Mississippi River Delta is essential in protecting the region from flooding, hurricanes and other natural disasters.

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

pride (113)	contemplating (114)	pastoral (116)	faith (121)	patience (123)

READ

Review
Review the timeline from the beginning every day.

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

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Read p. 110-124

Setting	Characters	Pages
Return to the house	Grant and Vivian	110-112
Tante Lou's kitchen	Grant, Vivian, Tante Lou, Inez, Miss Eloise, and Miss Emma	112-117
The schoolhouse	Grant and the students	118-120
Miss Emma's house	Grant, Miss Emma, and Reverend Ambrose	120
Miss Emma's visit with Jefferson as told by Miss Eloise at Tante Lou's house	Miss Emma, Reverend Ambrose, Tante Lou, and Jefferson	121-122
Tante Lou's kitchen table	Tante Lou, Miss Emma, Miss Eloise, Reverend Ambrose, and Grant	122-124

RESPOND

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

Students might mention:

- Grant and Vivian return to Tante Lou's.
- Tante Lou and her friends return from church. Tante Lou acts coldly toward Vivian.
- Vivian leaves. The following day, Miss Emma, Tante Lou, and the Reverend visit Jefferson without Grant.
- Jefferson reacts in a similar fashion as he did with Grant. Miss Emma realizes that Grant was lying when he said the visit went well and that Jefferson enjoyed the food.
- Miss Emma pleads with Grant to go back.

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

Map
Add the locations that the characters travelled to on your ongoing map of Bayonne (Church, Tante Lou's).

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Who is "the big boss in Baton Rouge"?
2. Complete the sentence from page 122, "That's all I'm is, fattening up to…"
3. What does Miss Emma mean when she says, "Sombody go'n do something for me 'fore I die"?
4. What does Grant feel guilty about? Why does he want to run away from all of this?
5. If Grant stays to help Jefferson transform into a man, what do you think will happen to Grant?

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

6. What do you think the “lesson before dying” might be?

Analyze Analyze the key paragraph.

Key Paragraph, p. 123

“‘What for?’ I said. ‘What for, Tante Lou? He treated me the same way he treated her. He wants me to feel guilty just the same as he wants her to feel guilty. Well I’m not feeling guilty, Tante Lou. I didn’t put him there. I do everything I know how to keep people like him from going there. He’s not going to make me feel guilty.’

‘You going back,’ she said. ‘You ain’t going to run away from this, Grant’” (p. 123).

EXTEND

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

Imagine you are Vivian. Pretend that Grant has come to you for advice after the argument with Tante Lou. **Write an argumentative letter to him, claiming that it is important that he stay and live up to his responsibilities. Include language and phrases that the Vivian might use when addressing Grant. What does he need to do to help Jefferson find his humanity and his dignity? How can you change his mind with your words? Remember that change is possible: it requires a vision, a plan and effort. Conclude your letter with a reiteration of your stance.**

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

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

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character Based Literacy Program 60-Minute Lesson Plan
A Lesson Before Dying, Day 10

Outcomes for Today

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 claim(s), 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 relationship 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.
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

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 were conditions like in jail at the time that the novel takes place?
In the 1950's, US jails were crowded due to the rise in crime rates. Although prisons in America were more humane than they had ever been, there were some exceptions. For instance, more than 60 percent of convicts in jails were released only to commit crimes again; and, in poor southern states, jail conditions were worse: Louisiana's Angola state penitentiary made news headlines when an investigation revealed that prisoners lived crowded together by the hundreds in wooden, tumbledown barracks.

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

vexing (129)	heartrending (130)	headway (131)	shackles (134)	termination (135)

READ

Review
Review the timeline from the beginning every day.

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

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Read p. 125-137

Setting	Characters	Pages
The jail	Grant, Paul, Jefferson	125-131
Sheriff's office	Sheriff Guidry and Grant	131-134
The dayroom	Miss Emma, Tante Lou, Reverend Ambrose, Grant, and Jefferson	135-137
The dayroom a few days later	Jefferson, Grant, and Paul	137

RESPOND

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

Students might mention:

- Grant agrees to return to the jail. When he does, Jefferson acts no differently. He even kicks the food off of the bed onto the floor.
- Before leaving, Grant is called in to see the sheriff.
- The Sheriff explains that Miss Emma and Tante Lou have been to see his wife. She has asked if they can't visit with Jefferson in the dayroom next.
- The next visit takes place in the dayroom. Miss Emma sets a table for a picnic. Jefferson refuses to eat or interact.
- Grant returns a couple days later on his own. He and Jefferson meet in the dayroom. Paul, the deputy says they are not allowed to walk around. Jefferson still refuses to participate on any "human" level.

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

Map
Add the locations that the characters travelled to on your ongoing map of Bayonne.

KWL Chart
Maintain the KWL chart that you began several days ago.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How does the group end up meeting with Jefferson in the dayroom?
2. Will Jefferson ever come around? What do you think will do the trick?
3. Remember that change requires a vision, a plan and effort. How is Grant displaying a vision a plan or effort to help change Jefferson? Do you think he will be successful?
4. How many times would you show up for Jefferson before you gave up on him?
5. What advice would you give Grant at this point?

Analyze Analyze the key paragraph.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Key Paragraph, p. 129

"'I don't know when I'm going to die, Jefferson. Maybe tomorrow, maybe next week, maybe today. That's why I try to live as well as I can every day and not hurt people. Especially people who have sacrificed for me. I don't want to hurt those people. I want to help those people as much as I can'" (p. 129).

EXTEND

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

Do you believe that Grant is telling the truth in the paragraph above? Take a stand one way or the other and **write an argumentative paragraph claiming that he is either telling the truth or lying. Use information you have learned about Grant by reading the book thus far to build your argument. Try to use at least one direct quotation. (HINT: You may also want to review the character trait sheet you created today.) What are some clues to help you support your claim? Do you personally agree with his statement? Provide a counterargument in your paragraph. Conclude your paragraph with a reiteration of your stance.**

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

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

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character Based Literacy Program 60-Minute Lesson Plan
A Lesson Before Dying, Day 11

Outcomes for Today

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 claim(s), 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 relationship 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) to 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

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 was Rosa Parks? What did she do in order to spark a change?
Rosa Parks, commonly referred to as "the first lady of Civil Rights" and the "mother of the freedom movement," helped spark the Civil Rights movement in the 1950s. As an African American woman, Rosa was forced to not only sit in the 'colored' section of a bus, but also give her seat up to a white person. When she refused to give her seat up and disobeyed the bus driver, she was arrested. The Montgomery Bus Boycott that followed her arrest was an important symbol of the modern Civil Rights movement. Her birthday, Feb. 4th, and the day she was arrested, December 1st, have become Rosa Parks Day, which is commemorated in the US states of Ohio and California.

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

shrugged (138)	moral (139)	obligation (139)	mill (142)	lingered (143)

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

READ

Review Review the timeline from the beginning every day.

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

Read p. 138-151

Setting	Characters	Pages
Jail, the dayroom	Jefferson, Grant, and Paul	138-140
The Rainbow Club	Grant and Vivian	140-141
The Christmas program at the school	Grant, Students, parents, neighbors, and Reverend Ambrose	142-151

RESPOND

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

Students might mention:

- Jefferson's visits in the dayroom continue. Grant tells Jefferson that he might not owe anyone else anything, but he surely owes his godmother something.
- He explains to Jefferson that he has a moral obligation to be kind to her and to show her love.
- Following his visit, he meets Vivian in the Rainbow Club. Grant tells Vivian about the visits and expresses his desire to leave Bayonne behind. He asks her again to go away with him. She refuses.
- Soon after the students perform for the quarter in the school Christmas program. Reverend Ambrose offers closing remarks warning against the folly of not seeking God in one's heart.
- Grant continues to be in a somber mood, not really believing that things will ever change.

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

Map
Add the locations that the characters travelled to on your ongoing map of Bayonne (Rainbow Club, the dayroom).

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why do you think Jefferson needs to act differently towards his godmother?
2. What advice would you give Grant if he wants things to change?
3. If you were Grant, what would you do to change the situation? Remember, change requires a vision, a plan and effort.
4. Grant may have a vision, but does he have a plan?
5. Pretend you are Grant. Come up with a plan to change things in Bayonne.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Analyze Analyze the key paragraph.

Key Paragraph, p. 151

"She was right; I was not happy. I had heard the same carols all my life, seen the same little play, with the same mistakes in grammar. The minister had offered the same prayer as always, Christmas or Sunday. The same people wore the same old clothes and sat in the same places. Next year it would be the same, and the year after that, the same again. Vivian said things were changing. But were they changing?" (p. 151).

Compare the previous paragraph with this one

"People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in" – Rosa Parks

EXTEND

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

Change in society is often forced. It takes a vision and a plan. **Write an argumentative paragraph in which you list the things that need to change in Bayonne. Use today's reading as well as that of previous days to support your claims. Then, in a second paragraph, argue that Grant and Rosa Parks are not as different as they may seem at first. Use the key paragraphs from today as evidence to support your claims. How can Grant learn from Rosa in order to implement change? Make sure to provide a counterargument in your paragraphs.**

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

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

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character Based Literacy Program 60-Minute Lesson Plan
A Lesson Before Dying, Day 12

Outcomes for Today

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 claim(s), 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.
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) to 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

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.

Unequal Justice, The Story of Emmett Till.
On August 28, 1955, Emmett Till, a 14-year-old African American youth who was on a summer vacation from his home on Chicago's south side, was kidnapped from his uncle's home in LeFlore County, Miss. by two white men. Four days later, Till's badly beaten body was recovered from the Tallahatchie River. A 75-pound cotton gin fan was attached with barbed wire to his neck.

Till had allegedly entered a grocery store, bought some bubble gun, and whistled at a white woman who worked there. The woman's husband and his half-brother kidnapped and killed Till. As one put it, "I just decided it was time a few people got put on notice." An all-white jury acquitted the two men in an hour and seven minutes. One juror commented, "If we hadn't stopped to drink a pop, it wouldn't have taken that long."

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

precede (155)	smoldering (155)	hesitantly (156)	justice (157)	convenient (158)

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

READ

Review Review the timeline from the beginning every day.

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

Read p. 152-166

Setting	Characters	Pages
School, Late February	Grant, Mr. Farrell, and the students	152-154
Henri Pichot's house	Grant, Inez, Reverend Ambrose, Sheriff Guidry, Henri Pichot,	154-159
Miss Emma's	Inez, Miss Emma, Reverend Ambrose,	160-161
Home	Grant, Vivian	161-163
Miss Emma's	Vivian, Grant, Miss Emma, Tante Lou	163-165
The Rainbow Club	Vivian and Grant	165-166

RESPOND

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

Students might mention:

- It is late February when Mr. Farrell comes to school to summon Grant to Pichot's house right away.
- After refusing to have a cup of coffee in the kitchen, he and the Reverend Ambrose are welcomed into the front room. There the sheriff informs them that the governor has set a date for the execution, April 8th, the second Friday after Easter.
- Grant leaves Pichot's and makes his way to Miss Emma's.
- At home, he meets Vivian, and together they return to Miss Emma's where Vivian tells her that she is praying for both Miss Emma and for Jefferson.
- Grant and Vivian leave Miss Emma's and head over to the Rainbow Club. There they discuss whether or not Irene Cole, Grant's student teacher, is in love with him.

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

Map
Add the locations that the characters travelled to on your ongoing map of Bayonne (Rainbow Club, Miss Emma's).

KWL Chart
Maintain the KWL chart that you began several days ago.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Key Questions

1. What is significant about Grant's refusal of a cup of coffee and Reverend Ambrose's acceptance?
2. Why do Ambrose and Grant seem to be fighting each other, rather than working together?
3. Do you think that Irene Cole is actually in love with Grant? What evidence makes you believe so?

Analyze Analyze the key paragraph.

Key Paragraph, p. 157

"Twelve white men say a black man must die, and another white man sets the date and time without consulting one black person. Justice?" (p. 157).

Compare quote above with description of the Emmett Till case below.

On August 28, 1955, Emmett Till, a 14-year-old African-American youth who was on a summer vacation from his home on Chicago's south side, was kidnapped from his uncle's home in LeFlore County, Miss. by two white men. Four days later, Till's badly beaten body was recovered from the Tallahatchie River. A 75-pound cotton gin fan was attached with barbed wire to his neck.

Till had allegedly entered a grocery store, bought some bubble gun, and whistled at a white woman who worked there. The woman's husband and his half-brother kidnapped and killed Till. As one put it, "I just decided it was time a few people got put on notice." An all-white jury acquitted the two men in an hour and seven minutes. One juror commented, "If we hadn't stopped to drink a pop, it wouldn't have taken that long."

EXTEND

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

Use today's reading and the history of Emmett Till to explain how the Justice system of Segregated America was in need of change. **Write an argumentative paragraph in which you claim that justice was not present in either of the cases. Provide evidence and facts/quotes to support this claim (you may find it helpful to conduct research using authoritative print or digital sources). Then, consider how Jefferson might stand to be an agent of justice and change by going to the electric chair with dignity.**

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

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

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character Based Literacy Program 60-Minute Lesson Plan
A Lesson Before Dying, Day 13

Outcomes for Today

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 claim(s), 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 relationship 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.
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

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 'subtext'?
Subtext is the meaning beneath the dialogue; what the speaker really means, even though he's not saying it directly. As humans, we often don't articulate our thoughts exactly. We're thinking on our feet as we talk, processing other stimuli, like body language, and struggling with our own concerns and emotions as well as those of the listener. In fiction, this kind of miscommunication can add authenticity, create dramatic tension, and even reveal deeper truths. What do you think the subtext of *A Lesson Before Dying* is?

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

duty (168)	corridor (168)	favor (171)	semidarkness (173)	smothered (173)

READ

Review
Review the timeline from the beginning every day.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

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

Read p. 166-177

Setting	Characters	Pages
The Rainbow Club	Vivian and Grant	166-167
The Courthouse	Paul, Grant, and Jefferson	168-172
The Rainbow Club	Claiborne, Thelma, and Grant	173-174
Edwin's Department Store	Saleswoman, another white woman, and Grant	174-176
The Courthouse	Grant and Sheriff Guidry	176-177

RESPOND

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

Students might mention:

- At the Rainbow Club, Grant explains to Vivian that Irene loves him in the same way that Tante Lou does. Neither want him to leave them.
- Grant pays Jefferson another visit. It is the first one since the execution date was announced.
- They talk a little. Jefferson says he wants an entire gallon of ice cream for his last meal. Grant also promises to get him a radio to listen to.
- Grant leaves the jail and heads to the Rainbow Club. Claiborne and Thelma loan Grant the money for the radio. He buys it at the department store and returns to the courthouse.
- The sheriff is gruff, but agrees to let Jefferson have the radio.

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

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What does a gallon of ice cream have to do with being human? How about a radio? Does this signal a change in the direction of the novel?
2. Do you believe that Irene loves Grant in the same way that Tante Lou does?
3. Why doesn't Grant correct the sheriff by saying "batteries"?
4. How does Grant act similarly to Rosa Parks when he insists that the salesclerk give him a new radio instead of the floor model? What would you have done in that situation?

Analyze Analyze the key paragraph.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Key Paragraph, p. 174

"'Here.'

It was the kind of 'here' your mother or your big sister or your great-aunt or your grandmother would have said. It was the kind of 'here' that let you know this was hard-earned money but also, that you needed it more than she did, and the other kind of 'here' that said she wished you had it and didn't have to borrow it from her, but since you did not have it, and she did, then 'here' it was, with a kind of love. It was the kind of 'here' that asked the question, when will all this end? When will a man not have to struggle to have money to get what he needs 'here'? When will a man be able to live without having to kill another man 'here'?" (p. 174).

EXTEND

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

In the quotation above, Gaines explains the many levels of meaning in the word, "here," when said by Thelma Claiborne. This 'here' is related to subtext; remember that subtext is the meaning beneath dialogue – it is what the speaker really means.

First, write a informative paragraph which you first describe a time in which someone said a word or phrase to you that displayed their true, unsaid feelings. Next, write an argumentative paragraph in which you claim that there was a hidden meaning behind their words. What was the subtext? What were the speaker's true feelings behind what they said? Use personal experience to support your claims. Give background details to make your paragraphs as concise and clear as possible. Be sure to conclude your second paragraph with a reiteration of your claim.

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

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

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character Based Literacy Program 60-Minute Lesson Plan
A Lesson Before Dying, Day 14

Outcomes for Today

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 claim(s), 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 relationship 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.
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

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 the turning point of the story?
Today, Grant helps Jefferson to understand that whites are not superior to blacks, that they would have him believe that he was a hog only in order to maintain their economic, political, and social power over black people. Grant explains that Jefferson has been referred to as sub-human so often by whites that he has come to believe it himself. Only Jefferson has the power to embrace his humanity, and in doing so, he will give humanity to his people.

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

faintly (178)	accusing (182)	stammered (186)	deliberately (188)	hero (191)

READ

Review
Review the timeline from the beginning every day.

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

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Read p. 178-194

Setting	Characters	Pages
Jefferson's cell	Miss Emma, Reverend Ambrose, and Jefferson	178-179
The sheriff's office	Sheriff Guidry, Miss Emma, and Reverend Ambrose	179-180
Tante Lou's house	Grant, Tante Lou, Reverend Ambrose	180-183
Jefferson's cell	Grant, Jefferson, and Paul	183-186
Return to the courthouse	Grant, Reverend Ambrose, Miss Emma, Tante Lou, and Jefferson	186- 194

RESPOND

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

Students might mention:

- The Reverend and Miss Emma visit Jefferson without Grant. Jefferson won't stop listening to the radio.
- Grant and Reverend Ambrose argue over the radio later. Grant believes that it is the radio that reminds Jefferson of his humanity.
- The next visit is scheduled for the dayroom, and all are to attend. Grant is late because he is picking up a notebook and pencil with the hope that Jefferson will use it to record his thoughts.
- Grant walks Jefferson around the dayroom. He talks to Jefferson and gets through to him. He tells him that he has to be a hero for his people.
- For the first time, Jefferson returns to the table and eats like a man.

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

Map
Where did the characters travel during today's readings? Add their locations to your ongoing map.

KWL Chart
Update the KWL chart you began several days ago.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What makes a hero?
2. Are you a hero? Do you have the capacity to be?
3. What sets humans apart from other animals?
4. Do you believe that it is the radio that has caused Jefferson to change his behavior? Why or why not?

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

5. In today's reading, Reverend Ambrose claims that the radio is a sinful influence on Jefferson. Do you agree with him? Who or why not?
6. Grant claims that he and the Reverend are not heroes because they cannot stand up to the whites. Who does Grant believe the real hero is?
7. How does Jefferson react to Grant's speech about heroes?

Analyze Analyze the key paragraph.

Key Paragraph, p. 191

"'That is not a hero. A hero does for others. He would do anything for people he loves, because he knows it would make their lives better. I am not that kind of person, but I want you to be. You could give something to her, to me, to those children in the quarter. You could give them something that I never could. They expect it from me, but not from you. The white people out there are saying that you don't have it—that you're a hog, not a man. But I know they are wrong. You have the potential. We all have, no matter who we are.

'Those out there are no better than we are, Jefferson. They are worse. That's why they are always looking for a scapegoat, someone else to blame. I want you to show them the difference between what they think you are and what you can be. To them you are nothing but another n*****--no dignity, no heart, no love for your people. You can prove them wrong. You can do more than I can ever do'" (p. 191).

EXTEND

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

Write an argumentative paragraph in which you claim that someone you know is a hero. Do they possess the traits that Grant outlines in today's key paragraph? You might wish to choose a historical figure we have studied to compare your hero with, such as Rosa Parks, Martin Luther King, Jr., Emmett Till, Jackie Robinson, or Joe Louis. Be sure to explain how he or she fits the definition of a hero as laid out by Grant. Also, conclude with a reiteration of your stance.

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

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

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character Based Literacy Program 60-Minute Lesson Plan
A Lesson Before Dying, Day 15

Outcomes for Today

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 claim(s), 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 relationship 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) to 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

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 the Emancipation Proclamation? How does it relate to Gaines' novel?
The Emancipation Proclamation stated that all slaves were to be freed January 1, 1863. In *A Lesson Before Dying*, Gaines suggests that the myth of white supremacy was used in the segregated South to maintain the same-tiered class system that existed prior to emancipation. It kept African-Americans working on the same plantations their fathers and mothers and grandparents had worked as slaves. That same myth encouraged African-Americans to hierarchize each other based on skin tone, i.e. the lighter your skin, the more superior you were.

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

envy (195)	emancipation (198)	genes (200)	maneuvering (201)	condemned (201)

READ

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Review Review the timeline from the beginning every day.

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

Read p. 195-208

Setting	Characters	Pages
The Rainbow Club	Grant, two mulatto bricklayers, and Claiborne, Thelma, and Vivian	195- 203
Vivian's house	Grant and Vivian	204-208

RESPOND

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

Students might mention:

- Leaving the courthouse, Grant heads for the Rainbow Club. He is feeling good about the breakthrough with Jefferson. The Reverend Ambrose, however, is not.
- At the Rainbow, Grant has a couple of drinks and waits for Vivian to finish teaching for the day.
- There are two light-skinned African-American bricklayers at the bar. They are talking negatively about Jefferson and the upcoming execution.
- When Grant realizes this, he defends Jefferson by fighting with them both. Grant gets knocked out. When he comes to, Vivian is there.
- They go back to her house. She tells Grant that she is not angry, rather she is disgusted with his behavior.

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

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why is Grant in a good mood when he gets to the Rainbow Club?
2. What makes his mood change?
3. Why do you think Vivian feels disgusted? How would you feel if you were in her shoes?
4. Why might this get Vivian fired? How could this make it harder for Vivian to maintain custody of her children?

Analyze Analyze the key paragraph.

Key Paragraph, p. 199

"…Since emancipation, almost a hundred years ago, they would do any kind of work they could find to keep from working side by side in the field with the n******. They controlled most of the bricklaying business in this part of the state. Even took that kind of work from the white boys, because they would do it so much cheaper than the white

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

boys would. Anything not to work alongside the n******…Dumb as hell, but prejudiced as hell. They had no other place to go to do their drinking—they would not dare go to any of the white clubs—so they would come here and bring their prejudiced attitudes with them. They would keep it down when there were several blacks in the place, but with only me and the three old men standing at the bar today, they felt pretty safe" (p. 199).

EXTEND

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

These young bricklayers have bought into the myth of white supremacy. **Write an argumentative paragraph in which you claim that the laws of segregation have led these young bricklayers to believe that they are superior to darker-skinned people. Use examples from the text to support your claims. You may find that conducting research into segregation during the 1950's and 60's is helpful in providing information that backs up your stance. Make sure to provide a counterargument. Conclude your assignment with a reiteration of your stance.**

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

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

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character Based Literacy Program 60-Minute Lesson Plan
A Lesson Before Dying, Day 16

Outcomes for Today

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 claim(s), 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 relationship 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.
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

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 the difference between selfishness, self-centeredness, and selflessness?
Selfishness is characterized by the prioritization of one's own self-interest over the needs of others. Selfish people lack consideration for others; they are chiefly concerned with their own personal profit or pleasure.

Self-centered people see only their own interests. Self-centeredness is defined as being too interested in yourself and not caring about the needs or feelings of other people.

Selflessness people prioritize the needs of others over their own interests or needs. Selflessness is defined as having or showing great concern for other people and little or no concern for yourself.

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

rage (215)	trembling (215)	weary (217)	brief (231)	cynical (231)

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

READ

Review Review the timeline from the beginning every day.

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

Read p. 208-221

Setting	Characters	Pages
Vivian's house	Vivian and Grant	208-210
Tante Lou's house	Grant, Reverend Ambrose, Miss Eloise, Miss Emma, and Inez	211-218
Jefferson's cell	Grant, Jefferson, and Paul	219-221

RESPOND

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

Students might mention:

- Vivian and Grant have an argument. She tells Grant that he is selfish.
- A day or two later, the Reverend Ambrose tells Grant close to the same thing.
- Grant and the Reverend argue about God and about the purpose of the visits to Jefferson. Grant would have Jefferson stand tall like a man and walk to his death. The Reverend would have him on his knees before God.
- Grant visits Jefferson alone. Jefferson is in better spirits. He has written in his journal.
- He asks Grant whether or not he believes in God and whether or not he believes that Jefferson will go to heaven.

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

Map
Add the locations that the characters travelled to on your ongoing map of Bayonne.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why is Grant in good spirits?
2. Do you think Grant is selfish? Or is he self-centered? Does being selfless make you more of a man/woman/hero?
3. What type of education (real world or institutional) teaches selflessness?
4. Explain what Reverend Ambrose means when he says he is the one that is educated. Do you agree?

Analyze Analyze the key paragraph.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Key Paragraph, p. 215

"'I went to college.'

'But what did you learn?'

'To teach reading, writing, and arithmetic, Reverend.'

'What did you learn about your own people? What did you learn about her—her 'round there?' he said, gesturing toward the other room and trying to keep his voice down.

'No, you not educated, boy,' he said, shaking his head. 'You far from being educated. You learned your reading, writing, and 'rithmatic, but you don't know nothing. You don't even know yourself. Well?'

'You're doing the talking, Reverend.'

'An educated, boy,' he said, thumping his chest. 'I'm the one that's educated. I know people like you look down on people like me, but'—he touched his chest again—'I'm the one that's educated'" (p. 215).

EXTEND

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

The Reverend has never been to college. He claims to know people and therefore be educated. Grant has been to college, where he learned to teach reading, writing and arithmetic. Which type of education do you feel is more valuable for instituting change? **Write an argumentative paragraph in which you claim that either Grant or the Reverend is more educated. Back up your claim with evidence from the text as well as your own personal opinion. Which type of education is more important to helping Jefferson? (Are either related to selfishness, self-centeredness, or selflessness?) Provide a counterargument, and be sure to conclude with a reiteration of your stance.**

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

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

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character Based Literacy Program 60-Minute Lesson Plan
A Lesson Before Dying, Day 17

Outcomes for Today

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 claim(s), 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 relationship 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.
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

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 a hero? What is a heroine?
A hero is a male protagonist that displays courage and the will for self-sacrifice for some greater good and all of humanity. A female hero is referred to as a heroine. Usually, heroes and heroines face danger, adversity, or a position of weakness. Heroes and heroines are characterized by a degree of general moral excellence.

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

possessions (222)	bud (223)	jolt (225)	unconscious (225)	diary (226)

READ

Review
Review the timeline from the beginning every day.

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

Read p. 221-234

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Setting	Characters	Pages
Jefferson's cell	Jefferson and Grant	221-234

RESPOND

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

Students might mention:

- Grant tells Jefferson that he believes in God, does not pray, does not know if Jefferson will go to Heaven. He says that he hopes Jefferson will show him the way.
- The two talk about the execution a little bit.
- Jefferson writes in his diary over the coming days.
- He writes about people coming to visit. He writes about his emotions. And he takes responsibility for being with Brother and Bear that night.
- He says that he hopes to see his Nannan again before he dies, so he can be a man for her.

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

Map
Add the locations that the characters travelled to on your ongoing map of Bayonne.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What does Jefferson write about in his journal?
2. What part did you think was most poignant?
3. What will the town of Bayonne get from Jefferson walking like a man to his execution? Do you think it will be the catalyst for change?
4. Do you feel that Grant has failed or succeeded in making Jefferson a man? Why or why not?

Analyze Analyze the key paragraph.

Key Paragraph, p. 222

"'You've never had any possessions to give up, Jefferson. But there is something greater than possessions—and that is love. I know you love her and would do anything for her. Didn't you eat the gumbo when you weren't hungry, just to please her? That's all we're asking now, Jefferson—do something to please her'" (p. 222).

A description of Rosa Parks and the beginning of the civil rights movement.

It was the symbolic beginning of the modern civil rights movement. Rosa Parks, an Alabama seamstress, refused to give up her seat on a Montgomery bus to a white man. A volunteer secretary for the Montgomery branch of the National Association for the Advancement of Colored People and a veteran of the civil rights movement since

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

the early 1930s, she was returning from work at a department store on Dec. 1, 1955. The bus filled up, whites in the front and blacks in the back. The driver ordered four blacks in the front of the black section to get up and make room for whites. Three did, but Mrs. Parks did not. She was arrested under a city ordinance requiring segregated buses and fined $10 plus $4 court costs.

At the time that she refused to give up her seat, only 31 African Americans in Montgomery were registered to vote. But her act of defiance shook the foundations of segregation.

…In later life, her views ranged between the non-violence of Martin Luther King and the militance of Malcolm X. "I don't believe in gradualism," she told an interviewer, "or that whatever is to be done for the better should take forever to do." By holding on to her seat, Rosa Parks illustrates how one person's spontaneous act of courage and defiance can alter the course of history.

EXTEND

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

It has been said that Miss Emma represents the Rosa Parks of fictional Bayonne. As Rosa Parks becomes the catalyst for the modern civil rights movement, Miss Emma is the catalyst for change in Bayonne.

Do you personally believe that Miss Emma represents Rosa Parks? Why or why not? **Write an argumentative paragraph that claims either for or against this comparison. Be sure to use what you know from *A Lesson Before Dying* and the excerpt about Rosa Parks above. Be sure to reference both texts. Provide a counterargument somewhere in your paragraph, and make sure you conclude your paragraph with a reiteration of your stance.**

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

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

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character Based Literacy Program 60-Minute Lesson Plan
A Lesson Before Dying, Day 18

Outcomes for Today

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 claim(s), 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.
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) to 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

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 are some main points of Afrocentric History?
"Some black historians point out that white male historians have too long defined history as a series of *significant events* (occurrences that are meaningful or symbolic for a person, group, or culture).

This point of view implies that the events selected for inclusion by members of the dominant culture are significant to *all* people. Consequently, black history has been virtually excluded from U.S. history texts because white male writers and historians did not consider the accomplishments of blacks significant.

In *Lesson,* Jefferson's execution is a significant event in the black community. His impending death has a profound impact on the people in the quarter — from the students at Grant's school, to the members of Rev. Ambrose's church, to the patrons of the Rainbow Club. By focusing on the Afrocentric view of history, Gaines emphasizes the worth and dignity of everyday heroes like Jefferson, an uneducated black field worker, and Grant Wiggins, an educated black man whose education makes no

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

difference to the white community, which treats him the same way that it treats uneducated blacks. Grant's education, however, makes him more aware of the disrespect toward blacks by the white community; thus, it is difficult for him to see how the education that he offers his students can have a positive impact on their lives. It is this realization that causes Grant to question his own life and fantasize a better future away from his home community rather than seek to counteract the influences that have worn it down."

--Excerpt from Cliff's Notes

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

tarpaulin (236)	gruesome (240)	executioner (243)	dumbbell (242)	trance (245)

READ

Review Review the timeline from the beginning every day.

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

Read p. 235-245

Setting	Characters	Pages
George Jarreau's house	Sydney deRogers, Georges wife, Lucy	235
Outside the courthouse	a crowd and Sidney	235-236
The Rainbow club	Vivian and Grant	236-237
Reverend's house	Ambrose and his wife, Becky	237-238
The sheriff's house and office	Sheriff Guidry	238-239
Edwin's Dept. Store	Melvina Jack	239-240
The jail	Fee Jinkins	240-241
The bank	Clay Lemon and another man and woman	241-242
The jail	Paul, Claude, Oscar, Henry Vincent, the executioner, and Jefferson	242-245

RESPOND

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

Students might mention:

- This is Jefferson's last full day on earth.
- Folks carrying out their daily business witness the arrival of Gruesome Gerty, the electric chair.
- The executioner gives instructions for the deputies to shave Jefferson. He warns them to do it correctly, stating, "This is an execution, not torture."
- Paul is with Jefferson while he is being prepped. He is quiet and cooperative.
- He gives Paul all of his possessions and asks him to be there the following day. Paul agrees.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

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

Map
Add the locations that the characters travelled to on your ongoing map of Bayonne.

KWL Chart
Maintain the KWL chart you began several days ago.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What is Gruesome Gerty?
2. Today's reading includes several recollections and points of view about the same moments in time. What effect does Gaines seek to achieve by doing so?
3. Will Jefferson walk to his execution a man? What effect will this execution have on the community? On segregation?
4. If you were in Jefferson's shoes, how would you want to spend your last day on earth? Who would you want with you?

Analyze Analyze the key paragraph.

Key Paragraph, p. 245

"…Sidney drove the six blocks in Lucy's car, and as he was approaching the store he saw a crowd of people standing on the sidewalk, facing the courthouse. Parked beside the courthouse was the same truck that Sidney had seen at eight o'clock that morning. The tarpaulin had been rolled back, and two men sat at the tail end of the truck, talking and smoking cigarettes" (p. 245).

EXTEND

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

In today's reading, Gaines, the author, gives an Afrocentric account of the preparations for the execution. We learn about the daily lives of local people as the truck with the chair arrives. We learn of people's last interactions with Jefferson, either knowingly or unknowingly.

Was Gaines' approach to tell the story from different perspectives effective? **Write an argumentative paragraph either for or against this style of writing. Did it help you gain a sense of the mood on Bayonne leading up to the execution? Or would you have preferred Gaines to stick to telling the story focusing on Grant's actions and feelings? Why or why not? Be sure to provide evidence from the text to support your argument.**

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

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character Based Literacy Program 60-Minute Lesson Plan
A Lesson Before Dying, Day 19

Outcomes for Today

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 claim(s), 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.
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.
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) to 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

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 does the character Paul represent in the story?
Paul represents the hope for change and an end to segregation. He represents hope for the success of the civil rights movement. He represents the possibility of Martin Luther King's dream to be at the "table of brotherhood."

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

feat (248)	brute (248)	dominated (250)	tranquil (252)	transformation (254)

READ

Review Review the timeline from the beginning every day.

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

Read p. 246-256

Setting	Characters	Pages
School	Grant and the children	246- 250

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Under the tree near Pichot's house	Grant	251-252
Outside of the school	Grant and Paul	252-256

RESPOND

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

Students might mention:

- Grant tells his students to be back from lunch by 12:00, and that they will all kneel until they receive word that it is over.
- The students kneel. Grant leaves Irene in charge and he takes a walk.
- He walks down to the big tree outside of Pichot's place. When a butterfly lingers nearby, then flies away, he knows it is over and time to return.
- Paul comes driving down the quarter. He gives Grant Jefferson's notebook and tells him that Jefferson was the bravest man in the room that day.
- They shake hands. Grant returns to class. He stands in front of the children and cries. He has become a man also.

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

Map
Add the locations that the characters travelled to on your ongoing map of Bayonne (Pichot's place, Grant's classroom).

KWL Chart
Finish the KWL chart that you have maintained throughout your studies of this novel.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What lessons were learned in this book?
2. What would Grant say if you interviewed him on his feelings about the execution? What would Jefferson say? What would Miss Emma say? Paul?
3. Why do you think Paul, the sympathetic white man from "good stalk," is such an important character?

Analyze Analyze the key paragraph.

Key Paragraph, p. 253

"Paul and I started walking down the quarter. We were both quiet. I waited for him to begin.

'It went as well as it could have gone.' He spoke slowly as we walked abreast, he kept looking ahead, I down at the ground. 'There was no trouble. He was a little shaky—but no trouble.'

Paul was quiet a moment, then suddenly he stopped walking. After going another step, I stopped too, and looked back at him.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

‘He was the strongest man in that crowded room, Grant Wiggins…and straight he walked. I’m a witness. Straight he walked’” (p. 253).

EXTEND

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

Complete the editorial you began for Paul. **Write at least 2 argumentative paragraphs from Paul’s point of view. Be sure to use words or phrases you think this characters would use. Tell how you got to know Jefferson. Tell how it made you feel to see him walk tall. Tell how important it was for you to bear witness. Tell how Jefferson’s death will affect you. Make sure that your editorial is argumentative: take a stand on the execution and be sure to use evidence from the novel to support your claims.**

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

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

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character Based Literacy Program 60-Minute Lesson Plan
A Lesson Before Dying, Day 20

Outcomes for Today

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 claim(s), 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 relationship 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) to 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.

Optional Final Essay:
Write a five or more paragraph essay taking a stance on life in the South after emancipation and prior to the civil rights movement. Use what you learned in *A Lesson Before Dying* to develop an argumentative thesis (essay's topic sentence). Support your thesis with information you collected while reading or from research derived from authoritative print sources. Information also might come from the book. You could also obtain information from the KWL and Venn Diagram charts you developed as a class. Further information may be drawn from historical information provided by your teacher on such topics as segregation, Jim Crow, Earnest Gaines, Rosa Parks, Emmett Till, Jackie Robinson, and Joe Louis.

Your essay must have an introductory paragraph, a body, and a conclusion that restates your position on the topic you chose. It should include references to the text, events and characters. You should include quotations, when necessary, to support your claims. Make sure your tone is formal. Also, a counterargument is not required, but would be helpful in developing your stance on the topic you wish to address.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character