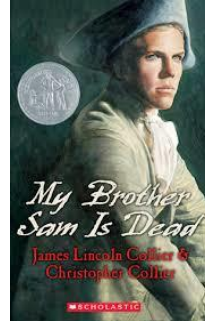


My Brother Sam is Dead



ISBN-10 0-590-42792-X

ISBN-13 978-0-590-42792-0

Author Collier, James Lincoln and Collier, Christopher

Publisher Scholastic Paperbacks

Copyright 1974

Lexile 770L

Genre Historical Fiction

Synopsis All his life, Tim Meeker has looked up to his brother Sam. Sam's smart and brave -- and is now a part of the American Revolution. Not everyone in town wants to be a part of the rebellion. Most are supporters of the British -- including Tim and Sam's father. With the war soon raging, Tim knows he'll have to make a choice -- between the Revolutionaries and the Redcoats and between his brother and his father.

Themes Family Relations, Perseverance

Protagonist Male, Revolutionary

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



Character Based Literacy Program Lesson Plan

My Brother Sam is Dead, Introduction



Outcomes for the Novel

***My Brother Sam is Dead* by James Collier and Chris Collier**

W1. Write arguments to support claims with clear reasons and relevant evidence.

Focus and goals for this unit: Our goal for this unit is for students to write an argumentative essay.

Unit Roadmap

- Unit's big idea or theme = **Justice requires Restraint.**
- **Definition:** There are things I cannot say or do to any other person, the planet or myself because justice demands it. The actions I take and the decisions I make must respect the rights of all.
- Ideally this would be posted in your classroom.
- Major written product: **Argumentative essays**

Character Based Literacy Program Lesson Plan

My Brother Sam is Dead, Day 1



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make, must respect the rights of all.



The Revolutionary War

The American Revolution was a time when the British colonists in America rebelled against the rule of Great Britain. There were many battles fought and the colonies gained their freedom and became the independent country of the United States. The American Revolutionary War lasted from 1775 until 1783.

One of the main reasons that the colonists rebelled against Great Britain is that they felt they were not represented in the British government. The British government was making new laws and taxes on the colonies, but the colonies had no say. They wanted to have some say in the British government if they were going to pay high taxes and have to live by British law.

http://www.ducksters.com/history/american_revolution.php

Visit us at www.scu.edu/character

Minutemen

American soldiers who got this name because they could be ready to fight "at a minute's notice." They saw their first action at Lexington and Concord and gained fame from there. The first minutemen were from Massachusetts, but other states soon had their own regiments.

Lexington and Concord

First shots fired between American and British troops, on April 19, 1775. The British chose to march to Concord because it was an arms depot. This meant that the Americans had stockpiled weapons there. British troops had occupied Boston and were marching on Concord as they passed through Lexington. No one is still sure who fired first, but it was the "Shot Heard 'Round the World." Both sides opened fire, and the Americans were forced to withdraw. But they had slowed the British advance. By the time the Redcoats got to Concord, the Americans were waiting for them in force. The weapons depot was saved, and the British were forced to retreat, harassed by militiamen along the way. The skirmishes were preceded by Paul Revere's famous ride, warning the countryside: "The British are Coming!"(Lexington and Concord)

<http://www.socialstudiesforkids.com>

2. Word Wall

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

Introduce 5 important, useful words from today's reading

massacred (2)	rebellion (5)	agitators (7)	triumph (10)	subversion (21)
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READ

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read

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

p. 1-22

Setting	Characters	Pages
Redding, Connecticut	Sam, Tim, Mother, Father, Mr. Beach	1-22
April 1775		

RESPOND

Timeline

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

Students might mention:

- Sam comes home and is telling his father about fighting the British.

- His father considers it treason to talk about fighting the British because the British rule America and he thinks they should be loyal to the King of England.
- Sam said he wanted to fight for Captain Benedict Arnold. Sam came home for the Brown Bess (gun).
- Father tries to convince Sam not to go to war.

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

War Map: Using a map of the United States during the American Revolution, refer to Sam's account of the battles he describes on page 2, and plot those events on the map.

EXPLORE

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

Open Mind: Draw an Open Mind activity for Tim Meeker by putting pictures and words in his head. (see diagram at the end of Day 1)

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

Key Questions

1. Why was Sam away from home?
2. Why did Sam and his father get into a heated argument?
3. Who are the Lobsterbacks?
4. What are "talking points"?
5. What did Sam come home for?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 7-8:

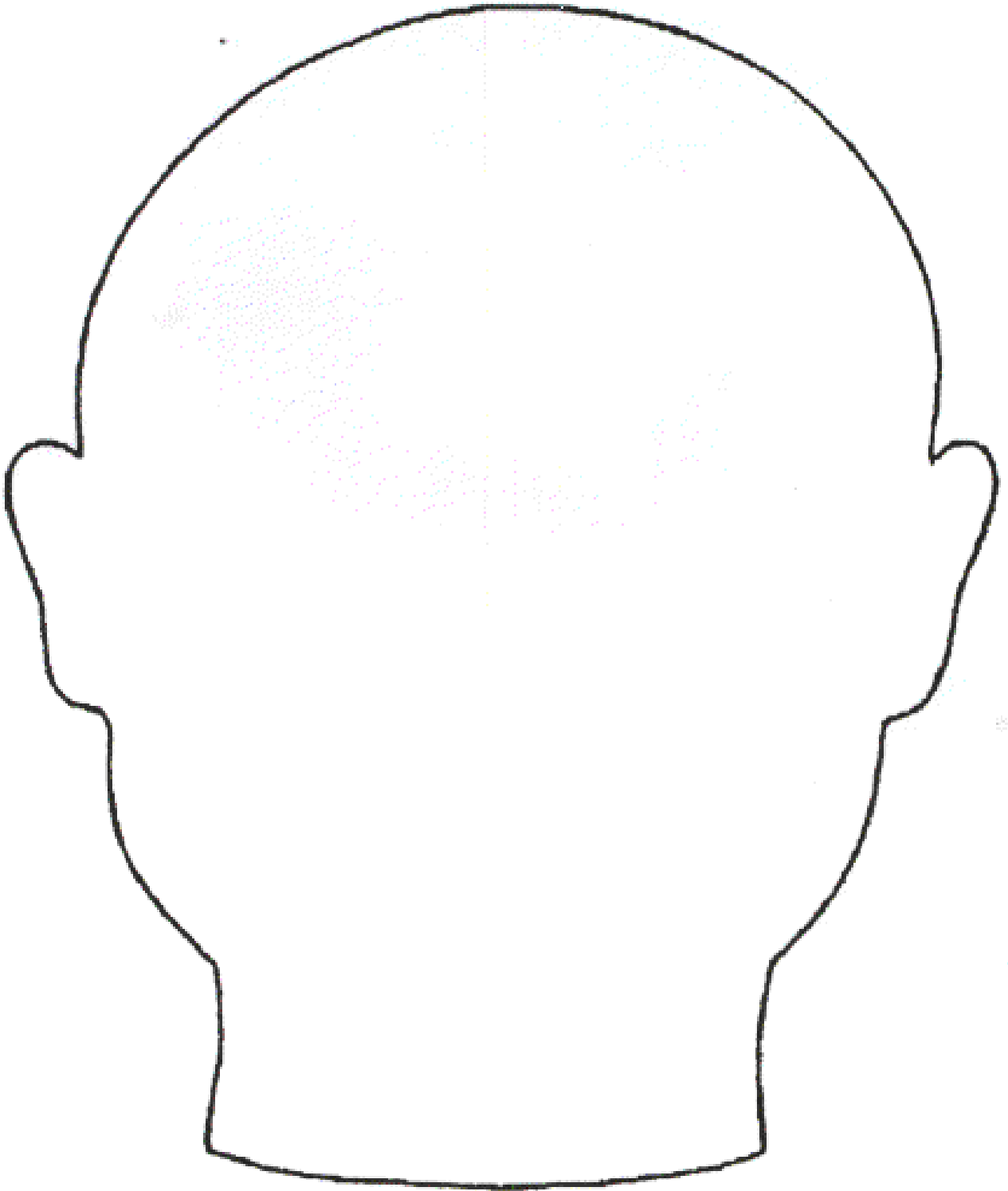
"God meant man to obey. He meant children to obey their fathers, he meant men to obey their kings. As a subject of the Lord Our God I don't question His ways. As a subject of His Majesty, George the Third, should you question his ways? Answer me this, Sam---do you really think you know better than the King and those learned men in Parliament?"

EXTEND

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

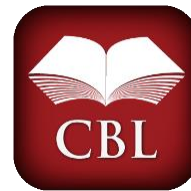
In the above quote, Sam's father captures the theme of rebellion in this novel. Think about how rebellion relates to justice. Sometimes rebellion is driven by the pursuit of justice. Other times, rebellion is misguided and contradicts justice. Pretend you are Sam. How would you argue his father's opinions of obedience?

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



Character Based Literacy Program Lesson Plan

My Brother Sam is Dead, Day 2



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

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

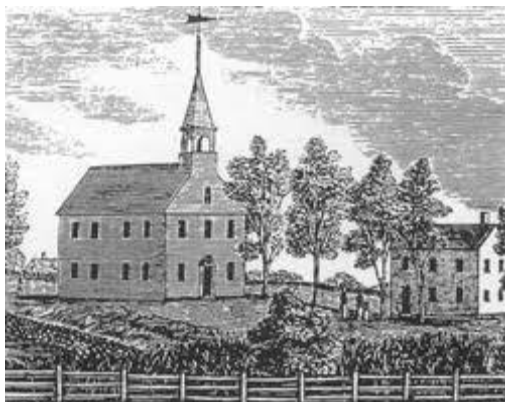


Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

The Role of Religion in the Revolutionary War

Which side of the American Revolution is justified by God?

If you were to ask Mr. Meeker that question, he would say the Loyalists. According to him, the Bible requires men to be subject to and loyal to a king. However, if you were to ask a Patriot the same question, he would probably give you a very different answer. Here is a summary about religion during the American Revolution:



Religion played a major role in the American Revolution by offering a moral sanction for opposition to the British--an assurance to the average American that revolution was justified in the sight of God. . .

Ministers served the American cause in many capacities during the Revolution: as military chaplains, as penmen for committees of correspondence, and as members of state legislatures, constitutional conventions and the national Congress. Some even took up arms, leading Continental troops in battle.

The Revolution split some denominations, notably the Church of England, whose ministers were bound by oath to support the King, and the Quakers, who were traditionally pacifists[against war]. Religious practice suffered in certain places because of the absence of ministers and the destruction of churches, but in other areas, religion flourished.

Information found:

<http://www.loc.gov/exhibits/religion/rel03.html>

image: http://en.wikipedia.org/wiki/History_of_Darien,_Connecticut

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

meddle (27)	cordial (31)	parish (31)	scornful (34)	principles (34)
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READ

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

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

p. 23-37

Setting	Characters	Pages
Redding	Sam, Tim, Father	23-37
	Tom	

RESPOND

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

Students might mention:

- Tim is introduced to many differing opinions about the war.
- He meets up with Sam and realizes Sam stole the gun from Father. Father tries to convince Sam not to go to war.
- He meets up with Sam and realizes Sam stole the gun from Father.

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

Draw a map of Redding according to Tim's descriptions starting on page 24.

EXPLORE

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

Propaganda Poster: Inspired by the propaganda posters of WWII, chose a side—Loyalists or Patriots—and make a poster for the Revolutionary War. Be sure to include words and pictures.

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

Key Questions

1. Where did Sam go hide?
2. What kind of bind did Sam put his brother in by taking the gun?
3. Who are the Tories? Who are the Patriots?
4. What was it that Tim was trying to forget about?
5. Which side of the war were most of the people in Redding on?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 25-26:

Some people said that the King was the King and that was that, and we ought to do what he said. Other people said that men were supposed to be free to govern themselves and we should rebel and drive the Lobsterbacks out altogether. Some others said, well, they were born Englishmen and they wanted to die Englishmen, but that the Colonies ought to have more say in their own government, and that maybe we'd have to give the Lobsterbacks a taste of blood just to show the King that we meant business...

EXTEND

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

In the above quote, we see that Tim is learning that not everything is so "black and white." There are many arguments about the government of the colonies. While everyone wants to seek a society where values such as freedom and justice prevail, there are many differing philosophies on how to achieve that.

Which of the mentioned arguments do you agree with? Write a 2 paragraph essay explaining your opinion.

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

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

Character Based Literacy Program Lesson Plan

My Brother Sam is Dead, Day 3



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

How does the Brown Bess play a part in justice?

For some interesting insight into the technology of guns in this time period, here is a closer look at the “Brown Bess”:



Brown Bess is the nickname of the British Short Land Pattern musket. It was the standard arm of the British soldier during the American Revolution. Unlike modern weapons, the musket was slow to load, inaccurate and frequently unreliable. The Brown Bess fired round lead balls, some the size of a quarter. With such an inaccurate gun, soldiers were often massed tightly together, firing a shower of lead balls at the enemy. For charges and fighting at close quarters, soldiers fixed deadly, spear-like bayonets to the ends of their muskets. There has been much conjecture as to how the “Brown Bess” came by her nickname. The walnut stock may have been an explanation for the brown. Another explanation is the russetting of the barrel, a process used to prevent corrosion, which also left the barrel a rich brown color. The origins of “Bess” are much more varied. Some believe it was a reference to Queen Elizabeth I, though she had been dead more than 100 years before the rifle was standard issue. Some feel it was an illusion to a notorious highwayman whose horse was named “Black Bess.” It may have been the mispronunciation of two foreign words. The Dutch word for gun barrel is “buss” while the German for gun is “Buchse.” It could have been a simple case of poetic

alliteration. In 1785 in the Dictionary of Vulgar Tongue a vernacular dictionary of the time the following entry appears: “Brown Bess, a soldier’s firelock”.

Information found: <http://amhistory.si.edu/militaryhistory/collection/object.asp?ID=88>

image: http://www.icollector.com/Fine-Identified-British-Brown-Bess-Flintlock-Musket-with-Bayonet_i9385453

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

livestock (41)	idle (42)	arithmetic (44)	reputation (51)	deserter (58)
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READ

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

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

p. 38-60

Setting	Characters	Pages
Redding	Sam, Tim, Betsy	38-60
	Father, Mother	

RESPOND

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

Students might mention

- The war continues and life for Tim is relatively calm.
- Betsy Read tells Tim she received a letter from Sam.
- They anxiously await his return.
- Eventually summer turns to fall and winter and Sam finally shows up.
- Rebel soldiers stop at the Tavern.
- The Rebel soldiers are trying to collect all the Tory guns.
- They don’t believe Father that Sam took it.
- Tim runs to get Sam and they both come down to make sure Father is okay.

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

Plot the places mentioned in these chapters on your map. Some of the places are: Bunker Hill, Fort Ticonderoga, Waterbury.

EXPLORE

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

Have you noticed that there are many terms and nicknames for the people on either side of the war? Look at the following list of terms. Identify whether each term means a person on the British side or on the American side.

Write a 'B' for British, and an 'A' for American:

- ___ Patriot
- ___ Tory
- ___ Continental
- ___ Loyalist
- ___ Lobsterback
- ___ Rebel
- ___ Redcoat
- ___ Whig
- ___ Regular
- ___ Minuteman

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

Key Questions

1. Why did Father kick a man out of the tavern?
2. How does Tim spend his days before Sam comes home?
3. How is he feeling about Sam's arrival?
4. What happens to Father and what danger is he in?
5. How does Tim try to help?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 38:

It's a funny thing. You'd think if there was a war going on in your own country, it would change everything, it would make your life different. You'd think that there'd be men marching and drilling and people hurrying back and forth and lots of talk about the fighting. But it wasn't that way at all; it wasn't any different from usual, it was just normal.

EXTEND

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

Justice requires the protection of every person's inborn and unalienable rights. Sometimes it is necessary for a person or a people to fight for those rights. Shortly after Tim made the statement in the above quote, a group of Continental soldiers came into Redding and straight into the Meekers' tavern. They wanted to take Father's gun and threatened him for it. At that point the war became very close and real for Tim and his family.

Could this happen to you in present times? Write an argumentative essay explaining how something similar could happen, or why you do not have to worry about it happening to you.

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

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

Character Based Literacy Program Lesson Plan

My Brother Sam is Dead, Day 4



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

How do you feel about spies? How should enemy spies be punished?

Famous Revolutionary War Spies

- Everyone knows who Benjamin Franklin is, but did you know he was a spy during the War for Independence?
- Nathan Hale—one of the most famous American spies and whose only regret was that he had "but one life to give for my country,"—had but one assignment as a spy.
- Benedict Arnold's very name has been attached to being a double agent and traitor, but did you know it took time for him to grow disillusioned with the American cause?



Benjamin Franklin



Nathan Hale



Benedict Arnold

Women as American Revolution Spies

Those are the men, but Revolutionary War women played a large role as spies as well. Foolishly, American men assumed that women were too simple to understand complex military strategy, so they spoke freely as British spies mingled among them disguised as peddlers or pretending to search for a father or brother.

Our knowledge of these is limited, as many were not caught, but those we do know include ...

- Miss Jenny, who paid dearly for information she extracted from the French camp
- Ann Bates, a schoolteacher that infiltrated George Washington's camp
- Lydia Darragh, a Quaker and pacifist who nonetheless seized an opportunity when it appeared in her living room

Information found: <http://www.revolutionary-war.net/revolutionary-war-spies.html>

images: <http://tvtropes.org/pmwiki/pmwiki.php/Creator/BenjaminFranklin>

<http://www.examiner.com/slideshow/benedict-arnold-from-american-hero-to-traitor#slide=1>

2. Word Wall

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

militia (62)	petition (63)	consumption (72)	commissary (80)	reliable (84)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

p. 61-84

Setting	Characters	Pages
Redding	Tim, Father, Mr. Heron, Jerry	61-84

RESPOND

5. Timeline

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

Students might mention

- Food was getting scarce and the Tories would sometimes slaughter cows that weren't theirs for the meat.
- The Patriots were the underdogs and Tim found that exciting.
- He felt like he was missing out on something.
- Mr. Heron visits Father and asks if Tim can deliver some 'business letters.'
- Father declines.
- Tim goes behind Father's back and wants to deliver the letters anyway.

- As Tim is on his way with the letter he is stopped by Betsy. They fight over the letter and she opens it, thinking it is a spy letter against Sam.

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

Plot the places mentioned in these chapters on your map. Some of the places are: Fairfield, Horseneck on Long Island Sound,

EXPLORE

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

Character Profile Chart: Fill out the Character Profile Chart for Tim in the graphic organizer on page 17 of this lesson plan. Identify character traits that describe Tim and give examples of things he has said or done that illustrate those traits.

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

Key Questions

1. Until this point, how had the Meekers received information about the war?(61)
2. Who was stealing cows? Why?(63)
3. Why doesn't Father want Tim to carry the letters?(69-70)
4. Does Tim want to carry the letters? Why or why not? (70)
5. What happens when Tim runs into Betsy on the road?(79-84)

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 84:

"It didn't make any sense. Mr. Heron was supposed to be a Tory; he wasn't supposed to know where American commissary officers were."

EXTEND

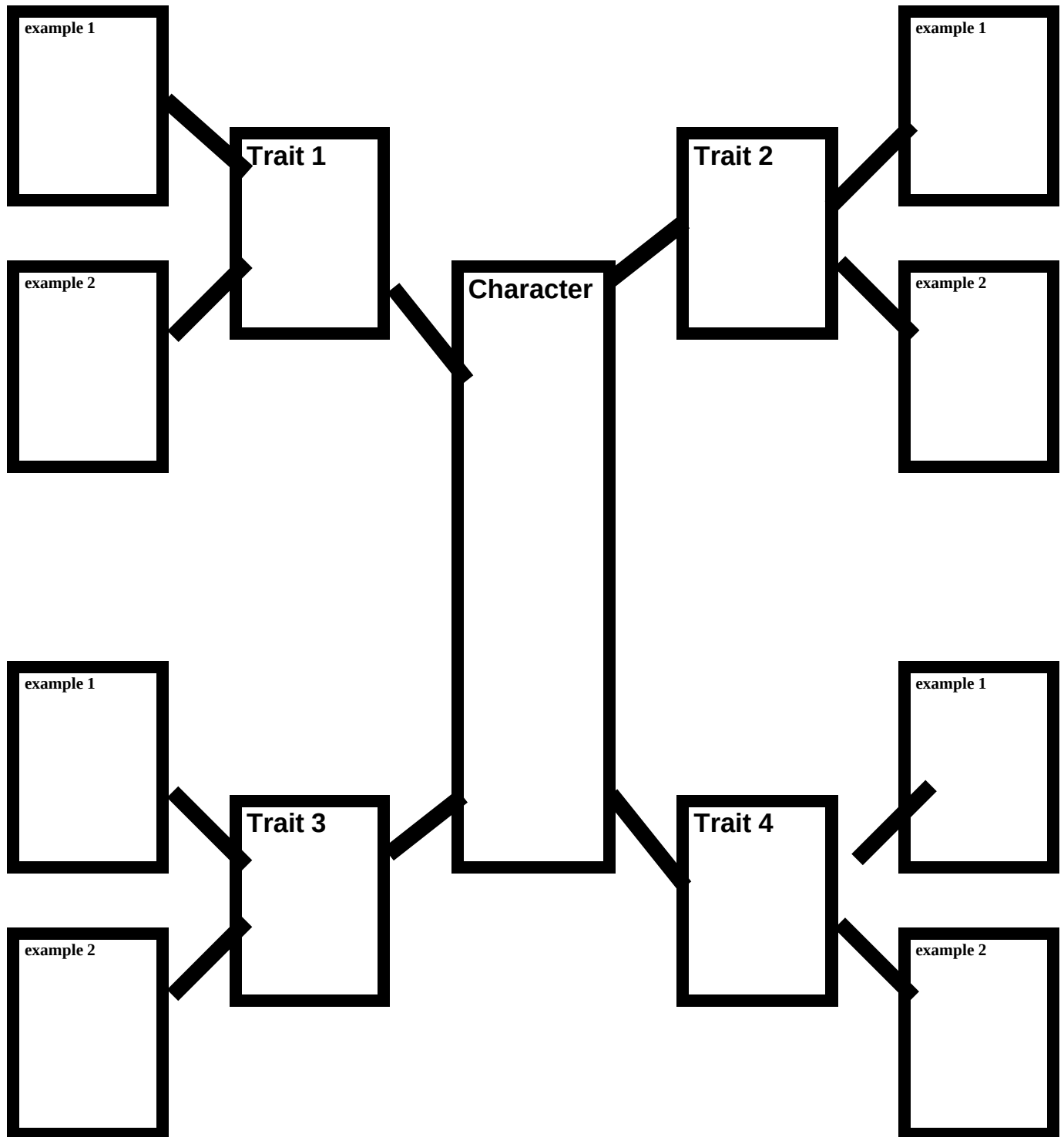
10. Write Have every student write a short product based on today's prompt to connect to the unit theme.

Going behind Father's back, Tim plans to deliver letters for Mr. Heron. In these pages, Tim starts to learn things that make him suspicious of Mr. Heron as a spy. During the American Revolution the punishment for treason (being a traitor) was death. Write an argument explaining whether this type of punishment was just or unjust.

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

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

Activity: Character Profile Chart



Character Based Literacy Program Lesson Plan

My Brother Sam is Dead, Day 5



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

How did some soldiers use restraint in meting out their justice during the Revolutionary War?



It was 1776 when Tim and Father took their trip to Verplancks Point. Three years later, in real history, the turning point of the war would take place along this part of the Hudson River with the Battle of Stony Point. General George Washington had ordered the construction of two temporary defensive fortifications on the Hudson River, Stony Point on the west bank, and Verplancks Point on the east bank. When British general Henry Clinton hear of them, he attacked at captured both of them. Washington then developed plans for a counter-strike. He decided that Stony Point could be retaken by a surprise attack. General Anthony Wayne was chosen to lead it. Here is a description:

Battle of Stony Point

“On the morning of July 15, 1779, Wayne, with several hundred elite soldiers, got into position. He regarded the assault as suicidal, and wrote to ask a friend to look after his family and to protect his good name after his death. He dated his gloomy letter “15 July, 1779, near the hour and scene of carnage.”

The troops managed to cross the causeway, and surprise and gag a sentry before he could sound an alarm. So, the British were completely unaware that an attack was in progress until Wayne’s men were almost at the fortress walls. Patriots then continued their advance with such speed that they captured the fort in just twenty minutes. The British troops were completely at their mercy. Yet they were spared. Wayne, who had suffered a slight head wound during the assault, proudly wrote to Washington, “The humanity of our brave soldiery who scorned to take the lives of a vanquished foe . . . reflects the highest honor on them and accounts for the few of the enemy killed.”

Bobrick, Benson. Fight for Freedom: The American Revolutionary War. New York, Atheneum Books for Young Readers, 2004.

image: http://www.osiny.org/site/PageServer?pagename=Feature_Revolutionary_War

2. Word Wall

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

scarce (86)	enlistment (86)	pondering (88)	almanacs (90)	plundering (91)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

p. 85-112

Setting	Characters	Pages
On the road	Tim and Father	85-112
Hudson River	cousins	
On the road		

RESPOND

5. Timeline

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

Students might mention

- Father and Tim travel with the cows to New York.
- They need to sell the cattle for money so they can purchase things for the tavern.
- A band of cattle thieves attempts to rob them.
- They stop at their cousins’ and hear how horrible the war has gotten.
- They make it to the Hudson River and Tim is amazed how large it is.
- They received a good price for the livestock and resupplied their goods.

- They headed back home and ran into a powerful snowstorm.

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

Plot the places mentioned in these chapters on your map. Some of the places are: New York City, New Jersey, Verplancks Point, Hudson River, Peekskill, Albany, Westchester county, Danbury, Ridgebury, Golden's Bridge

EXPLORE

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

My Brother Sam is Dead is a bildungsroman, or a coming-of-age novel. In other words, during the course of the novel, the main character grows from an innocent child to a young adult from his or her experiences. We have already witnessed many ways in which Tim has changed during the course of the novel so far. The trip to Verplancks Point is a major milestone for Tim.

Make a list of the ways in which he is changing from an innocent child to an experienced young adult..

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

Key Questions

1. What did Father try to argue to get out of the conflict with the cattle thieves?
2. What was the procedure once they reached the river?
3. What was Tim's impression of the Hudson?
4. What happened on their way back?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 101:

"Lawlessness has run wild, common decency between people has disappeared, every man is armed against his neighbor..."

EXTEND

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

Consider the following question: Were the cowboys really Patriots or were they just taking advantage of the situation? Apply the justice requires restraint theme to their actions. Write an argumentative essay to answer.

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

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

Character Based Literacy Program Lesson Plan

My Brother Sam is Dead, Day 6



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

When does justice permit rebellion? Thomas Jefferson and others wrote the “Declaration of Independence,” which not only declared that the American colonies refused to continue to be subject to the King of England, but also explained why they were taking this stand. In this explanation they claimed that “The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States.” The word tyranny means “cruel and oppressive government or rule.” (Google)



The Signing of the Declaration of Independence

Information found: http://www.ducksters.com/history/american_revolution.php

image: <http://www.superstock.com/stock-photos-images/1047-256>

2. Word Wall

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

scouting (116)	daring (120)	livelihood (122)	ambush (124)	depreciation (129)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

p. 113-133

Setting	Characters	Pages
Traveling home	Tim and Father	113-133
	cowboys	

RESPOND

5. Timeline

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

Students might mention:

- Tim and Father forge on until Father doesn't come back to check on Tim and he gets worried.
- Tim leaves the oxen behind and runs ahead.
- He sees hoofprints and mud in the snow. He thinks the cowboys did something to Father.
- Tim thinks of a story in case he runs into the cowboys again.
- He does and his story works to fool them.
- He makes it home safely.
- Mother and Tim have to deal with things on the homestead without Father.
- Tim feels more like a grown-up after his big ordeal.

6. Map

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

Draw a map of Europe and mark the countries on p. 116

EXPLORE

7. Activity

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

Suitcase Activity: Imagine you are Tim. Make a list of items you would bring with you on the trip to Verplancks Point and back. You cannot include modern items, only things they had during the American Revolution. Also, keep in mind that you need to limit personal items due to space and weight.

8. Discussion

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

Key Questions

1. What evidence did Tim find that indicated something might have happened to Father?
2. What story did Tim think of to scare away the cowboys?

3. What theories did Mother have about what happened to Father?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 121:

...Then it came to me that even though rescuing Father was the daring thing to do, it wasn't the smartest thing. So I asked myself another question: what would Father do?

EXTEND

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

Justice requires restraint. Justice also requires wisdom—the wisdom to know right from wrong, proper punishments for crimes, what is fair and how to settle disputes, etc. In the above quote and from the way Tim handled the confrontation with the cowboys, we see that he was wise in that situation. Write an argument explaining what wisdom is and how a person gets it.

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

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

Character Based Literacy Program Lesson Plan

My Brother Sam is Dead, Day 7



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

When is breaking rules justified?



Throughout history wars have been fought by certain “rules of engagement.” At the time of the Revolutionary War, the rules had been relatively unchanged for seventeen hundred years, . . . the soldiers still lined up facing each other across an open field, marched to within 50 yards of the enemy’s line, fired off several rounds of ammunition, and then attacked each other with bayonets. That sort of formal fighting was disastrous for the members of the Continental Army. They did not have the superiority in numbers to hold the field in that kind of fight, nor were they well trained.

The Continental Army’s success during the critical early years of the war came from a willingness to change the rules. The out-numbered Americans were most successful when they fought the war their own way. They harassed the enemy soldiers, attacked as snipers from the woods, crossed the Delaware River in the middle of the night and attacked the Hessians at Trenton the day after Christmas, when they were

sleeping off their celebrations of the previous day. These “ungentlemanly” tactics absolutely shocked the British and their allies.

Beller, Susan Provost. *American Voices From: The Revolutionary War*. New York: Benchmark Books, 2003

image: <http://dannance.com/american-revolution>

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

striding (134)	scowled (135)	commotion (141)	patriotism (149)	squalls (151)
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READ

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

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

p. 134-155

Setting	Characters	Pages
Redding	Tim, Mother	134-155
1777	Soldiers, Sam	

RESPOND

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

Students might mention:

- Tim takes care of the tavern in Father’s absence.
- The British were coming into town.
- The soldiers killed some local Tories.
- They shot a Rebel messenger and Tim runs for the doctor.
- He witnesses Ned getting his head cut off.
- The British killed the others and then burned the houses down.
- Mother tries to keep Tim from getting involved.
- General Wooster and General Arnold come into the tavern.
- Tim finds Sam.

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

Mini Storyboard: Using the template on page 27, choose two major events in the novel so far and draw a picture of it and a caption explaining it.

EXPLORE

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

Freeze Frame Activity: Choose two important scenes from the novel thus far and draw a picture of each on the template on page 25 of this lesson plan and add a caption explaining what is happening in the scenes.

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

Key Questions

1. How did Tim handle his new responsibilities?
2. What happened when Tim went to find the doctor?
3. Who enters the tavern?
4. How did Sam and Tim react when they saw each other?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 140:

“They wouldn’t shoot Jerry would they?”

“War turns men into beasts. It’s cheaper to shoot a boy than feed him.”

EXTEND

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

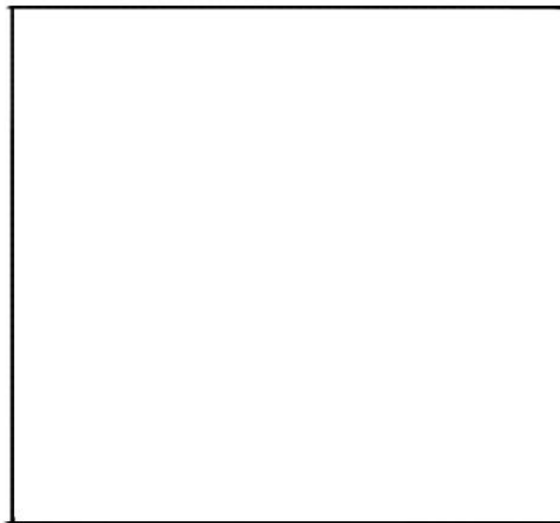
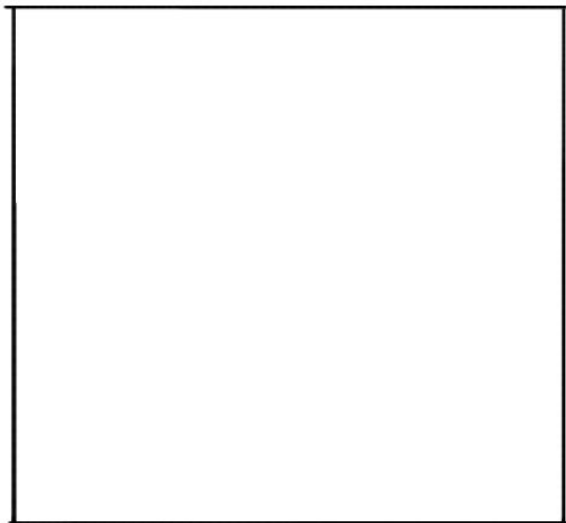
To every reasonable person, war is a very undesirable situation. Some believe war is never justified; others believe war is sometimes a necessary last resort to preserving justice. According to Susannah Meeker in the key paragraph above, “War turns men into beasts.” It is true that there are many atrocities and horrors in war. Of course, she is making a generalization about all men involved in war. Others may argue that men (and women) who fight in wars are defenders of the weak or mistreated.

Do you agree with Mrs. Meeker that war desensitizes people and destroys their moral conscience, or is she being unfair to the humanity of men in arms? Write an argumentative essay defending your position.

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

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

Page _____



Character Based Literacy Program Lesson Plan

My Brother Sam is Dead, Day 8



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

Who can claim justice? Consider the responsibility that people who detain prisoners have to treat them fairly.

The British kept ships anchored in New York Harbor to serve as prisons during the Revolutionary War. Thousands of captured Americans were crowded onto these ships. Conditions were awful, with overcrowding, very little food, and no medical care. Thousands of prisoners died, mostly from disease.



William Slade was a Connecticut boy who fought for the Continental Army. He was captured by the British at Fort Washington in 1776 and taken to the Grosvenor, which was a prison ship. He wrote of his experience:

"Saturday, 14th [December 1776]. Times look dark. Deaths prevail among us. . .

Tuesday, 17th. Suffer with cold and hunger. We are treated worse than cattle and hogs. . .

Sunday, 22nd. Last night nothing but groans all night of sick and dying . . . Deaths multiply . . . Weather cold . . . Had nothing but sorrow and sadness . . .

Monday, 23rd . . . Times look very dark . . . One dies almost every day . . . People gone bad with pox.

Friday, 27th. Three men of our battalion died last night . . . Small pox increases fast."

Catel, Patrick. Soldiers of the Revolutionary War. Heinemann Library. Chicago, Ill

image: <http://filipspagnoli.wordpress.com/tag/prison-rape/>

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

badgered (161)	liable (165)	siege (171)	unscrupulous (174)	mutiny (180)
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READ

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

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

p. 156-181

Setting	Characters	Pages
Redding	Tim, Mother, Sam	156-181
	soldiers	

RESPOND

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

Students might mention:

- Mother finds Sam and tries to convince him to come home.
- He says he made a pledge with his friends and he will not quit until the war is over.
- We find out that Father died on a British prison ship, along with 10 year old Jerry.
- Tim doesn't think either side of the war is 'right'.
- It was 1778 and the war was still raging.
- They heard from Sam occasionally.
- Food and resources were scarce and Tim wished Sam would come home so he could get on with his life and not have to run the tavern.
- Sam tells Tim to butcher the cattle before it is stolen.
- Some men blame Sam for stealing the cattle.

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

Mark the following on the map: Long Island, Long Island Sound (p. 165, buried Father), Valley Forge, Westchester County (p. 169), White Plains (170), Middletown(172),

EXPLORE

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

Real Historical People

1. Samuel Adams	a. Member of the House of Commons in Britain who supported the American revolutionaries
2. Benedict Arnold	b. Head of the Connecticut militia. Died as a result of the Danbury Raid by the British.
3. Edmund Burke	c. Ruler of England from 1760-1820. The Patriots believed he was a tyrant.
4. John Hancock	d. Captain of American troops until 1780 when he betrayed the Colonies and switched sides to Britain.
5. King George III	e. Commanding General of the Continental Army and first president of the United States of America.
6. George Washington	f. Prominent Patriot best known for his large and fancy signature on the Declaration of Independence
7. Gen. David Wooster	g. Prominent Patriot, cousin of President John Adams .

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

Key Questions

1. What does Mother want Sam to do?
2. Why won't Sam stop fighting?
3. What was your reaction to Father and Jerry's deaths?
4. What do you think about Sam being framed?

9. Analyze Analyze the key paragraph.**Key Paragraph**

Page 161:

We were quiet for a moment. Then he said, "We've made a promise, a group of us, not to quit until the Redcoats are beaten. We've made a pledge to each other."

"Oh Sam, that's a foolish promise." [said Mother]

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

Consider why Sam feels so strongly about the war and his role in it, why he would make such a pledge. Also consider Mother and Tim's feelings and what they have been through. Who do you agree with? Do you think Sam should honor the pledge he made, no matter what? Consider the role justice plays in making and breaking pledges. Write an argumentative essay in answer to these questions.

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

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

Character Based Literacy Program Lesson Plan

My Brother Sam is Dead, Day 9



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

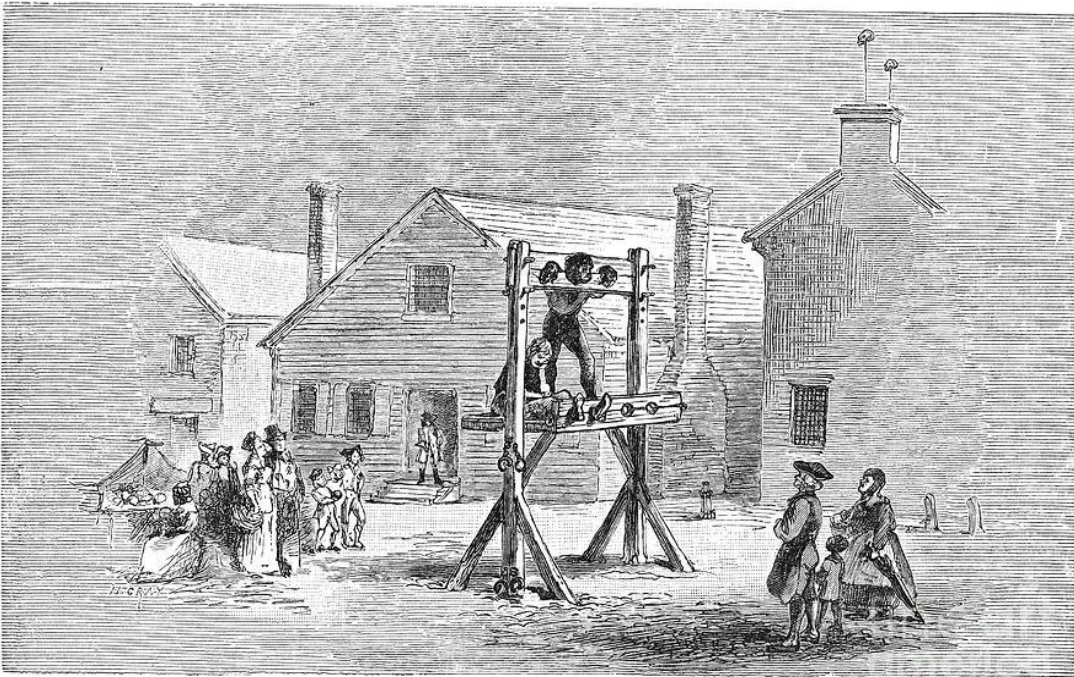
1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

How do the scales of justice find balance?

In Colonial America, justice was swift and punishments could be very harsh. A thief could be put to death for stealing a cow or a horse. When you committed a crime, you were truly “marked for life.”



IN THE STOCKS.

The most common punishment for a small crime was time spent in the stocks, two boards with holes for the ankles and a seat made from a sharpened wood plank; or the pillory, two boards with holes for the hands and head, set on posts. Folks would come

and hurl rotten fruit and eggs at the helpless prisoner. Ants, wasps, and other insects, drawn by the mess on the person's face, would swarm around, stinging every square inch of skin. Since the prisoner's hands were held tight, there was no swatting the bugs away. Some unlucky prisoners even had their ears nailed to the planks, if they were caught lying in court.

Things could, however, get worse."

The Eighth Amendment of the Bill of Rights of the Constitution of the United States demands that when punishing criminals "the punishment must fit the crime." The actual wording of the amendment reads: Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted." This is also near exactly the wording of the English Bill of Rights of 1689. Deciding which punishments fit which crimes is the on-going dilemma of our courts and society.

Masoff, Joy. Chronicle of America: American Revolution 1700-1800. New York: Scholastic, 2000.

2. Word Wall

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

floundering (183)	foreboding (184)	bluntly (193)	agony (194)	plumes (195)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

p. 182-198

Setting	Characters	Pages
Redding	Tim, Sam	182-198
	Mother, soldiers	

RESPOND

5. Timeline

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

Students might mention:

- Mother tries to tell those in charge that her son is innocent.
- Sam's trial date is 3 weeks away.
- Tim goes to see General Putnam to tell him the story of Sam's innocence.
- Tim is allowed to see Sam in the stockade.

6. Map

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

Draw a map of the encampment.

EXPLORE

7. Activity

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

Characters Fill-In: Identify the following characters using the character list.

Benedict Arnold	Mr. Beach
Betsy	Mr. Heron
Colonel Parsons	Ned
Eliphalet	Sam
General Putnam	Tim
Jerry Sanford	Tom Warrups

1. _____ Main character, little brother of Sam.
2. _____ A wealthy and somewhat shady local character, he claims to be a Tory but probably works for both sides. He asks Tim to relay a letter for him.
3. _____ An Indian living on Colonel Read's land who allows Sam to hide out in his teepee.
4. _____ The leader of the Rebels staying in Redding. He sentences Sam to death as an example to the rest of the troops.
5. _____ Sam's girlfriend and granddaughter of Colonel Read, a local Patriot.
6. _____ Full first name of Tim and Sam's father.
7. _____ A young local boy and friend of Tim's. He is captured by the British and dies on a prison ship.
8. _____ Captain of Sam's company in the novel, but a real historical person known for being a traitor.
9. _____ A local black man who is beheaded by the British.
10. _____ Sixteen year old Yale student who enlists in war. Tim's older brother.
11. _____ An elderly, loyalist preacher.

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

Key Questions

1. Why doesn't anyone believe Sam or Mother's story about what really happened?
2. What are the consequences of stealing or deserting your post?
3. What story did the guilty men make up about Sam?
4. What predictions do you have about the story?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 198:

"What else can we do, Sam?"

"Pray, I guess. You'd better have Mother do that; the Lord is more likely to believe her than you, Tim." He grinned. I grinned back; but I felt all sick inside."

EXTEND

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

As a reader, we know that Sam is innocent of the crime, as do all of the other people who know him well. After reading chapters 13 and 14, think about what you

would have done if you were Tim or Mother. Could they have done more to try to help Sam? Explain in an argumentative essay.

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

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

Character Based Literacy Program Lesson Plan

My Brother Sam is Dead, Day 10



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

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



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

What causes a miscarriage of justice?

Human error, carelessness, presumptiveness, and sometimes downright hatred and corruption do.

Sam's fate is much more tragic than simply being a casualty of war. He knew he was risking his life when he enlisted in the army. He was ready to die for the cause he believed in. What was most devastating about Sam's fate was that he was a victim of a miscarriage of justice. He was wrongfully convicted of a crime he did not commit. Instead of dying a hero's death, he was betrayed and dishonored by someone on his own side.

Unfortunately, wrongful convictions are a reality. Even with modern forensic science, some innocent people go to prison and some even get executed. Just recently in the news several people have been exonerated of their wrongful charges. Jonathan Fleming is one example:

Man cleared of murder charges after serving 25 years in prison

"NEW YORK – From the day of his 1989 arrest in a deadly New York City shooting, Jonathan Fleming said he had been more than 1,000 miles away, on a vacation at Disney World. Despite having documents to back him up, he was convicted of murder. Prosecutors now agree with him, and Fleming left a Brooklyn court as a free man Tuesday after spending nearly a quarter-century behind bars."



Information found:

<http://www.theindychannel.com/news/u-s-world/man-cleared-of-murder-charges-after-serving-25-years-in-prison>

image:

http://article.wn.com/view/2014/04/09/Receipt_helps_clear_New_York_man_of_murder_of_1989_murder/

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

pastures (202)	stockade (203)	scaffold (208)	profits (210)	prospered (210)
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READ

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

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

p. 199-216

Setting	Characters	Pages
Redding	Sam, Tim, Mother	199-216

RESPOND

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

Students might mention:

- No clemency was granted for Sam.
- Tim tried to rescue Sam to no avail.
- Sam was shot.
- Tim lived to have a full life.

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

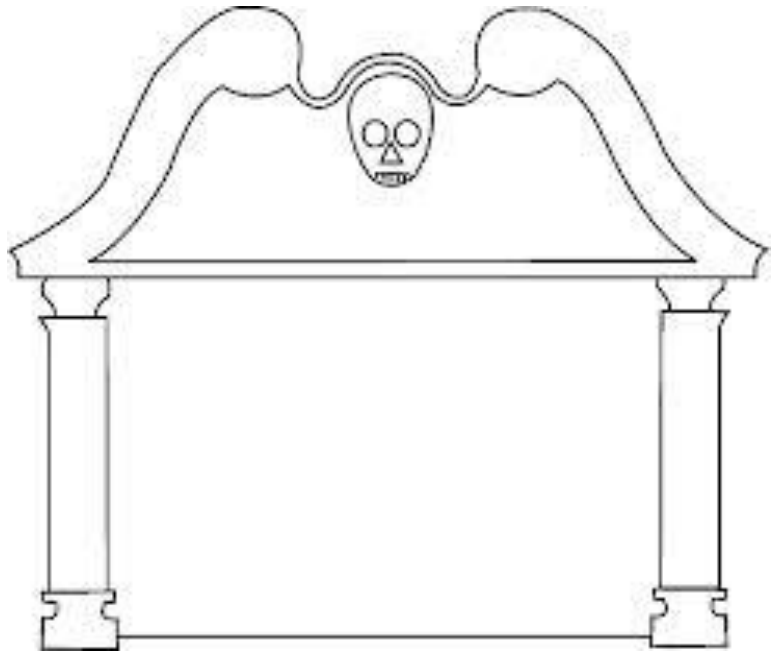
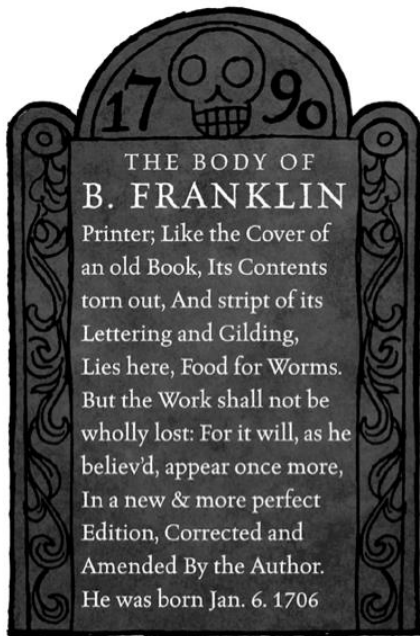
Draw a map of the path from Tim's house to the gallows.

EXPLORE

7. Activity

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

Epitaph of Sam Meeker: An epitaph is a brief text honoring a deceased person that is inscribed on the person's tombstone. An epitaph may be a poem, or include quotes, or highlight important things of the person's life in some way. In centuries past, including the 1700s, epitaphs were longer than they are today. Benjamin Franklin's epitaph was written by himself before he died, as many others were, too. His epitaph is given in the example below. In the blank tombstone to the right, compose an epitaph for Sam. Use a minimum of 40 words.



8. Discussion

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

Key Questions

1. Do you find the book realistic?
2. What do you think about Tim's attempt to help his brother?
3. What were your thoughts about the epilogue?

9. Analyze

Analyze the key paragraph.

Key Paragraph

Page 215:

And so that leaves one last question: Could the United States have made its way without all that agony and killing? That is probably one question you will have to answer for yourself.

EXTEND

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

Justice points its finger at the guilty. Now it is your turn to play a part in justice. Write a five-paragraph essay answering the following question: Who is responsible for Sam's death? Develop a thorough argument explaining your opinion of who deserves the blame for killing Sam. You may choose more than one person if you decide.

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

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