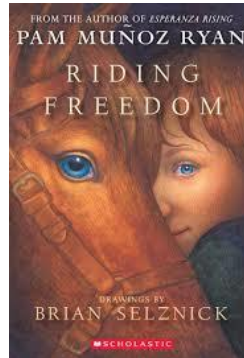


Riding Freedom



ISBN-10	0-439-08796-1
ISBN-13	978-0-439-08796-4
Author	Ryan, Pam Muñoz
Publisher	Scholastic Paperbacks
Copyright	1998
Lexile	720L
Genre	Historical Fiction
Synopsis	In this fast-paced, courageous, and inspiring story, readers adventure with Charlotte Parkhurst as she first finds work as a stable hand, becomes a famous stage-coach driver (performing brave feats and outwitting bandits), finds love as a woman but later resumes her identity as a man after the loss of a baby and the tragic death of her husband, and ultimately settles out west on the farm she'd dreamed of having since childhood. It wasn't until after her death that anyone discovered she was a woman.
Themes	Girl Power, bravery, perseverance
Protagonist	Female, Orphan
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

Independent Study Lesson Plan

Riding Freedom, Week 1



PREPARE

Introduction

Unit Roadmap

- Unit's big idea or theme = **Change requires effort.**
- **Definition of Change Requires Effort: Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when we don't feel like working. It requires one step at a time.**

Book overview:

"Riding Freedom" is a historical fiction based on the true story of, Charlotte Darkey Parkhurst. This story is set in the 1850's and 1860's. Charlotte was a trailblazer for women everywhere. She lived her life knowing and showing that woman were just as capable as men.

Map: Create a map of the United States and California. Use the map to track Charlotte as you read the novel.

Final writing product for this novel is a formal argument. Tasks for the writing will appear on days 10-15 of the lesson plans.

Read the Notes from the Author page 135-138.

Cube facts about Charlotte and write a 1-paragraph biography.

10c12 Cubing Biography

	Who is person? Date of birth? Death?	
	Where did this person grow up?	
What relationships did this person have?	What did this person do?	What was this person like?
	Why is this person important?	

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 role of an Orphanage in the 1800's?

What is colic?

Why is the loss of an animal a significant loss?

Why is it important to say goodbye?

What does the phrase, "slow as molasses" refer to?

What was stagecoach travel like?

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

puzzled, 2	babbled, 2	blustery, 2	rickety, 2	skittish, 2
readied, 10	disgust, 10	glared, 10	homeliest, 13	persistent, 13
prospective, 16	slats, 20	hovered, 20	reluctantly, 21	anxious, 21
reassured, 29	ruffled, 29	chaperon, 30	tendrils, 31	dander, 34
earshot, 35	furrows, 36	tilted, 36	wither, 37	intentions, 37

READ

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

Read Read the selection.

Read pp. 1-43

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Map: Create a map of the United States and California. Use the map to track Charlotte as you read the novel.

Map: Create a map with the location of the orphanage. You will use this map to plot Charlotte's location as the book progresses.

Map: Add to your map of the United States and California. Today, track Charlotte to Concord, MA.

EXPLORE

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

Sketch:

Using the description of Charlotte on pages 5-6 sketch a picture of Charlotte.

Open Mind Portrait:

Create an OMP of Charlotte. Draw her likeness (you can even use the sketch you made of her yesterday). Add 3-5 thoughts that she may be having as she; won the race, knew Freedom was sick, talked about not remembering her parents, knew of someone would be adopted.

One possible activity: Storyboard the events

STEP ONE: SHORT STORY GUIDELINES

Brainstorm possible topics for a short story of your own.

Plot Profile Chart

Create a plot profile chart for today's reading.

Choose 3-4 significant facts from today's reading. List them on the bottom of the chart.

Rate them on a scale of 1-10 based on their intensity.

You will complete the chart after you read tomorrow.

You will use this chart to summarize the days reading.

STEP TWO: SHORT STORY GUIDELINES

Fill out your own People, Place, Problem, Plot graph.
You will have tomorrow to do this as well.

Open Mind Portrait

Add 3-5 new thoughts to your OMP of Charlotte. What do you think she is thinking and feeling as she learns that Hay is leaving and as she forms plans to leave the orphanage? Add the thoughts to your OMP.

Plot Profile Chart

Complete the chart you started yesterday.

Choose significant facts from today's reading. List them on the bottom of the chart. Rate them on a scale of 1-10 based on their intensity.

Once your chart is complete you can use it to summarize today's reading.

STEP THREE: SHORT STORY GUIDELINES

Finish filling out your own People, Place, Problem, Plot graph.

Ask yourself: Are these stimulating ideas? Does the plot seem logically organized?

Discussion

Key Questions – Day 1

1. What obstacles did Charlotte face as a young child?
2. What role did the horses play in Charlotte's life? Do you think that event is a foreshadow to her relationship with animals?
3. Why did she hold onto the horses reign? What did the doctor mean when he said, "*she might as well have something to hold onto. She hasn't got much else. There's no other family to speak of*"?
4. What was Charlotte's role at the orphanage? Do you think she has any hope of being adopted? Explain.
5. How does Charlotte cope? Where does she find her freedom? How do you choose to cope when things are tough?
6. Why do you think Charlotte and Vern respect one another?
7. On page 8 Vern says to Charlotte, "Freedom trusts you." Why is trust an important aspect of any relationship? Can you have a healthy and good relationship if it is not based on trust?

Key Questions – Day 2

1. What kind of name did the author give the overseer of the orphanage? Why or what was his name symbolic of? Write down another name you think he could be called? Does his name match his personality?

2. What kind of character is William? Why do you think William treats others the way he does? Do you think that Charlotte handles his tormenting well? What could she do different?
3. Is the author foreshadowing anything around his conflict with Charlotte?
4. The author describes the orphanage as a work farm. What is that equivalent to today? Why do you think the orphanages have closed in the US?
5. What was Charlotte's race strategy? Do you think that is a good strategy for any race/conflict you may be having?
6. The man and woman at the end of the race were interested in Charlotte. Why didn't she spend more time with them?
7. Charlotte and Hayward talk about their dreams. Why is it important to have dreams, know your dreams, and share your dreams with others?
8. Charlotte did not remember her parents, but she encouraged Hayward to talk about his. Why is it important to appreciate what others have and can share with you?

Key Questions – Day 3

1. Why does Charlotte not go and line up with the boys when the adopted parents came through? What role do males and females play during this time period? Why didn't a family want and almost grown girl to adopt?
2. How did Charlotte react when she learned Freedom died? Vern told Charlotte she could rake the stalls and tend to the horses, what was he giving her permission to do?
3. What did Mr. Millshark tell Charlotte? Why did Mr. Millshark make his decision? What was his supposed rationale?
4. Hayward told Charlotte he had been adopted. The mother and father were able to see past his looks, what does that say about his new family?

Key Questions – Day 4

1. Hay tells Charlotte that he is going to be adopted. He tries to convince the family to adopt Charlotte too. What does that say about Hay's loyalty to her? Why didn't the family want two kids?
2. Charlotte realizes that she wanted Hay to stay with her forever. Does that make her bad? Why does she need him or does she?
3. Charlotte splits her leather bracelet and gives Hay half before he leaves. What does that bracelet symbolize? Why is it important she stay connected to Hay?
4. What are three reasons that Charlotte should leave the orphanage? What are three reasons she should stay?
5. Who do you think Charlotte will ask to help her escape?

Key Questions – Day 5

1. Why does Charlotte ask Vern for help? Why does she trust him? How does his past relate to her present?
2. Charlotte told Vern that she was leaving but not how or where she was going? Why did she leave him out of the details? Why did Vern not ask?

3. Vern tells Charlotte about the foal and its name, why is that information important to her?
4. *"She thought about Hayward sleeping, in his very own bed, in his very own house with his new family. She wondered what it felt like to be home. Knowing there were people in the next room who cared about you."* Pg. 39. What does it mean to be home? What does your home feel like to you?
5. What does her transformation entail?

EXTEND

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

Key Paragraph

Pages 8-9

"Freedom trusts you. William's ridin' Justice, and Justice just as soon throw him off. That boy is full of no respect for horses. You know what I always say?

Charlotte knew in her heart. "A horse ride the way it is ridden," said Charlotte."

Writing Prompt

Vern and Charlotte understand the horses and their understanding also applies to people. Think how you react to people. If they are respectful, how do you act? If you are shown disrespect, do you act differently? Do you agree or disagree with Vern's assessment, "A horse rides the way it is ridden"?

Write a paragraph in which you state your opinion about the above statement. Acknowledge there might be an opposing viewpoint and what it may be. Support your claims with facts and support based on the reading or real world knowledge. Conclude by restating your argument.

Key Paragraph page 17

"That was the signal for all the boys to line up by the front steps. It meant that one of the families that visited the orphanage today wanted a closer look at one of the boys. It meant someone would be adopted."

Writing Prompt

Think about the kids and their lives. Can you imagine what it might be like to have to compete with others to be adopted? Do you think the author is foreshadowing anything with this passage? Can you think back to anything you read thus far that might give you an indication of who might get adopted? What do you think it feels like for those kids who are standing wanting to discover who it is?

Based on the information you have so far, write who you think might be adopted. Write a one paragraph argument in which you support and give evidence for your choice. Use logical reasoning and evidence, write in logical sequence or order, and choose your words carefully to give good flow and order to your paragraph. Conclude your paragraph by using a statement that supports your claim.

Key Paragraph

Pages 25-26:

“It’s been brought to my attention that some of the townspeople don’t think it’s quite lady-like for you to be racing the boys. Our reputation here is raising strong, strapping young men, and we can’t have folks calling our boys mollicoddles now, can we? You’re getting close to being a young lady and you need to start acting like one. From now on, you will have full duties in the kitchen with Mrs. Boyle. The stable is off limits.”

Writing Prompt

What do you think about Mr. Millshark’s statement to Charlotte? She is the best stable help that Vern has but Mr. Millshark sends her to the kitchen. Do you think it is fair? Why wouldn’t he use her talents the best way they could be used? Do you agree or disagree with him?

Write a one-paragraph argument in which you either support or defend Mr. Millshark and his decision. As you write, introduce your claim and acknowledge there might be an opposing viewpoint. Support your claim with valid reasons and evidence. Conclude your paragraph with a statement that supports your viewpoint.

Key paragraph pg. 34

“What did Vern always say? That the easy way ain’t always going to get you anywhere.”

Writing Prompt

What would be easier for Charlotte if she stayed at the orphanage? What would be harder? Why does she want to leave? What are the complications with each decision?

Based on the information given, what do you think Charlotte should do, stay at the orphanage or leave? Introduce your argument and be prepared to defend your claim? Give reasons for your opinion. Support your claim with evidence.

Key Paragraph pg. 41

“Make it look like different things could have happened. If anyone came looking, they’d see her apron and think she drowned.

Writing Prompt

Vern tells Charlotte to disappear and to mix them up with her trail. Do you agree or disagree with him?

Write 1-2 paragraphs in which you support Vern and his claims or you disagree with him. As your write acknowledged the opposing viewpoint give reasons for your claims. Use a formal style. Use logical transitions. As you conclude restate your claim.

3g6 Plot Profile Chart

10										
9										

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

3g6 Plot Profile Chart

10										
9										

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

Character Based Literacy Program

Independent Study Lesson Plan

Riding Freedom, Week 2



PREPARE

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



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

What is the distance between Concord, Massachusetts and Worcester, Massachusetts?

What is the distance from Worschestershire, MA to Providence, RI?

What does it mean to coddle someone or something?

What is the California Gold Rush?

What is the Sacramento River Delta?

What is Women's Rights Convention?

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

livery, 44	sorrel, 45	ironing, 47	satchels, 49	shinned, 52
bald-pated, 54	pitiful, 55	harnesses, 56	murmurings, 57	scrawny, 56
coddle, 68	precarious, 68	reputation, 68	recognition, 69	partial, 70
plentiful, 81	riverboat, 81	secured, 81	chuckholes, 82	defeated, 83
strongbox, 86	porters, 86	marshals, 86	handbill, 87	mockery, 89

READ

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

Read Read the selection.

Read pp. 44-92

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Add Worchestershire, MA to your map. Chart Charlotte's travels as you read.

Map: Add to your map of the United States and California. Use the map to track Charlotte as you read the novel. Today add Providence, RI.

Map: Create a map of the United States and California. Use the map to track Charlotte as you read the novel.

Add Sacramento to your map.

Create a separate map of the Sacramento Delta area they describe in the reading, pages 80-81

Using another color chart Charlotte's journey from the east coast to Sacramento.

EXPLORE

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

Post Card:

Pretend you are Charlotte. Write a postcard to either Vern or Hayward. Tell them about your journey and about your plans. Properly address your card. On the other side draw a picture that represents your day.

Sketch:

Based on the description from today's reading, on page 45-46 sketch the horse team and stagecoach.

STEP FOUR: SHORT STORY GUIDELINES

The text references a myth, but you won't necessarily be writing a myth.

The strategy that might be helpful for some is plotting out the graph in box-like, storyboard form as you see.

If you have a clear idea of where you are going, begin writing your first draft. You will revise for voice and word choice later, but keep these things in mind as you write your draft to begin with.

You will have tomorrow to continue writing your first draft.

Venn Diagram:

Create a Venn Diagram comparing Mr. Millshark and Ebenezer.
Use this to write a character sketch when you are finished.

Open Mind Portrait:

Add to your OMP of Charley/Charlotte. What do you think she is thinking and feeling as she gets comfortable at the stables, learns that Mr. Millshark is looking for her, and learns to drive team? Add 5-7 new thoughts to your OMP.

STEP Five: SHORT STORY GUIDELINES

CONTINUE WRITING THE FIRST DRAFT.

Try to have the first rough draft completed by the end of the day.

Plot Profile Chart:

Create a Plot Profile Chart

On the bottom list ten events that are significant in today's reading
Rate their intensity based on scale of 1-10;
Once you are completed you can use the graph to summarize today's reading.

Open Mind Portrait

Add to your OMP of Charlotte/Charley. What do you think she is thinking and feeling when she learns to drive the team, competes successfully in a man's world, and sees Mr. Millshark? Add 5-7 new thoughts to your OMP.

STEP SIX: SHORT STORY GUIDELINES

Read the revision questions and revise your story as needed. Pay particular attention to DIALOGUE.

Also, reference p.18. Focus on revision of WORD CHOICE! 😊

Open Mind Portrait

Add to your OMP of Charlotte. What do you think she is thinking and feeling as she decides to move to California? As she learns what Ebenezer thinks of her? Add 5-7 new thoughts to your OMP.

STEP SEVEN: SHORT STORY GUIDELINES

Read the revision questions and revise your story as needed. Pay particular attention to VOICE.

KWL Chart

What do you know about women and the right to vote?

What would you like to know?

What have you learned about woman gaining the right to vote.

STEP EIGHT: SHORT STORY GUIDELINES

You will write your final draft in two days. Today and tomorrow focus on capitalization, spelling, grammar and punctuation.

Discussion

Key Questions – Day 6

1. What did Charlotte do to signal to Vern? Why was this important to her and to him?
2. How did Charlotte respond to the horses and the stagecoach? What was unique about that for her? Why was this journey symbolic?
3. What were her fears?
4. How does the author create a feeling of suspense in the story?
5. Charlotte left and had a plan, but her plan did not take her far enough. What was she missing? Can you plan for everything in every situation? Why is it important to sometimes take a leap of faith? What happens if you don't?

Key Questions – Day 7

1. What saved Charlotte from the man when she was discovered? Why is it important to always pay your way, in whichever fashion you can?
2. In what ways does Charley sell himself when he was found? What traits did he use? How did he appeal to Ebenezer? In what ways do you or can you sell yourself?
3. Ebenezer tells Charley about Mr. Millshark? What role does honesty play here? Should Charley tell the man everything? Or just answer the questions asked? What is at stake? What do you think is the ethical thing for Charley to do? What should Ebenezer do?

4. What does Ebenezer see in Charley? What is he willing to do for him? How is this agreement mutually beneficial to them?
5. How does Charley learn to drive the team? In this type of situation what or how do you learn best?
6. Where does Ebenezer want Charley to go? Why?

Key Questions – Day 8

1. How many years have passed and what is Charlotte doing now? What skills has she learned? What has she become?
2. Why is it important to protect her identity? What steps does she take? What does she have to lose?
3. She realizes that Mr. Millshark is on the stage, what advice does Ebenezer give her? How does she take that advice? Did she earn everything she learned?
4. What if anything did Charlotte have to prove? Who did she need to prove it to?
5. Charlotte, was able to get some revenge on Mr. Millshark. Is getting revenge worth it? Explain?

Key Questions – Day 9

1. Frank and James return from California. The author compares them to what? What is driving their excitement?
2. The men are excited about the gold. What drives Charlotte to want to move?
3. Who does Charlotte remind Ebenezer of? How does that make her leaving harder?
4. In what ways does Charlotte show compassion to Ebenezer?
5. Does Ebenezer know she is a girl?

Key Questions – Day 10

1. Charlotte, is on her way to California, she is one step closer to bringing her dream to reality. What does it feel like to have a dream close to coming true?
2. What did Charlotte learn by talking to the woman in front of the saloon? How might this interaction change her views? Why is it important to be an informed voter?
3. What response was that woman getting from most men? Why do you think it was like that?
4. Charlotte refers to the woman as being brave. What makes a person brave? What is the difference between Charlotte and the woman? Why does Charlotte think the woman is braver than she is?

EXTEND

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

Key Paragraph pg. 47

"Now, she felt certain that anything was possible. Vern used to say that plants can't breathe and grow in a box that is too tight. Now she knew what he meant."

Writing Prompt

If plants are kept in box that is to tight it means that their roots (life) becomes root bound and they are unable to thrive. The same can be said with people and animals. Do you agree or disagree with this statement?

Write a 1-2 paragraph argument in which you state if you agree or disagree with the above passage. Introduce your claim with logical reasoning and relevant evidence. Use clear and concise reasons to support your claim. Write in a formal style. As you conclude re-state your opinion.

Key Paragraph pg. 62

"I ain't ready to turn back," Charlotte said, and she began to feel that her escape from Mr. Millshark depended on her being able to drive this team. Ebenezer climbed back in and Charlotte set out. With a steadier hand, she pulled the horses back on course. She tried another turn and again, muddled the horse and wagon...Charlotte took the reins again and again...Every time she mixed up the reins, she knew what she had done wrong, and she tried not to do it again. After a dozen runs, she brought them around clean.

Writing Prompt

Charlotte knows that her escape from her past is directly correlated to her ability to drive a team of horses. She is determined and wants to get it right. Do you think that being driven to do something helps you learn it better and faster?

Write a one-paragraph argument in which you support or oppose the above statement? Write a clear and concise argument and acknowledge the counter argument. Defend your stance with clear and relevant details and facts. Conclude by restating your argument.

Key Paragraph pg. 72

"Now listen, don't you pay them passengers no mind. You are what you are. And what you are, is a fine horseman. And the best coachman I ever saw. You remember that. Under the circumstances, there ain't nothing left or you to do but your job. So get to it."

Writing Prompt

Charlotte was doubting herself and letting memories haunt her. Ebenezer tells her to set everything else aside and be a horseman. He once again instills confidence in her. Do you think he is right to put her back on the coach and in charge?

Write a one-paragraph argument in which you justify Ebenezer's actions. Argue regardless of your opinion that he did the right thing for his company and for Charlotte. State your opinion, offer the conflicting opinion. Support claims with relevant support and logical flow. Use formal language and transitions. Conclude by re-stating your opinion.

Key Paragraph

Page 84:

Charlotte didn't want to lose Ebenezer, either. He had been good to her. He had let her make her own way. He had protected her, like a daughter. "I just bet when I get

my place you could come out and start a livery,” said Charlotte. “You heard them boys talkin’. Sounds pretty exciting, don’t it?” His eyes perked up a little at the prospect. “And I’ll need you out there,” she said. “I aim to get a bit of land. Why, I can’t run a big place by myself...”

Writing Prompt

Charlotte sees that moving west will give her more opportunities to do what she wants to do and will be one step closer for her to reach her goals.

Using information from today’s reading write a 2 paragraph argument in which you either support Charlotte’s and her decision to move to California or Ebenezer and his desire to keep her in Providence. Evidence to support your thesis must come from today’s reading pages 82-85. Support your claims with logical reasoning. Maintain a formal style throughout your writing.

Key Paragraph

Page 88

“With the men in the mines, many women are running the farms and should be able to make decisions that affect their properties and their families. Women have already organized in the East, have already held a Woman’s Rights Convention.”

Writing Prompt

The woman on the street has a great argument/ reason for women gaining and needing the right to vote. **Write a one-paragraph counter argument that gives one clear and concise reason that woman should not be given the right to vote. Conclude by re-stating your opinion.**

Final Product

- Research voting rights and woman’s suffrage. You may want to look at:

www.history.com

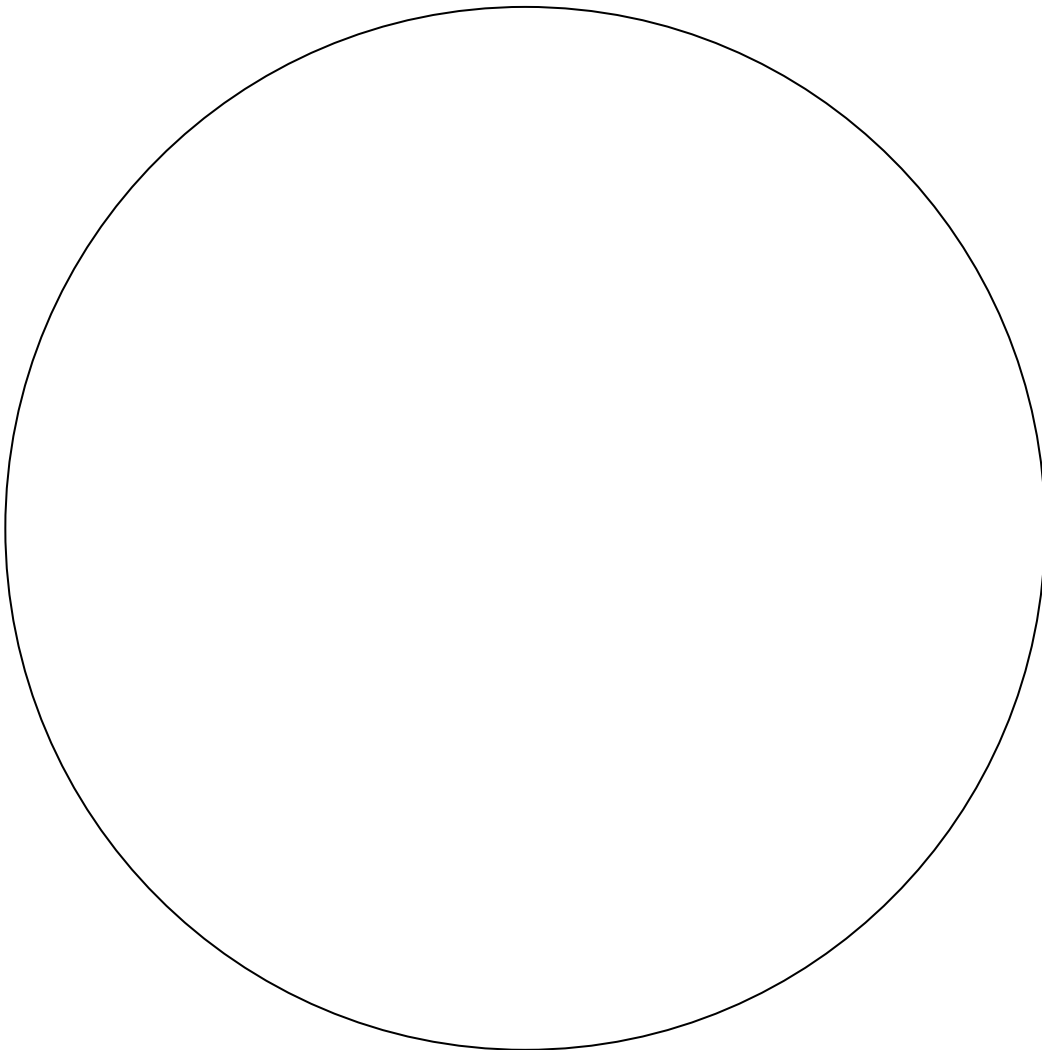
www.pbs.com

www.righttovote.org/Importance-of-voting.html

Based on your findings

- List 5-10 reasons voting should be considered one of your most important rights.
- List 5-10 reasons voting should not be considered an important right.

6g6 Venn Diagram Chart



3g6 Plot Profile Chart

10										
9										
8										
7										

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

KWL Chart

K What do you know?	W What do you want to know?	L What have you learned?

--	--	--

Character Based Literacy Program

Independent Study Lesson Plan

Riding Freedom, Week 3



PREPARE

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



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

What are feral animals?

What does the phrase, “practice makes perfect?”

What does it mean to foreclose on a property?

What is the transcontinental railroad?

What is the transcontinental telegraph?

How did the invention of both affect stage travel?

What is a historical fiction?

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

feral, 93	shod, 93	reared, 93	retched, 93	ointment, 95
reluctantly, 103	frantic, 106	iron-capped, 106	clacked, 106	clamoring, 107
commotion, 108	jangling, 109	rancid, 110	corrals, 111	coop, 111
citizens, 123	registered, 123	banter, 127	ruination, 127	ballot, 128
mending, 132	coaxed, 132	filly, 133	colt, 133	frantic, 133

READ

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

Read Read the selection.

Read pp. 93-138

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

- Add Watsonville to your map.
- Map of route: San Juan Batista to Santa Cruz

EXPLORE

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

Open Mind Portrait

Add to your OMP of Charlotte. What do you think she is thinking and feeling as she learns she is going to lose her eye? How does her determination drive her? Add 5-7 new thoughts to your OMP.

Postcard.

Write a postcard from Charlotte to either Vern or Hay. Share with them her experiences and her challenges. On the front sketch a picture from today's reading.

STEP NINE: SHORT STORY GUIDELINES

You will write your final draft tomorrow. Finish correcting capitalization, spelling, grammar and punctuation.

Open Mind Portrait:

Add to your OMP of Charlotte. What do you think she is thinking and feeling as she relearns to drive the stage, saves the passengers, and proves her worth to James? Add 3-5 new thoughts to your OMP.

Plot Profile Chart

Create a Plot Profile Chart. On the bottom of the chart list 10 significant facts from today's reading. Rate them on a scale of 1-10 based on their intensity. You can use this chart to summarize the reading.

STEP TEN: SHORT STORY GUIDELINES

WRITE FINAL DRAFT. You are striving for a clean, accurate copy.

Open Mind Portrait

Add to your OMP of Charlotte. What do you think she is thinking and feeling as she is able to buy her land? Add 5-7 new thoughts to your OMP.

Poster: Create a poster of Charlotte's land.

STEP 11: SHORT STORY GUIDELINES

OPTIONAL: ARTWORK on title page or throughout story as appropriate

Open Mind Portrait

Add to your OMP of Charlotte. What do you think she is thinking and feeling as she continues to make plans with Hayward? As she gets to vote for the first time? Add 3-5 new thoughts to your OMP.

Open Mind Portrait:

Complete your OMP of Charlotte. What do you think she is thinking and feeling once Ebenezer arrives and she has her first colt? Add 3-5 new thoughts.

Discussion

Key Questions – Day 11

1. How did Charlotte react when she learned that the doctor knew who she was? What was the doctor's reaction? Why did he understand what she was going through? How do other women deal with the inequality? What are the choices they have?
2. What is the difference between seeing and vision? What does Charlotte realize she needs to keep? Why?
3. Who does she look to for guidance? How can a person give guidance when they are not there?
4. What did Charlotte decide to do?

Key Questions – Day 12

1. Charlotte begins to drive again and practice. How did she start her practice at the beginning? Why was that not successful? How did her strategy change over time? Why is it important to change how you pursue a goal over time?
2. What are James and Frank's main concerns over her driving? What does she have to fall back on?

3. How does she respond to the man who wanted to stay in the coach? Why is safety imperative? Do you think she is concerned about the man, her reputation, or about the team and coach? Explain.

Key Questions – Day 13

1. What changed for Charlotte after she helped save the passengers? How is this vastly different from how she started out?
2. Why was the bank after Margaret? Why was Charlotte compelled to help?
3. What did the banker say to Charlotte that was rather ironic?
4. How was Margaret and Charlotte's relationship mutually beneficial?
5. Charlotte and Hayward both had their leather bracelets. Why did they both keep them? What did they symbolize for them?

Key Questions – Day 14

1. How does Charlotte feel about Hay? Why can't she go to help him move his parents?
2. Why is it so important for Charlotte to vote? What will she be able to prove?
3. In what ways does Charlotte continue to have courage?

Key Questions – Day 15

1. Why did Charlotte name her horses those names? How do names affect how people and things are treated? Are names important?
2. Why do you think the author wanted to share Charlotte's story?

EXTEND

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

Key Paragraph, Page 97

"Silent tears stung the cuts and scrapes on her hurt eye and blurred the other. How am I going to get where I'm going if I can't see? She thought."

Writing Prompt

What is the difference between vision and sight? Can you have one without the other? Think about Charlotte and her sight. Think about what her vision is. Do you think she can get what she wants if she stays focused on her vision?

Write a 1-2 paragraph argument in which you defend her need to stay focused on her vision. Give logical reasons and examples to defend your statement. Write with a formal style. Conclude with a statement that supports your viewpoint.

Final writing product

Continue to research suffrage.

What did woman have to endure in order to gain their right to vote.

Highlight 5-7 key facts.

Key Paragraph Page 101:

“Charlotte had been proving herself her whole life and she wasn’t about to stop now. She didn’t care if Frank and James caught on to what she was doing...Charlotte drove back and forth over her route and memorized every rock and tree. She set a goal for herself.”

Writing Prompt

In what way do you admire Charlotte’s persistence? She has a vision of the life she wants and she keeps going after it, despite the obstacles. Why is it important to stay vision and goal focused despite the obstacles that come your way?

Write a one-paragraph argument in which you defend Charlotte’s need for persistence? Is her persistence about driving horses or about something bigger? Use examples from the reading to support your claim? Conclude by stating why she needs to be persistent

Key Paragraph pg 113

“Tell me about the land to the west, the small parcel where the widow lives.

“The wife can’t pay so we’re foreclosing. She hasn’t got a cent. Hate to do it, but woman usually can’t pay and after all, business is business.”

Writing Prompt

Think about what it means to be a woman during this time? Life is hard and you work hard, yet you don’t have the same rights. Do you think that the bank would have sold Charlotte the land if they knew she was a woman?

Write a 3-paragraph letter to the bank president in which you either agree or disagree with his viewpoint. Clearly state your view and the counterview point. Give facts from the reading and external sources and use clear transitions. Close by re-stating your viewpoint.

Final writing product

Continue to research suffrage.

What historical event leads to woman being treated more equally in the workforce? Why?

List 3-5 ways this event assisted the woman’s movement?

Key Paragraph page 129:

“This was something she could do for that woman who stood up in front of all those laughing men and passed out handbills on the saloon steps. Something for those women out front who were pretending they didn’t mind that they couldn’t vote. For Vern, who hadn’t been allowed to speak up and should have been able to. And for that little girl outside who was already standing up for herself. “

Writing Prompt

In what way is Charlotte continuing to try to change the world for the better? Do you think her silent fight will be effective? Why or why not? **Write a one paragraph argument in which you state if you think her fight will be effective or not. Use**

facts from the reading, your own experiences, and other sources to support your viewpoint. Use formal writing style and language. Conclude by re-stating your viewpoint.

Final writing product:

- Research civil responsibility. List 3-5 duties you feel are your most important responsibilities as a citizen.

Key Paragraph

Page 138:

In the words of her obituary, “Who shall longer say that a woman cannot labor and vote like a man?”

Writing Prompt

What do you think the significance of this last quote is? Was it a surprise that this book was about a real person? Optional: Send an email to the author telling her how you liked the book. You may choose to do a little more research about the author as well

3g6 Plot Profile Chart

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

Character Based Literacy Program

Independent Study Lesson Plan

Riding Freedom, Final Project



Final writing product

Day 10

Final Product

www.history.com

www.pbs.com

<http://www.righttovote.org/Importance-of-voting.html>

- Research voting rights and woman's suffrage.

Based on your findings

- List 5-10 reasons voting should be considered one of your most important rights.
- List 5-10 reasons voting should not be considered an important right.

Day 11

Continue to research suffrage.

What did woman have to endure in order to gain their right to vote?

Highlight 5-7 key facts.

Day 12

Continue to research suffrage.

What historical event leads to woman being treated more equally in the workforce? Why?

List 3-5 ways this event assisted the woman's movement?

Day 13

Continue to research suffrage.

- What historical event leads to woman being treated more equally in the workforce? Why?
- List 3-5 ways this event assisted the woman's movement?

Day 14

- Research civil responsibility.
- List 3-5 duties you feel are your most important responsibilities as a citizen.

Day 15

Final writing product

Based on the research you have done on suffrage. Write a letter to the editor of your local paper or other newspaper. In it argue why you believe that voting should or should not be considered one of your most important civic rights. Use the facts you have found to support your argument. As you write acknowledge the opposing viewpoint. Use credible sources to help you defend your writing. Write in a formal style. Conclude your writing by supporting the viewpoint originally stated.