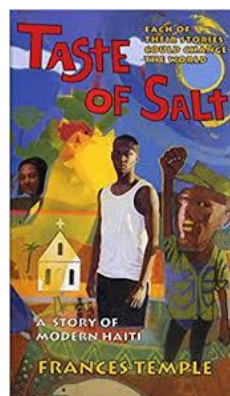


Taste of Salt



ISBN-10 0-06-447136-5

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Author Temple, Francis

Publisher HarperCollins

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Lexile 650L

Genre Young Adult Fiction

Synopsis Seventeen-year-old Djo (a victim in the real-life 1991 firebombing of a boys' shelter) is remembered by Jeremie, a girl who cares for him in the hospital after he has been beaten in an unprovoked attack. A coming of age for these two characters occurs in the midst of the cruel injustices that wracked the poverty-stricken nation of Haiti before Jean-Bertrand Aristide's rise to power in 1991.

Themes Human Rights

Protagonist Haitian Male

Note Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

More Information www.scu.edu/character



Character Based Literacy Program Lesson Plan

Taste of Salt, Introduction



Outcomes for Today

Focus and goals for this unit: Our goal for this unit is for students to write arguments to support claims with clear reasons and relevant evidence

Unit Roadmap

- Unit's big idea or theme = **Change requires effort.**
- **Definition: 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.**
- Post unit theme in your classroom.

The final writing product for Taste of Salt is; write arguments to support claims with clear reasons and relevant evidence.

President Aristide

Use the following website as a start to your final paper

<http://www.notablebiographies.com/news/A-Ca/Aristide-Jean-Bertrand.html#b>

- Based on your research list three facts about the president and how he was a champion for change.

Final Writing Product

Write a 5 paragraph argument essay. Introduce President Aristide "Titid". Tell how he created a cultural change in the country of Haiti. Argue that his vision and effort created change in the country of Haiti. Give evidence from the reading and from your research to support your claim. Acknowledge the opposing viewpoint as you write. Use clear transitions, words, and phrases to create cohesion in your essay. Use formal language and style. Conclude your essay with a strong statement to support your claim.

Write a 5-paragraph argument essay (steps)

Day 11 of lesson plan

Introduce President Aristide "Titid" and give a historical overview of what he did (paragraph one of your paper)

Day 12 of lesson plan

Give an overview of how he created change in Haiti (paragraph two of your paper)

Day 13 & 14 of lesson plan

Based on the information you have learned argue that his vision and plan created positive change for the people of Haiti (paragraph three and four of your paper)

Day 16

Revise

Day 17
Edit

Day 18
Conclude with a paragraph that supports your claim of Aristide (paragraph 5)
Do another edit/revision/rewrite

Pre-read

Pre-view the novel note the following

Predict what the students think the novel will be about. Preview the map page 1-2
Glossary page 175-179 for all words in *italics*

Character Based Literacy Program Lesson Plan

Taste of Salt, Day 1



Outcomes for Today

Focus and goals for this unit: W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d.) Establish and maintain a formal style.
 - e.) Provide a concluding statement or section that follows from and supports the argument presented.
- W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

PREPARE

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



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

Where is Haiti?

Haiti is located in Caribbean, western one-third of the island of Hispaniola, between the Caribbean Sea and the North Atlantic Ocean, west of the Dominican Republic. The terrain of Haiti is mostly rough and mountainous. Climate: Haiti is tropical; semiarid where mountains in east cut off trade winds

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

commotion (7)	bludgeon (7)	murmur (7)	swollen (7)	trance (11)
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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.

Read p. 5-11

Setting	Characters	Pages
Hospital	Djo	5-7
Hospital	Djo and Jeremie	8-9
Flashback to Cite Solei	Djo and family	9-11

RESPOND

5. Timeline

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

Students might mention:

- Djo in hospital, he was in a bombing his feet don't move.
- Djo used to live in a shelter set up by Father Aristide.
- He has been severely beaten and can no longer be a bodyguard.
- A young woman named Jeremie comes to the hospital to record his story into a tape recorder.
- He remembers his family and starts to tell her his story.

6. Map

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

Map

Create a Map of Haiti and the surrounding counties. Follow the characters as they move around or discuss different areas of the country.

EXPLORE

7. Activity

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

KWL

Write down what you already might know about Haiti and Aristide. Read the short blurbs on Aristide from the websites and add information to the KWL. What else can you add at this point in terms of background knowledge that will help you understand the story?

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. Based on the description of the hospital, how does the hospital Djo is at differ from the hospitals in the US?
2. On page 6, Djo ponders how he can be useful. He no longer can use his strength for use he must rely on his mind and spirit. How can a mind and spirit be useful?
3. What happened to Djo? Who was he trying to protect? What was the end result?
4. Why do you think the shelter got firebombed?
5. Why is Jeremie sent to Djo? How does she react when she sees him?
6. Why does Father Aristide want Djo to share his story? How can a personal account help change occur?

9. Analyze

Analyze the key paragraph.

Key Paragraph, p. 6

“Titid says I can no longer be his bodyguard, since my own body is broken. Until it is fit again, I can no longer be useful in that way. But Titid says that it is not only the body, with its feet and hands and strong back that can be useful. He says the mind and spirit are useful, too” (p. 6).

EXTEND

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

Titid is the affectionate name for Aristide. Djo was one of his bodyguards. Aristide was the first democratically elected President of Haiti, one of the poorest countries in the world. What do you think Titid meant when he told Djo that a person can be *useful* with his mind and spirit, not just his body?

Do you agree or disagree with Aristide and his viewpoint that a person can be useful with his mind and spirit? Write a 1 paragraph argument in which you support or oppose Aristide’s viewpoint. Introduce your claim and acknowledge the opposing viewpoint. Organize your reasons with logic. Support your claim with relevant evidence and credible sources. Provide a concluding statement in which you support the argument you presented.

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

Taste of Salt, Day 2



Outcomes for Today

Focus and goals for this unit: W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d.) Establish and maintain a formal style.
 - e.) Provide a concluding statement or section that follows from and supports the argument presented.
- W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

PREPARE

1. Background

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



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

What is a flashback?

A flashback is a literary or narrative device (used in film, literature, or story telling) by which an event or scene taking place before the present time is inserted into the narrative. A back story.

In today's reading Djo starts to tell his story to Jeremie. He flashes back to his childhood to give her back information about his life and what brought him to the clinic.

2. Word Wall

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

mournful (12)	fiercest (12)	prickly (13)	rue (17)	portfolio (18)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Read p. 12-23

Setting	Characters	Pages
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Hospital	Djo	12-13
Hospital	Jeremie and Djo	13
Hospital (flashback to Djo childhood)	Djo, mother, father, siblings	14-16
Hospital	Jeremie and Djo	16-17
Rue Michael	Djo and, Mama, and Lally	17-19
Church	Djo, Lally, and Titid	20-23

RESPOND

5. Timeline

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

Students might mention:

- Djo is at the hospital listening to the sounds of morning and the town waking up, he is lost in his thoughts.
- Jeremie attends a nuns' school and has to wear a uniform, she is frustrated with the sisters.
- Djo starts to tell his story. He reflects on being a young boy living with his mother and father. They were happy times.
- His mother loses a job, his father leaves to find work; he and Lally are sent out to find food and work for themselves.
- The sisters come to Rue Michael looking for students. He and Lally know their numbers and letters. He almost went to school.
- Djo explains how he met Titid, when he was not President, but a young priest.

6. Map

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

Map

Add to your map of Haiti. Add Port-au-Prince to the map. What natural resources are near the city? Add additional cities to the map you read about. Locate the hospital Djo is at, to the map. Track the locations as you read.

See: <http://www.lonelyplanet.com/mapshells/caribbean/haiti/haiti.htm>

EXPLORE

7. Activity

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

Open Mind Portrait

Create an OMP of either Djo or Jeremie. What do you think they are thinking and feeling? You will continue to add thoughts to your OMP throughout the reading.

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. Djo is in the hospital, slipping in and out of sleep. What are the sounds he hears? Why does he prefer day to night? What happens to him at night when he is alone? How can your thoughts be your worst enemy?
2. What factors contribute to Djo's mother and father being separated? What happens when father returns?

3. What role does Lally and Djo have to assume? What are the conditions they live and work in like? Why can't they eat fish from the sea?
4. Djo thinks that Jeremie has, "*many layers, like an onion*" what figure of speech does that represent?
5. How does the school representative choose students? What do eligible students have to do to go to school?
6. How did Lally and Djo meet Titid?
7. What lesson did Titid teach him and the other boys about stealing?
8. What types of jobs do the boys do to get by? Why does mother allow Lally and Djo to stay with Titid? Did she have other options? What would you do if they were your children?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 21

"With the other boys that hang around Titid's church, small boys and teenagers, too, we fix up the shed. Put walls and that. It is not easy, because Titid is too pigheaded. Lally and me go to a lot of trouble to steal the copper wire from the telephone truck. We peel the wire. We find a street lamp. We run wire into our shed, locate an old socket and pry it loose, beg a bulb...We bring Titid to admire our work...it is a wrong thing to steal...we must take it all down" (p. 21).

EXTEND

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

Titid is trying to teach the boys that regardless of the situation there is always an element of right and wrong and it is important to follow a moral compass. Do you agree with Djo and Lally or with Titid?

Write a one-paragraph argument in which you agree with Titid and his viewpoint or with Djo. Write a clear statement that introduces your claim. Acknowledge the opposing viewpoint and organize your writing logically. Use words and phrases to create cohesion. Provide a strong conclusion that supports your claim.

Consider the boys and their background, Titid and his background, and the economic disparity they are living in as you write.

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

Taste of Salt, Day 3



Outcomes for Today

Focus and goals for this unit: W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background

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



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

What is a shelter?

A shelter is typically a temporary living situation where one can go and seek refuge, food, and transition back to a home. In our reading the poverty level in Haiti is so bad that the shelter is a better option for the boys then being with their family.

How can the ability to read and write grant you freedom?

2. Word Wall

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

messenger (25)	Pulpit (26)	journalists (27)	refrain (28)	solidarity (29)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Read p. 24-30

Setting	Characters	Pages
The shelter	Djo, Titid's helpers, Titid	24-27
The shelter	Djo and Pe Pierre	27-28
Night club	Djo	28-29
Street	Djo, Lally, and Titid	29-30

RESPOND

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

Students might mention:

- Titid took care of Djo and Djo lives in the shelter. Djo wants to share the goodness and fortune he learned there.
- Djo describes the boys at the shelter and Titid as family.
- When Titid preaches he has both fans and enemies, the boys are there for him during the good and the bad to keep him safe.
- The boys enable him to communicate safely by acting as messengers.
- Titid tells Djo he wants him to help teach the boys to read. They use books called Taste Salt.
- Pe Pierre encourages Djo to continue to learn to read and write and to teach others, he knows freedom comes from knowledge.
- Djo describes a day that he made trouble/enemies for Titid.

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

Map

Continue to add to your class map.

EXPLORE

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

Open Mind Portrait

Add to your OMP of Djo or Jeremie. What are they thinking and feeling as Djo describes his life at the shelter and Titid? Add 3-5 new thoughts to your OMP.

Sketch/Collage

Make a collage or a sketch depicting what "Freedom" represents to you.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Lafanmi, the shelter, is a special place for Djo. Why is it important that he convey its significance to Jeremie? What role did the shelter play in his life?
2. How did Djo repay Titid for his kindness? Is the concept of payback or pay-it-forward more important here? Which did Djo do? How?
3. What is the name of the books Djo uses to teach people to read? What does Taste Salt mean?
4. Why do you think the author named this book Taste of Salt?
5. Titid is a priest, why was he beginning to be hated?
6. Djo describes the boys and Titid as family. Do you agree or disagree with this concept? Explain. How did each member fulfil their role?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 25

“...we are family. Family is what Titid calls us, and it is true. We run errands for Titid, yes. He gets food for us, sometimes medicine when we are sick. But it goes past that only, we are family and also a team” (p. 25).

EXTEND

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

Djo describes the concept of family as it relates to the boys and Titid. Do you agree or disagree with this relationship and concept.

Write a one-paragraph argument in which you support your claim with logical reasons and evidence. Use information from today's reading to support your claim. Acknowledge the opposing viewpoint. Use words and phrases to maintain cohesion as you write. Conclude with a statement that supports your claim.

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

Taste of Salt, Day 4



Outcomes for Today

Focus and goals for this unit: W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background

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



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

What is oppression?

Oppression is the exercises of authority or power in a burdensome, cruel, or unjust manner. Oppression can come in many forms. Relationships, employment, or governments can all be oppressive.

In today's reading Djo explains to Jeremie about the political system and the cultural system in Haiti. He continues to teach the boys and while doing that learns that Titid is being oppressed not only by the government but also by the church.

2. Word Wall

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

curable (32)	decent (34)	washboard (34)	attaches (33)	reprimanded (36)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Read p. 31-40

Setting	Characters	Pages
Hospital	Djo, Jeremie	31-33
Road in town	Djo (reflecting)	33-32
Courtyard	Djo (reflecting) Jeremie	35

Shelter	Djo, Pe Pierre, boys, Titid, Lally	36-40
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RESPOND

5. Timeline

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

Students might mention:

- Jeremie returns and inquires about Djo's political education. She wants him to explain what he knows about government.
- Djo tells her much about the people of Haiti based on the cars they drive.
- He tells her about Lally and how he would re-tell Titid's sermons to anyone or anything that would listen.
- Titid gets in trouble because he speaks out against the current government.
- Titid thinks he should leave the county and obey the church order.
- The boys are making a plan to keep him in the country.

6. Map

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

Map

Add the cities that are discussed in today's reading to the map.

EXPLORE

7. Activity

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

Character Profile Chart

Using the CPC (attached) think of what you have learned about Aristide so far. Fill in the character's name and at least 1 or 2 traits. Write down 1-2 examples of this trait based on the reading.

For instance, maybe you would mention that one trait is honesty and one example is when he told the boys to return what they had stolen. Another trait is courage. He has the courage to speak out for what he believes in even though it is causing people to act against him.

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. Jeremie asks Djo to describe political education. What does things does he consider to be politically relevant? What is your political education? Is it importation to get your political information from multiple sources? Explain.
2. What does Titid consider a decent poor man's life? Do you think those things are acceptable or should the people want more? What else should they desire?
3. What does the existing government do to try and stop Titid?
4. They boys learn that Titid has been ordered to move by the church. *They ask "who is more important the church or us?"* Who are they representing when they ask that question?

5. Does Titid have a choice to disobey the order? What are the potential consequences to him if he does?
6. How do the boys plan to keep Titid in Haiti?
7. Why would the government want Titid dead? What is so threatening about him?
8. He wants the poor people to have a better life and he believes that right now the government is organized to make the rich richer. Does it take courage to fight the good fight and believe in the underdog?
9. How is Titid's personality impacting the unfolding of the plot?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 32

"A decent poor man's life in our Haiti...
 A dry house, with a real roof.
 Clean water to drink.
 A big plate of rice and beans every day.
 Free of curable sickness.
 And a working job—
 Or working in the fields close to home so families can live together" (p. 32).

EXTEND

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

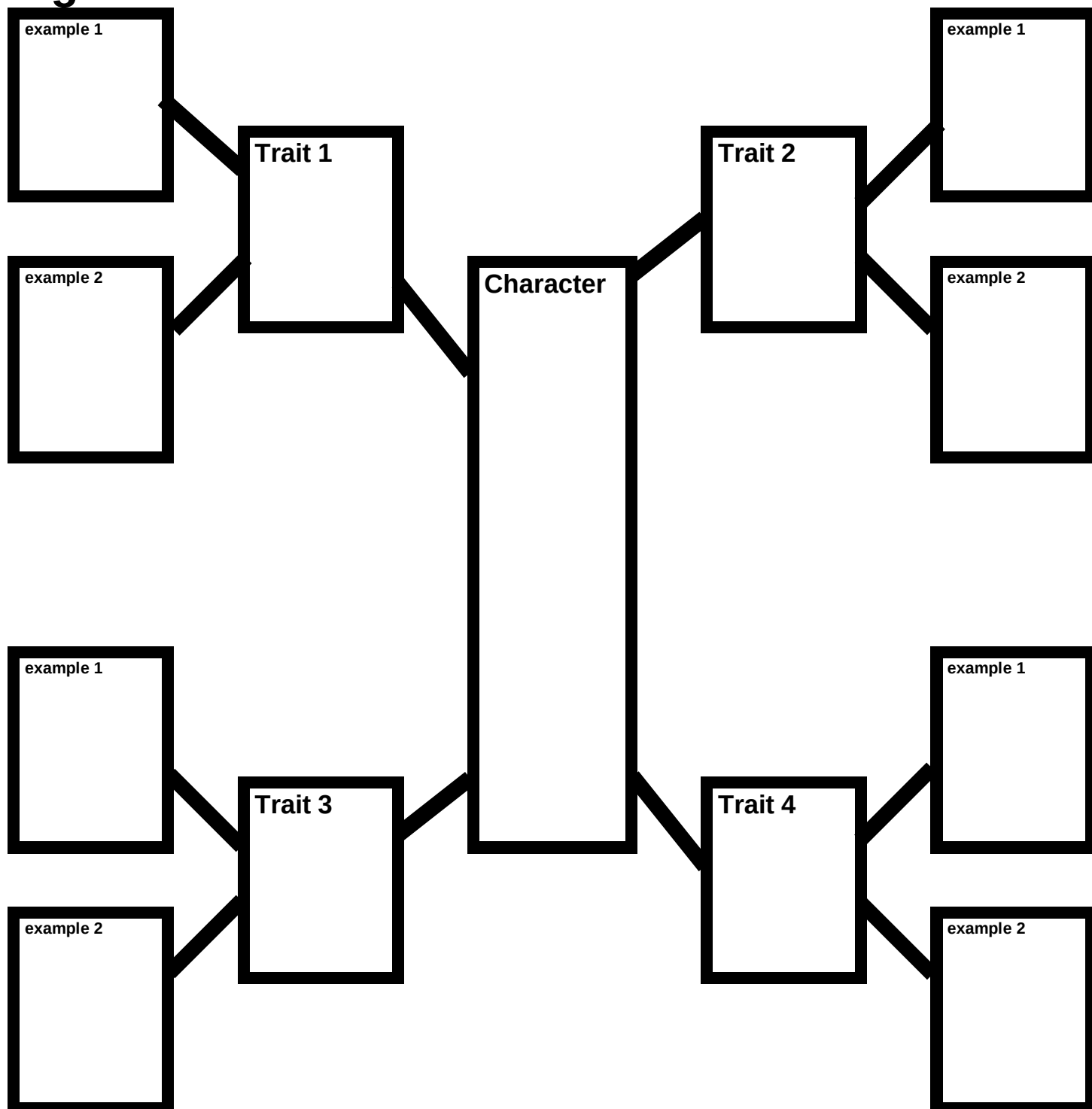
Aristide believes his country can be better off. He has a vision, a plan, and wants to take action. He believes that they deserve a decent life. Do you think the description of a decent poor man's life is enough to fight for? Pretend you were living in Haiti during this time and were being inspired to risk everything for change. Is a decent poor man's life enough?

Write 1-2 paragraphs in which you argue for a decent poor man's life or you argue for more. Introduce your topic and your claim. Acknowledge the opposing viewpoint. Use information from the reading and from outside sources to support your viewpoint. Use words, phrases, and transitions to create cohesion in your argument. Close with a clear statement which supports your viewpoint.

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

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

4g6 Character Profile Chart



Character Based Literacy Program Lesson Plan

Taste of Salt, Day 5



Outcomes for Today

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

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

What is Carnival?

Haitian Carnival is a celebration held over several weeks each year leading up to Mardi Gras. Haitian Defile Kanaval is the Haitian Creole name of the main annual Mardi Grascarnival held in Port-au-Prince, Haiti. The parade is known in Creole as "defile". Haiti's largest annual carnival is held in the capitol and largest city, Port-au-Prince, with smaller celebrations taking part simultaneously in Jacmel, Aux Cayes, and other locations in Haiti. The annual Kanaval celebrations coincide with other Mardi Gras carnivals around the world.

In today's reading Djo describes the boys and the Carnival season. They boys do not know when their birthdays are but they know when Carnival is.

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

rumor (42)	opinion (43)	contradict (44)	lurking (46)	canvas (48)
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READ

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

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

Read p. 41-50

Setting	Characters	Pages
Home	Djo and family	41-42

Shelter/Titid's	Djo, Titid	43-43
Hospital	Djo and Jeremie	43-46
Truck	Djo and men in truck	47-50

RESPOND

5. Timeline

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

Students might mention:

- Djo is able to go home to see his family more. He takes money when he can.
- Djo learns his mother and little siblings are moving up north.
- Titid is getting death threats.
- Titid sets up free clinic next to the shelter.
- Djo is not feeling as special anymore because there were so many boys in the shelter.
- Djo is feeling unappreciated for his work with the younger kids, teaching them how to read and write.
- Djo is adversarial toward Titid. He does this for attention.
- Titid asks others for help.
- Djo gets angry and runs away. He wants Titid to chase him, but he doesn't.
- Djo is kidnapped and thrown in a truck.
- He is being sold to work in the cane fields in Dominican Republic.

6. Map

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

Map

Add to your class map. Include the locations you have read about today.

EXPLORE

7. Activity

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

Poster

Djo is sold into slavery to cut cane in the Dominican. Create a poster that advertises "legitimate" cane cutting work. Title your poster. Include:

- Job description,
- Skills needed
- Wage
- Contact information
- Perks of the job

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. Why is Carnival important to the boys and to the community?
2. How does Djo contribute to his mother and family? Why isn't his contribution enough? Why is he not invited to leave with her?

3. Titid continues to preach and advocate for the people. What do his actions result in? Can you entice change without making some angry?
4. Why does Djo get angry at Titid? How does his attitude affect his work and his status with Titid?
5. How does Djo resolve this feeling of thinking that he is no longer needed? Was it a successful strategy?
6. What happens to Djo once he leaves the shelter? Djo sees this as an opportunity, why do the men laugh at him?
7. Djo tries to stand up and protect a man against the guards. Where did he learn this skill? What happens to him when he tries to advocate for others? How does this make him similar to Titid?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 45

"I wanted Titid to chase me, but he doesn't. Titid believes in giving a person his freedom, Jeremie. That day Titid leave me free to be stupid. Both of us knowing there are enemies all around. Whether because he angry at the way I been behaving or because he do have true respect for me, I don't know. Titid always leave it to us boys to make our own decisions" (p. 45).

EXTEND

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

Do you think Titid has respect for Djo or is he just angry with him for how he has been acting?

Write a 1-2 paragraph argument in which you condone or defend Titid's reaction to Djo. Introduce your claim and acknowledge the opposing viewpoint. Use information from the reading or credible sources to support your claim. Use clear transitions and words to create cohesion in your writing. Conclude with a strong statement which supports your argument.

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

Taste of Salt, Day 6



Outcomes for Today

Focus and goals for this unit: W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d.) Establish and maintain a formal style.
 - e.) Provide a concluding statement or section that follows from and supports the argument presented.
- W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

PREPARE

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



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

What is Creole?

Creole, Spanish Criollo, French Créole, originally, any person of European (mostly French or Spanish) or African descent born in the West Indies or parts of French or Spanish America (and thus naturalized in those regions rather than in the parents' home country).

In today's reading Djo has been captured and is being held by a man who is Creole. He is able to communicate with this man.

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

boarder (52)	coil (52)	shrug (54)	credit (55)	chamomile (56)
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READ

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

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

Read p. 51-56

Setting	Characters	Pages
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Hospital	Djo and Jeremie	51
Truck	Djo	51-53
Truck	Djo, Donny, and the men	53-55
Cane field	Djo and the men	55-56

RESPOND

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

Students might mention:

- Djo wants Jeremie to wake him when she gets to the hospital, he does not want to miss talking to her.
- The truck stopped and let all of them out. They were on the border of Haiti and the Dominican Republic.
- Djo speaks up and the gunman whacks him with his rifle and cracks his jaw.
- Djo wants to know why he was kidnapped to work when "so many people want a job", he does not feel lucky.
- Djo finds out he has been sold into slavery.
- He befriends Donny and learns more about the slave system and his captures.
- They are left in the cane field.

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

Map

Track the characters on your map? Where is Djo now? How far has he been transported?

EXPLORE

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

Open Mind Portrait

Add to your OMP of Djo. What do you think he is thinking and feeling as he is being kidnapped and sold into slavery? Add 3-5 new thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What border are they crossing? What does Djo see as he gets to the boarder?
2. What has happened to Djo? Who has he been sold to? Why do they travel by night?
3. Djo continues to question the guard. He wants to know why he was captured if so many people want this job. What happens to him when he asks questions?
4. Why the slaves who "work" there can never get ahead financially. What factors contribute to their enslavement?

5. Djo introduces himself to Donny. Why it is important he humanize his experience? How will knowing someone else help him?
6. What does Djo see when they arrive in the cane field?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 55

“‘Okay, well,’ says gun-man. ‘We are nice people here. We will let you buy on credit. A man bringing your rice just now. You tell the man your name, and he will give credit to you’” (p. 55).

EXTEND

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

How do you think people can work for years and not make any money? Donny continues to return to this system? Djo realizes that all he is going to be able to do is strive to live, not get ahead.

The men are slaves in a corrupt system. The owners arrange to keep the men dependent on them financially and socially. Based on what we have read so far this system is still better what some of the men have left.

Write a one-paragraph argument in which you disagree with the main elements of this system. In your writing state one thing you would do to fix the system in favor of the men.

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

Taste of Salt, Day 7



Outcomes for Today

Focus and goals for this unit: W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

What is exploitation?

Exploitation is the act in which you unjustly use people for your gain.

In today's reading Djo and the men are exploited by their captures. They are given an unfair wage and then charged interest and large sums on the necessities. This system forces the men to become dependent on their captures.

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

settlement (57)	snuffling (57)	inexperienced (58)	vex (59)	ashamed (62)
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READ

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

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

Read p. 57-63

Setting	Characters	Pages
Settlement store	Djo, colmano	57-58
Cane field	Djo, Donny, Laguire	58-62
Barn	Djo, Donny	62-63

RESPOND

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

Students might mention:

- Djo goes to the ONLY store for rice and beans.
- He will be charged double for it.
- Djo makes sure he signs his full name and date showing the man he can read and write.
- Djo gets placed on a team of people who will cut and move cane.
- Djo works for nothing. They do not pay him.
- He is given a piece of cardboard to sleep on in the bard because he is young. Donny gets nothing because he is too old to be useful. Djo shares with him.

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

Map

Continue to update your map.

EXPLORE

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

Character Interaction Chart

Start filling out a character interaction chart (attached). For the first two characters compare Donay and Djo. How do they interact with one another? Give 1-2 examples based on what you have read so far.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Does Djo think he will be able to pay back the storekeeper? What does he learn as the chapter progresses? Why is he so angry?
2. The storekeeper has a monopoly in the fields? What does this mean? How do his actions unjustly affect the workers? Is this cycle breakable? Why was it important for Djo to show the man he could read and write?
3. Who gets paid on the team? What happens to the other men?
4. What does the charette-man do to lower the price of the cane? How does that affect the rest of the men?
5. Why won't the guards give Donay a piece of cardboard? What does that say about his worth and a man? Based on what you have read, what is Donay worth?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 62

"Titid says the thief hurts himself. That the thief is not a proper man.

And all these thieves in central, are they not ashamed? The charette-man, colmando-man, gun-man. Lagurie himself. Is Donay the only proper man here?

And I think, too, and I feel bad to think this, Jeri, but I ask myself, Is Donay himself a proper man? Is he the way man should be?" (p. 62).

EXTEND

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

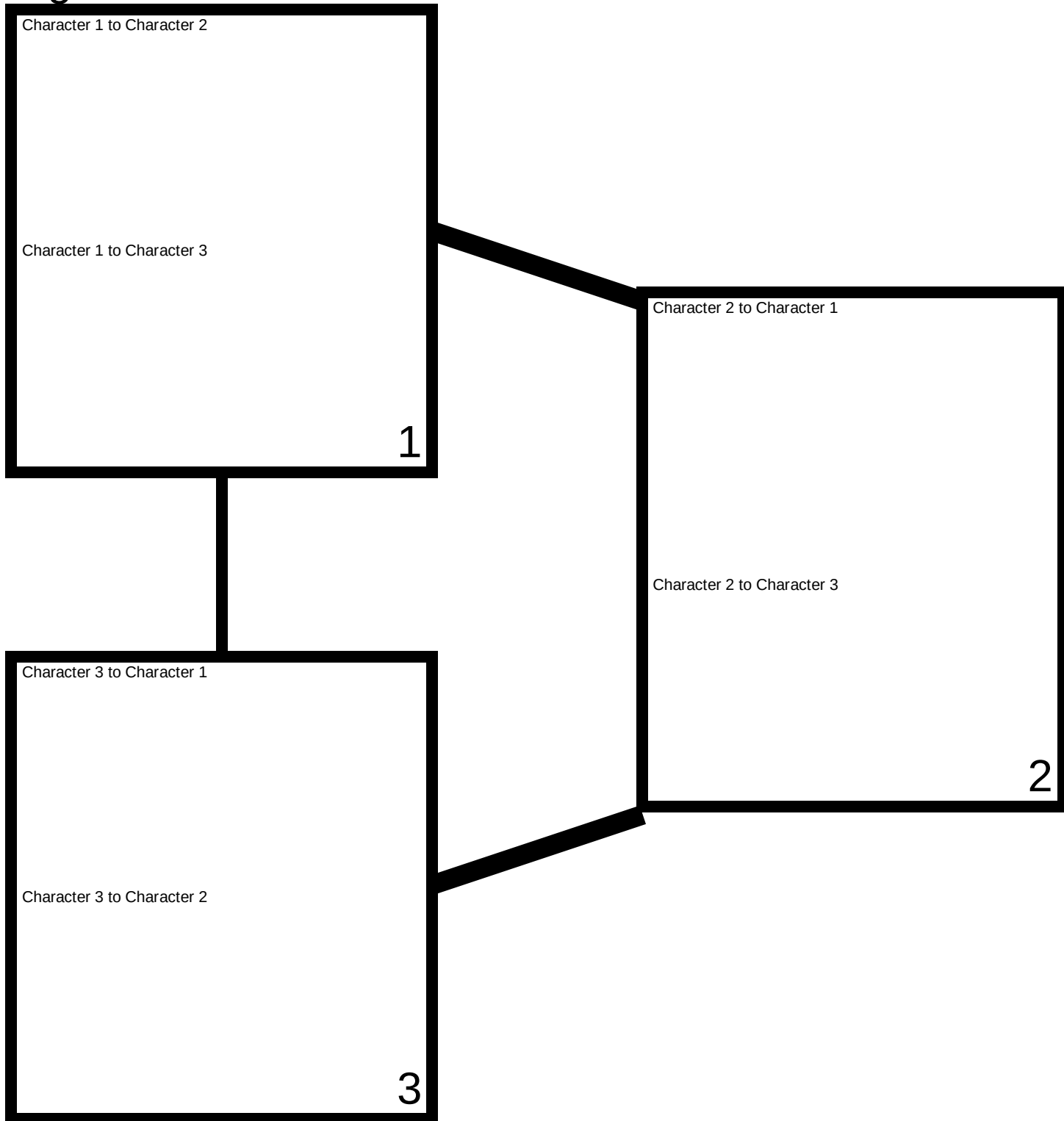
What qualities does a proper man have? Based on your reading and what you have learned so far is Donay a proper man?

Write a one-paragraph argument in which you defend your claim. Acknowledge the opposing claim. Give examples from the reading and other relevant sources to support your viewpoint. Use transitions with clear and coherent words and phrases. Conclude with a statement, which supports your original claim.

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

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

5g6 Character Interaction Chart



Character Based Literacy Program Lesson Plan

Taste of Salt, Day 8



Outcomes for Today

Focus and goals for this unit: W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

What is empathy? How do you show it?

When you understand and feel another's feelings for yourself, you have empathy. It's often spoken of as a character attribute that people have to varying degrees. For example, if hearing a tragic news story makes you feel almost as if the story concerns you personally, you have the ability to empathize. When you sympathize with someone, you have compassion for that person, but you don't necessarily feel her feelings. For instance, if your feelings toward someone who is experiencing hardship are limited to sympathy, then you might have a sense of regret for that person's difficulty but are not feeling her feelings as if they're your own. Meanwhile, *sympathy* has broader applications that don't necessarily have to do with one person's feelings for another. You can sympathize with a cause, for instance, or with a point of view that resonates with you.

<http://grammarist.com/usage/empathy-sympathy/>

In today's reading Donay shares his story with Djo. Djo convinces him that he can return to Haiti and they are family. He empathizes with him because he doesn't have a family and is alone. He knows that he needs to stay connected to Donay, to share his story, and to live through him.

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

disgusted (64)	vitamins (65)	affection (65)	proud (69)	burden (70)
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READ

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

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

Read p. 64-76

Setting	Characters	Pages
Hospital	Djo, Jeremie, the doctor	64-67
Cane fields	Djo, Donay, the guards	68-69
Donay's story (reflecting)	Donay	69-70
Barn	Donay and Djo (talking about Titid)	71-73
Hospital	Djo and Jeremie	74-76

RESPOND

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

Students might mention:

- Djo starts to get agitated as he shares his story.
- Doctor gives Djo sugar and vitamins to help him feel better, telling him he should stop talking so he conserves his energy.
- Djo, knows that if he does not tell his story his life will be worthless.
- Djo learns Donay's story and why he returned to the cane fields.
- Djo wants Donay to learn what family is from Titid and be able to help the boys.
- Djo realizes he needs to come up with an escape plan for them. He learns that they bring slaves in, but they do not go home.

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

Map

Continue to add to your map, based on today's reading.

EXPLORE

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

Character Interaction Chart

Add to the chart you started yesterday. Add 1-2 more details about how Djo and Donay interact with one another.

Open Mind Portrait

Add to your OMP of either Djo. What is he thinking and feeling as he watches Donay work and learns his story, and realizes he is not meant to go home? Add 3-5 new thoughts to your OMP.

OR

Add to your OMP of Jeremie. What is she thinking and feeling as she watches Djo struggle in the hospital and continues to hear his experiences in the cane fields? Add 3-5 new thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Djo is having a very difficult time in the hospital. Who does he receive comfort from? What does he receive comfort from? Why is the doctor disgusted by Djo?
2. Jeremie tells Djo that his bed is in four tuna cans of water to keep the ants out. He is on his own island. What do think his "island" is symbolic of?
3. Why do you think he finds Jeremy's company calming? Do you think it is helpful for Djo to know Jeremie?
4. The guards make fun of the "kongo". Djo realizes that Donay is everything they are mocking. Do you consider Donay's traits to be positive or negative? Why are they perceived as bad in this situation? Why does Donay use these skills to cope?
5. Djo tells Donay of the boys, Titid, and invites him to be his family. Why is it important to be connected to someone, especially during a difficult situation? How can this connectedness help them?
6. What happens when Djo learns that his trip to the cane fields is meant to be a one-way trip and that he will not be released? Why must he take action?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 75

"...I knew if I waited even one more day to make plans, I might lose my will" (p. 75).

EXTEND

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

Djo knows that Donay is past caring about a better life. He realizes that the other men had hoped at one time to get out and dreamed of escape. He was afraid that if he didn't start planning he would lose his will.

Pretend you are Djo and you want to convince Donay to escape with you. Write him a letter in which you give him reasons to escape with you (write 1 paragraph to argue your position). Use logical and reasoning to support your viewpoint. Acknowledge and honor his position. Use logic and reasons from the text or from another credible source to support your viewpoint. Close with a strong statement that supports your viewpoint.

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

Taste of Salt, Day 9



Outcomes for Today

Focus and goals for this unit: W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d.) Establish and maintain a formal style.
 - e.) Provide a concluding statement or section that follows from and supports the argument presented.
- W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

PREPARE

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



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

What are irrigation canals?

An irrigation canal is an artificial open channel for transporting water for crop irrigation. Google search images: irrigation canal

In today's reading Djo learns about the irrigation channels and how they can be used to help him and Donay escape to Haiti. He also learns that they are extremely dirty. People up river use them for the bathroom, pesticides, and animals use them to. He does not want to wade through them but realizes they can be helpful.

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

merengue (77)	riled (79)	pallets (80)	latrine (81)	pesticides (82)	current (85)
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READ

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

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

Read p. 76-85

Setting	Characters	Pages
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Central Gloria	Djo and Julio	76-79
Hospital	Jeremie and Djo	80-81
Central Gloria	Djo and Julio	81-83
Barn	Djo and Donay	83-85

RESPOND

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

Students might mention:

- Djo befriends Julio, the guard. Julio plays guitar and sings and Djo plays the drums for him.
- Djo is cautious on how friendly he gets with him to not make the other guards suspicious.
- Julio gives Djo hints as to how to escape.
- Julio makes it look like he is not helping Djo, but he manages to sneak to him a cap that the guards wear.
- Djo shares that plan with Donay. Donay thinks it is a good plan but is concerned that he doesn't know how to swim.

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

Map

Add Central Gloria to your map. Add irrigation ditches to your map.

<http://www.fao.org/news/story/en/item/39935/icode/>

EXPLORE

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

Character Interaction Chart

Add to the character interaction chart. Include the interaction between Djo and Julio. Use examples from the text to illustrate how Djo and Julio interact with one another.

Open Mind Portrait

Add to your OMP of Djo. What do you think he is thinking and feeling as he meets Julio, plans his escape, and realizes he can be free? Add 3-5 new thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How did Julio and Djo befriend one another? What does Djo learn about the guard?
2. Djo describes himself as a donkey in his relationship with Julio. What does this term signify? Why did he choose to act this way?
3. Page 81, Djo describes the two dogs which follow him, hunger and anger. Why is it important for him to keep those dogs in the forefront of his mind? How will they help him?

4. How does the author describe the ditch? How does this level of contamination keep the poor people poor? Can you rise against poverty without the basic necessities?
5. Julio complains about his job. What are his top 2-3 complaints? Why are they significant?
6. Donay is old and weak. Do you think he will be able to escape? What do you think the plan gives him? Explain.
7. In Chapter 12, what was your reaction when Julio told him how to escape?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 79

“Do you see, Jeremie? The slave needs to be stupid and quick, carefree and careful. Is hard work. Harder even than cutting cane” (p. 79).

EXTEND

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

Think about Djo's description of a slave as stated above. Do you agree with his perspective? (Be prepared to write using the opposing viewpoint of what you believe)

Write a one-paragraph argument in which you support the opposite perspective. If you agree with Djo—write from the perspective that you don't agree with him. Acknowledge the opposing viewpoint. Give examples from the text and your experiences to support your viewpoint. Use good transitions, words, and phrases to give your reader clarity. Conclude with a statement that supports your argument.

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

Taste of Salt, Day 10



Outcomes for Today

Focus and goals for this unit: W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

What is selflessness?

Being selfless is having or showing great concern for other people without concern for you.

In today's reading Donay dies. Djo scraps his plan of escape to be there for Donay. He buys a coffin for Donay on credit and plays drums at his service. He gives up his dream to support his friend and the others in the camp.

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

dozing (86)	clings (87)	wake (88)	untangle (90)	orderly (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.

Read p. 86-91

Setting	Characters	Pages
The barn	Djo and Donay	86-87
Coffin store	Djo and colmando-man	88
The Wake	Djo, Donay, other workers	89-90

The camp	Djo	90-91
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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 day they planned for the escape arrives. Djo is excited. Donay is sick and weak. He wants Djo to be his legs and his wings.
- Donay dies during the night.
- Djo knows that his escape will be easier without Donay but knows he is a good man.
- Djo buys coffin for Donay on credit.
- They people of the camp have a service for Donay. They agree to help pay for the expense.
- Djo has to postpone escape.

6. Map

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

Map

Add town to the map.

EXPLORE

7. Activity

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

Rap or Poem

Create a rap or poem that might be sung at Donay's funeral in honor of him. Use information from the novel to support your thoughts of him.

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. Donay knows it is his time to die. Is his death symbolic? What does he want Djo to be for him? Why is this significant?
2. Djo knows that his journey will be easier without Donay but he chooses to stay. Why did he make that choice? What does that say about his character?
3. Do you think the others would have helped financially if Djo didn't show good character? Explain.
4. What do you think happens when we die? What happens to our bodies? To our spirits? What does Djo think happened to Donay's spirit?
5. What types of freedom does Djo discover (page 89)?
6. Djo felt that Donay always put himself last. What does that mean? Do you put yourself first or last or somewhere in between?

9. Analyze

Analyze the key paragraph

Key Paragraph, p. 89

“There be two kids of freedom. The one I already did know about, had a taste of at Titid’s, and before too...But, the other kind, when I think about how in time I will be dead, it seem more true. That be freedom from worrying what to do for Djo. That the kind of free some Donay had always. Donay not think about himself. And I think if I can find Donay’s kind of freedom, then I will be ready for the other kind. Be ready to use it right” (p. 89).

EXTEND

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

Think about Freedom and all the forms it can take. Based on today’s reading list three forms of freedom that can be supported by the novel. Chose the one you think is the most important.

Write a 1-2 paragraph argument in which you introduce your freedom and support why it is the most important to you. While writing you may acknowledge other peoples viewpoints or claims. Give examples from the novel or secondary sources to support your claim. Use clear transitions, words, and phrases to give your paragraph cohesion. Close with a statement that supports your claim.

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

Taste of Salt, Day 11



Outcomes for Today

Focus and goals for this unit: W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

Why are books divided into parts?

We are now entering Part 2: Jeremie. Any predications about how this part of the book may be different? (Class discussion)

In today's reading Djo is given medicine to put him in a coma. Jeremie is there and decides it is time to tell Djo her story, to write her story. She visits him daily and is there for him. But, for the first time she realizes her story is important to tell.

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

complicated (95)	doubts (95)	dread (95)	transfusion (96)	noncommittally (96)
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READ

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

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

Read p. 95-99

Setting	Characters	Pages
Hospital	Djo & Jeremie and the doctor	95
Hospital	Djo, Jeremie, Titid	96-97
Flashback to school	Djo, Jeremie, Liliane	97-99

RESPOND

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

Students might mention:

- Jeremie is feeling regret that she hasn't shared more about herself with Djo, she wanted to learn through his truth not realizing she had something to share too.
- The doctor places Djo in a coma.
- Titid arrives to check on Djo and pray over him. He tells Jeremie to study for exams and return to school.
- Jeremie wants to be there for Djo. Her exams seem pointless to her.
- Jeremie recalls the first time she saw Djo.

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

EXPLORE

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

Open Mind Portrait

Add to your OMP of Jeremie. What do you think she is thinking and feeling as she learns how sick Djo is and she starts to tell her story? Add 3-5 new thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does human touch and connection help Djo?
2. Titid visits before leaving, what does he want for Jeremie? Can someone be too concerned about others?
3. Jeremie has spent 7 years preparing for her exams and now she feels they are pointless. If you were close to her, what advice would you give her?
4. What are Jeremie's first memories of Djo?
5. Page 98, she says, "when he spoke I felt as if he was inside my head, stretching it and stretching it. So hard I had to think, following every word." Why is it important that we stretch ourselves? What happens if we become complacent as humans?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 99

"Djo may very well die, Jeremie," Titid told me just before he left. "You must look that sadness in the face, every day." If Djo dies, his story will be part of me. I will be alive. (p. 99).

EXTEND

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

Describe what you think Jeremie means by saying that his story will be a part of her. Have you ever been the one to carry one someone's memory yourself? If so, who? It could even be a family pet. What keeps the memory alive of someone or something that has passed away? Do you agree or disagree that one can keep someone's memory or legacy alive?

Write a one-paragraph argument in which you defend the claim you made above. Acknowledge the other person's claim or viewpoint. Give examples that help support your claim. Conclude with a statement that supports your argument.

Final Writing Product (prepare)

Research President Aristide "Titid"

<http://www.notablebiographies.com/news/A-Ca/Aristide-Jean-Bertrand.html#b>

- Based on your research list three facts about the president and how he was a champion for change. What was his vision? As you find your facts think of the unit theme. Change requires a **vision**, plan, and effort.

This information will be used in the introduction of your 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

Taste of Salt, Day 12



Outcomes for Today

Focus and goals for this unit: W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d.) Establish and maintain a formal style.
 - e.) Provide a concluding statement or section that follows from and supports the argument presented.
- W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

PREPARE

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



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

What is a stereotype?

A stereotype is a standardize conception or image of a certain group or subgroup (all jocks are _____, all people who wear glasses are _____, ect) Why can stereotypes prevent us from understanding people around us? Can stereotypes prevent you from befriending or understanding someone else?

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

transparent (100)	missionaries (100)	relic (101)	determination (102)	visionary (103)
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READ

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

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

Read p. 100-110

Setting	Characters	Pages
Hospital (reflecting)		100-110
Hospital	Djo and Jeremie	100-102

Dump	Jeremie, Maman, auntie	102-104
School/convent	Jeremie, Maman, school nuns	105-107
Hospital	Orderly, Jeremie, Djo	107-108
St. Jean Bosco	Jeremie, Sister Clair, Titid, the boys	108-110

RESPOND

5. Timeline

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

Students might mention:

- Jeremie stays with Djo, she decides to write him her story, talk to him, and continue to rub his feet.
- She shares about her youth in the dump making kites and being happy.
- Her Maman wants her to have an education. She knows it is the only way out of the dump. She sends her to school ALL focus is placed on education.
- Auntie does not share the same vision, they argue over her education often.
- Jeremie is very bright. The nuns allow her to work in their home in exchange for school fees.
- She excels in school and shows much promise.
- She visits St. Jean Bosco with Sister Clair and is shocked at how dirty it is, but sees the love and care Titid has for the boys.
- She is amazed by his understanding.

6. Map

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

Map

Continue to add to your map of Haiti.

EXPLORE

7. Activity

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

Sketch

Based on her descriptions of her childhood and home pages 101-105, sketch a picture that depicts Jeremie's environment and home.

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. Do your parents think education will help you have more choices?
2. Jeremie is sitting vigil for Djo. On page 100-101 she describes the hospital, a busy doctor, and orderly in flip flops, medicine being sent by missionaries. How is this scene different from medicine in the United States?
3. Jeremie states that she never thought of her life as a story just as one big jumble, pg. 101. Do you think that every person's life is a story? Explain.
4. What is her goal as she sits with Djo? How can human connection assist those in a coma?

5. In what way does education grant you freedom? Do you see Maman as a visionary since she stresses this for her daughter?
6. What is the significance of Jeremie's school uniform? Why does she care for it like she does? Explain why she takes it off and puts on her old clothes when she works.
7. Titid says, "Love and truth are the same" (p. 109). What does this phrase signify? Can you truly love someone if you are not truthful with them?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 104

"Leave my girl be, Sister,' Maman broke in. 'Is Education and Education alone will free her from this misery'" (p. 104).

EXTEND

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

Maman tells auntie to leave Jeremie alone. She knows that education is the only thing that will free her from their misery. Different people and groups value education differently. How do you value education (formal or informal)?

What is your definition of education? Write a one paragraph argument in which you defend your claim of education. Include words and phrases, which support cohesion and clear transitions. Support your claim with relevant evidence from your life, outside sources, or the novel. Acknowledge the counterclaim. Conclude by including a statement that supports your claim.

Final Writing Product (prepare)

Research President Aristide "Titid"

<http://www.notablebiographies.com/news/A-Ca/Aristide-Jean-Bertrand.html#b>

- Based on your research list three facts about the president and how he created change in Haiti. What was his **plan**? As you find your facts think of the unit theme. Change requires a vision, **plan**, and effort.

Paragraph two:

- Give an overview of how he created change in Haiti (paragraph two).

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

Taste of Salt, Day 13



Outcomes for Today

Focus and goals for this unit: W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

Who addresses voting rights in the United States?

In the United States the United States Department of Justice oversees all elections to ensure they are handled fairly and all American Citizens who are eligible to vote are able to do so.

<http://www.justice.gov/crt/about/vot/overview.php>

In today's reading, Haiti's dictator resigns and a general replaces him. He enacts a new constitution. Once the law was enacted the general and the Macoute's continued to create chaos and terror. The United States forced elections on the government. The people came out in droves to vote for their new government and leader. When the general and those in power saw they were losing they sent the Macoute's to stop the elections with whatever force necessary.

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

sentimental (112)	dedicating (113)	dictator (114)	resources (114)	forbade (114)
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READ

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

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

Read p. 111-124

Setting	Characters	Pages
Courtyard/school	Liliane and Jeremie	111-112
Home	Jeremie (reflecting), Maman	113
School	Jeremie	114
Hospital	Jeremie (reflecting), Djo	114-115
School/Home	Jeremie, the nuns, Maman, auntie	116-119
Hospital	Orderly, Djo, Jeremie	119
Elections	Auntie, Jeremie, the people	120-124

RESPOND

5. Timeline

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

Students might mention:

- Jeremie admits that she loves Djo. She has known him 8 days.
- Jeremie's friend, Liliane, thinks Jeremie's mother will not approve of this boy.
- Jeremie describes how her mother put her on a ladder out of Haiti.
- She describes how the country was starting to revolt against the Macoutes.
- Auntie and Maman became very protective of Jeremie.
- Jeremie and auntie went to vote in the election.
- The general hired men to come and shoot people who were voting.
- Jeremie escaped over a wall topped with glass.

6. Map

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

Map

Continue to add to your map and track the progress of your characters.

EXPLORE

7. Activity

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

Open Mind Portrait

Add to your OMP of Jeremie. What do you think she is thinking and feeling as she admits she loves Djo, she shares with him her desire to get ahead, and her experience at the elections? Add 3-5 new thoughts to your OMP.

Final Writing Product (prepare)

Research President Aristide "Titid"

<http://www.notablebiographies.com/news/A-Ca/Aristide-Jean-Bertrand.html#b>

Based on the information you have learned write a conclusion that supports your claim that his vision and plan created positive change for the people of Haiti.

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. What value did Maman instill in Jeremie? Why was it important that her daughter climb out of Haiti? How did that desire make her different from Titid and Djo? Does it make Maman or Jeremie bad people to want a better life?
2. What factors are contributing to the change in Haiti? Why are the people starting to revolt?
3. Why did the corrupt general of Haiti want to hold a democratic election? What would he get from the United States if Haiti was a “democracy?” What was the end result?
4. How can the people enact change when the circumstances are against them?
5. Does this set of circumstances make it more or less important for Djo to tell his story? Explain. Who needs to hear his story?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 118

“When it became obvious that the constitution was not being obeyed, somebody, maybe Titid, Maybe someone else, began talking *dechoukja*, the word farmer’s use when they dig up a big stump, one with deep roots. It is a job that takes several men, some crowbars, maybe even chains and a mule. People began to use the word *dechoukja* to talk about getting rid of the Tonton Macoutes” (p. 118).

EXTEND

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

The people are starting to relate the Tonton Macoutes as a stump with deep roots. Do you think this is a fitting description for them? If they are wanting change they are going to need many things to make it happen. Using this analogy list 3-5 things the people need to do to get rid of the Tonton Macoutes.

Using this list write a letter to Titid or to the people of Haiti. Introduce your ideas/claims. Argue why you think your ideas will help the people rise against their leaders. As you write acknowledge their fears and counterclaims. Provide resources and information to support your ideas. Include words and phrases to help your writing have cohesions. Conclude with a strong statement which supports your claim.

Final Writing Product

Research President Aristide “Titid”

<http://www.notablebiographies.com/news/A-Cal/Aristide-Jean-Bertrand.html#b>

- Based on the information you have learned argue that his vision and plan created positive change for the people of Haiti (paragraph three and four)

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

Taste of Salt, Day 14



Outcomes for Today

Focus and goals for this unit: W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

What is peace?

The basic definition of peace is the normal non-warring condition of a nation or collection of nations.

In today's reading Jeremie describes her anger at the situation in Haiti and also her confusion. She describes Titid's response to all of her emotions and her need to keep these feelings in order to focus her energy and help fight for change.

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

reliable (125)	self-determination (125)	fussed (125)	ointments (126)	detachment (126)
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READ

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

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

Read p. 125-135

Setting	Characters	Pages
Hospital	Djo and Jeremie	125
Home	Jeremie (reflecting), nuns, Maman, auntie	125-126
Convent/school	Jeremie, the nuns	126-127

Home	Jeremie, Maman, Liliane,	127-128
Church	Liliane, Jeremie, Titid, the people	129-131
School	Jeremie, Sister St. Clair	131-132
St. Jean Bosco	Jeremie, the congregation, Titid,	132-135

RESPOND

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

Students might mention:

- Jeremie describes how her Maman, auntie, and nuns cared for her after the attack.
- Jeremie wondering if Djo wants to die, she shares how it might be easier for him if he does.
- Jeremie writes about preparing to be a nun. She equates it to being in mourning for the loss she has witnessed.
- She recalls her 15th birthday, and going to church with her friend. While she was there she got upset about all the people who have been killed.
- Jeremie starts attending Titid's sermons, and starts to understand/wake-up to what is going on around her.
- While at vespers the church is attacked.

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

Map

Add to your map. Track where they characters are as you read.

EXPLORE

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

Plot Profile Chart

Use the attached PPC to chart the action in today's reading. On the bottom list the ten most significant events in today's reading. Rate them on a scale of 1-10 based on their intensity. You can use this chart to summarize the chapter.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why is it significant that Jeremie healed so well from her injuries?
2. Jeremie wanted to be protected and the sisters offered her that, she was preparing to become a nun. Do you think she was making the right choice for the right reasons? Explain.
3. Jeremie describes herself as being in mourning. What loss is she mourning? Do you think that is an accurate description of her state of mind? What would you tell her or share with her if you knew her?
4. What does she do to celebrate her birthday? Why is knowing her birthday significant? What does that say about her family and their values?

5. How does Titid address her confusion? How does he want the people to channel that energy?
6. Do the sisters agree with Titid's preaching's? What do they think the role of the church is? Which group is fulfilling more of the mission? What happened during the night service? What was a result of that experience?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 132

"Sister Claire straightened. 'You sound as if you have been around Father Aristide,' she said. 'I think you should be very careful, Jeremie. Father Aristide is far too outspoken. The role of the church it to promote peace, not to incite violence'" (p. 132).

EXTEND

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

Regardless of your religious or political perspective churches fulfil many community needs for many people worldwide. Think about the historical role of churches (the first hospitals, educational facilities, community meeting areas, political forums). Do you agree or disagree with Sister Claire?

Write a one-paragraph argument in which you either agree or disagree with the claim Sister Claire made. Introduce your topic with a strong claim. Acknowledge the counterclaim. Give evidence to support your claim. Use strong words, transitions, and phrases to create cohesion. Conclude with a statement to support your claim.

Final Writing Product

Continue working on paragraph three and four of your essay.

Research President Aristide "Titid"

<http://www.notablebiographies.com/news/A-Ca/Aristide-Jean-Bertrand.html#b>

- Based on the information you have learned argue that his vision and plan created positive change for the people of Haiti (paragraph three and four)

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

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

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

Character Based Literacy Program Lesson Plan

Taste of Salt, Day 15



Outcomes for Today

Focus and goals for this unit: W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

What is a folktale? (Folk tale)

A folktale is a story or legend forming part of an oral tradition. Folktales possess many or all of the characteristics listed below.

- Are generally part of the oral tradition of a group.
- Are more frequently told than read
- Are passed down from one generation to another
- Take on the characteristics of the time and place in which they are told
- Sometimes take on the personality of the storyteller
- Speak to universal and timeless themes.
- Try to make sense of our existence, help humans cope with the world in which they live, or explain the origin of something.
- Are often about the common person
- May contain supernatural elements
- Function to validate certain aspects of culture

http://americanfolklore.net/folklore/2010/07/folklore_definitions.html

In today's reading auntie comes in and shares a story about a fish and a boy. She is convinces the fish is telling them Lavalas, a great flood is coming. She feels it is the universes way of cleansing the good from the bad and will washing the people and the country clean.

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

threatened (137)	thrashed (137)	hurricane (137)	tremendous (137)	crate (137)
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READ

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

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

Read p. 136-139

Setting	Characters	Pages
Home	Jeremie, Maman, Auntie	136-137
Home (auntie with story)	Jeremie, Auntie, Maman	137-139

RESPOND

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

Students might mention:

- Jeremie returns home. Her mother thought she was dead. She was scolded.
- Hurricane season was arriving. The air was hot and humid.
- Maman's health is poor.
- Auntie returns home with a story about a boy and a fish. She thinks a storm is coming. The men are pulling their boats in.
- Maman and Auntie feel the flood is coming to clean Haiti.

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

Map

Map the locations that have been discussed in today's reading.

EXPLORE

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

Mobile

Build a mobile with major scenes, characters, events, symbols from the book. This project will continue through the rest of the novel.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How did Maman and auntie react to Jeremie being late? What was Jeremie's reaction back to them? Do they have a right to worry?
2. What are the possible ramifications of a hurricane? What can happen to Jeremie and her family?
3. Does Jeremie believe her aunt's tale about the fish? Does this convey any difference in their educational levels? Do you think there is wisdom in this type of tales?
4. How does auntie equate the flood to cleaning beans? Do you think there is merit in her thinking?
5. How long has Djo been unconscious?

9. Analyze Analyze the key paragraph.**Key Paragraph, p. 139**

“Prayer isn’t enough. Prayer by itself is nothing” (p. 139).

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

Jeremie is making a very strong statement in the quote above. What do you think she means? What else does she need to create change?

Write a one-paragraph argument in which you agree or disagree with Jeremie’s statement above. In order to clarify you will need to consider the “Change” theme in this unit. As you write introduce your claim. Acknowledge the counterclaim. Support your claim with evidence and facts. Conclude by adding a statement to support your claim.

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

Taste of Salt, Day 16



Outcomes for Today

- W1. Write arguments to support claims with clear reasons and relevant evidence.
- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d.) Establish and maintain a formal style.
 - e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

What role has radio played in history?

Radio has had a significant role in history. In its early form radio was a form of entertainment bringing live music into people's home as well as reader's theatre. It was also the way that many people got their news and information. Radio started as a live format where newscasters and speakers would do their presentations on the radio live. In many cases neighbors would gather together to hear certain broadcasts since not everyone had access to electricity or the money to buy a radio.

<http://www.paleycenter.org/>

In today's reading Jeremie is not allowed to go out and her Maman and auntie would protect/guard her. They are sitting together in their home listening to Titid preach and speak.

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

descend (140)	pleading (140)	cot (140)	tinny (140)	intervals (140)
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READ

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

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

Read p. 140-149

Setting	Characters	Pages
Home	Jeremie, Auntie, Maman, Titid via radio	140-142
Running for help	Jeremie	142-143
Ma Paulie	Jeremie, Ma Paulie, Maman, Auntie	143-144
Hospital	Sister Claire, Jeremie, Djo	144-145
In front of hospital	Sister Claire and Jeremie	146-148
Hospital	Djo, Jeremie, Orderly	148-149

RESPOND

5. Timeline

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

Students might mention:

- Aristide is giving a sermon in the church, they listen to it on the radio.
- Jeremie sees men gather, she gets worried that they will try to kill him.
- She tries to call the church to warn him.
- The church is burned, people are killed, but Titid escapes.
- Sister Claire comes to get Jeremie they argue and Djo begins to come out of his coma.
- Sister Claire has written for a university scholarship for Jeremie but Jeremie does not want to leave Djo.

6. Map

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

Map

Add locations from today's reading to your map.

EXPLORE

7. Activity

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

Open Mind Portrait

Add to your OMP of Jeremie. What do you think she is thinking and feeling as she listens to the sermon, runs to save Titid, and learns she has a scholarship? Add 3-5 more thoughts to your OMP.

Mobile

Add to the mobile you started in class yesterday.

Build a mobile with major scenes, characters, events, symbols from the book. This project will continue through the rest of the novel.

Argument Essay: Revising. Have students work individually, with a teacher or aid, or if possible, with one another in a peer editing format. You will be doing a last revision and edit on day 18 after you finish your conclusion.

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. What is the symbolism of the flood and Titid's sermon?
2. If Jeremie hadn't been involved in the attack at the elections do you think she would have known to warn Titid of them?
3. Did you find the description of the assassination attempt convincing?
4. Why are rebels trying to kill Aristide?
5. Why didn't the attack get coverage on the news? What took more priority? Do you think the rebels contribute to what gets reported?
6. Why did Sister Claire come for Jeremie? What did she want her to do?
7. Do you think Jeremie is making the right choice to defer her scholarship? What role does she think she can play in Haiti at this time? Do you think she would be more valuable if she was educated? Explain.

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 147

"We applied for a university grant. I just got word: there is place for you at the University of Paris. Yes, my dear, at the Sorbonne!"

'...But, I want to stay here, Sister. This will be a good year in Haiti'" (p. 147).

EXTEND

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

Jeremie has worked hard and her family has sacrificed much. She has earned a scholarship and now wants to stay in Haiti. Do you agree or disagree with her choice? Where do you think she will be the most effective?

Write a one-paragraph letter to Jeremie. In your letter argue why you think she should stay in Haiti or take the scholarship. In your letter acknowledge the opposing claim. Give evidence and details to support your claim. Use good words, transitions, and phrases to create cohesion in your writing. Conclude with a statement that supports your initial claim.

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

Taste of Salt, Day 17



Outcomes for Today

Focus and goals for this unit: W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

What is communal farming?

Communal farming or collective farming is when a group of individuals come together to farmland. This enables a few people to meet the demands of many.

In today's reading, Djo learns that there are people in Jean-Rabel who want to gather together and grow food to meet a practical need. They have to meet in secret and fear being attacked or killed for pursuing this idea.

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

refuse (153)	downcast (154)	hopeless (154)	circulation (154)	harvests (155)
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READ

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

Read p. 153-162

Setting	Characters	Pages
Hospital	Djo and the orderly	153-155
Central Gloria	Djo and Roro	155-158
Central Gloria, funeral	Djo, Roro, and men	158-159
Small House	Djo, Roro, old Haitian	159-160
Fields	Djo and Roro	160-162

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

RESPOND

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

Students might mention:

- Djo sends Jeremie home and learns she had been there every day. The orderly tells him how she was writing her story.
- Djo starts narrating his story again.
- He has been swinging the machete for 3 years now. He has accepted his fate and is trying to find good in it. Julio is mad that he did not escape.
- A new young man comes and works with him, this boy tells him about the things that have been happening in Haiti and on what's been happening with Aristide.
- A worker dies in the fields. Djo sees that he is given the same coffin he had for Donay.
- Roro and Djo plan to escape that night.

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

Map

Add locations from today's reading to your map.

EXPLORE

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

Open Mind Portrait

Add to your OMP of Djo. What is he thinking and feeling as he wakes up, learns about Jeremie, and is able to start living again? Add 3-5 new thoughts to your OMP.

Mobile

Complete the mobile you started on Day 15 of the lesson.

Argument Essay:

Editing: Have students work individually, with a teacher or aid, or if possible, with one another in a peer editing format.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is Djo's condition when he wakes from his coma? What does he learn about Jeremie?
2. How long has Djo been working to pay off Donay's coffin? What does he learn about the coffin that he bought for Donay?
3. Why was Julio disappointed in Djo? Do you think he had hopes based on Djo's courage and desire for freedom?

4. What news does Roro bring to Djo? Why does this news motivate Djo to want to leave and get back to Haiti?
5. What are the main factors that motivate Djo to escape? Explain in detail.

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 162

“Was for Donay I but the coffin.’

‘Yes?’

‘So the thing to do, for Donay, is the more peaceful thing. The more proud thing. Not to let them make us into thieves or killers.’

‘You want just only to be his legs, Djo, like the man say” (p. 162).

EXTEND

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

Djo has to make a choice to go and get his money and possibly kill a man in revenge or to escape and do the peaceful and proud thing. He wants to pay tribute to Donay. He knows he has to be his legs and tell his story.

Write a one-paragraph argument in which you support his desire to be peaceful. Introduce your topic and acknowledge the opposing viewpoint. Give evidence to support your claim. Use clear transitions and words to create cohesion in your writing. Close with a statement to support your claim.

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

Taste of Salt, Day 18



Outcomes for Today

Focus and goals for this unit: W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

How does hope affect people?

"Remember, Red. *Hope is a good thing, maybe the best of things, and no good thing ever dies.*" Andy Dufresne; Shawshank Redemption-1994.

Growing up as a young person, I always set reasonable goals, with the *hope* of accomplishing them. In many ways, hope would always keep me going, when I had no idea of what the final results would be.

Hope is the belief in a positive outcome related to events and circumstances in one's life. It is a feeling of what is wanted can be had or that things will turn out for the best. Many individuals, when they get discouraged, fall back on *hope* to see themselves through the most difficult of times. People that fight serious illness, depression, and constant failures continue to cling to *hope*.

One of the most impressive individuals, to bring *hope* to many, was none other than Bob Hope. Many military personnel far from home and not knowing what the future held for them, relied on Bob Hope in tough times to provide *hope*. Bob was able to do this by joining them during the Christmas holidays. A time, when many would see their *hope* start to waiver. He would provide jokes, entertainment and good looking girls to help keep morale at a high level. I believe his last name was there for a reason. Many of us forget the importance of *hope*, until we are placed in a situation where we have to rely on it. In recent years, our country has had to rely on *hope*. We saw the down turn in the economy, the loss of jobs, retirement assets lost and now the fear of a possible unknown health care bill.

We rely on *hope* to get us through these tough times. We have to remind us and those around us that there is *hope* for each of us. Americans have relied on *hope* to see us through tough times and it will continue to do so.

2. Word Wall

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

dignified (163)	suspect (163)	burro (164)	thatch (164)	decent (164)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Read p. 163-173

Setting	Characters	Pages
Hospital	Djo and Jeremie	163
Cane	Djo and Roro	163-164
Mountains of Haiti	Djo, Roro, old woman	164-167
Hospital	Djo and Jeremie	168-170
Port-au-Prince	Djo, the election team, the people of Haiti	170-171
Lafanmi	Djo, boys, Titid's workers	171-172

RESPOND

5. Timeline

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

Students might mention:

- Roro and Djo escape.
- They walk through a house accidentally at night and pretend to be a cow.
- An old woman gives them food and shelter to help them on their way.
- Djo returns to help Titid on his election and support him.
- The rebels cannot get to Titid so they focus on hurting those around him.
- Djo describes being beaten badly, which is where the novel begins. It has come full-circle.
- Djo and Jeremie agree that more work needs to be done for freedom and they need to have hope.

6. Map

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

Map

Complete the map you started in class. Map the locations the characters traveled in today's reading.

EXPLORE

7. Activity

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

Open Mind Portrait

Complete your OMP of Djo or Jeremie. What are they thinking and feeling as Djo concludes his story? As Jeremie learns about his beating? As they realize they have to rely on hope. Add 3-5 new thoughts to your OMP.

Mobile

Complete and hang mobiles in class.

Character Interaction Chart

Complete the Character Interaction Chart for Donay, Julio, and Djo which was started on day 8 & 9.

8. Discussion Ask discussion questions of all 9 types.**Key Questions**

1. What advice does Rojo give to Djo as they escape? Why is that advice helpful in every situation?
2. What was their journey like?
3. They see small homes with land to grow food and clean water. Is that a decent poor man's life? Should the people of Haiti settle for that or is there more?
4. On their journey they meet an old woman. She directs them to Haiti, gives them food, and sends them on their way with a blessing. Have you ever been helped by a stranger? How is the help of a stranger impactful?
5. Why did Roro salute the old woman with the goat bone?
6. How did the rebels choose to retaliate against Titid?
7. What do you think the rebels want to do? Why?

9. Analyze Analyze the key paragraph.**Key Paragraph, p. 167**

"He waves the bone something like a priest giving blessing, Jeri. I think it is a blessing or salute, for the old lady" (p.167).

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

Describe a time in your life you helped a stranger just to be nice or a time someone you didn't know helped you. How did it feel? Would you have a better world if we all did that more often?

Final Writing Product (conclusion)

Research President Aristide "Titid"

http://www.notablebiographies.com.news.A-Ca/Aristide-Jean_Bertrand

Based on the information you have learned and your claims of Titid. Write a conclusion that supports your claim that his vision and plan created positive change for the people of Haiti.

Once you have completed your conclusion have a partner peer edit and make any final revisions for your final draft.

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

Final Writing Product



Outcomes for Today

Focus and goals for paper

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

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d.) Establish and maintain a formal style.
 - e.) Provide a concluding statement or section that follows from and supports the argument presented.
- The final writing product for Taste of Salt is; write arguments to support claims with clear reasons and relevant evidence.

Research President Aristide

Use the following website as a start to your research

<http://www.notablebiographies.com/news/A-Ca/Aristide-Jean-Bertrand.html#b>

- Based on your research list three facts about the president and how he was a champion for change.

Final Product

Write a 5 paragraph argument essay. Introduce President Aristide “Titid”. Tell how he created a cultural change in the country of Haiti. Argue that his vision and effort created change in the country of Haiti. Give evidence from the reading and from your research to support your claim. Acknowledge the opposing viewpoint as you write. Use clear transitions, words, and phrases to create cohesion in your essay. Use formal language and style. Conclude your essay with a strong statement to support your claim.

Write a 5 paragraph argument essay (steps)

Day 11 of lesson plan

Introduce President Aristide “Titid” and give a historical overview of what he did (paragraph one of your paper)

Day 12 of lesson plan

Give an overview of how he created change in Haiti (paragraph two of your paper)

Day 13 & 14 of lesson plan

Based on the information you have learned argue that his vision and plan created positive change for the people of Haiti (paragraph three and four of your paper)

Day 16

Revise

Day 17

Edit

Day 18

Conclude with a paragraph that supports your claim of Aristide (paragraph 5)

Do another edit/revision/rewrite