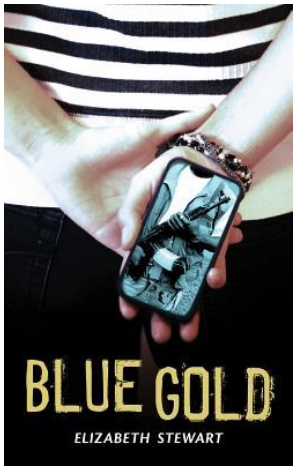
Blue Gold



ISBN-13	978-1554516346
ISBN-10	155451634X
Author	Elizabeth Stewart
Publisher	Annick Press
Copyright	2014

Synopsis	This is a story of African, Canadian, and Chinese girls. Moral and ethical issues concerning the smartphone industry have affected each girl. Readers will learn about similarities and differences in the lives of teens around the world.
Themes	Social justice
Content Warning	This book contains sexual violence. Sylvie, a refugee from the Democratic Republic of Congo, recounts the attack of an armed group on her family. These memories include violent behavior and rape.

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Character-Based Literacy Program 60-Minute Lesson Plan
Blue Gold, Day 1

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Fiona's Story: What is Sexting?

Sexting is the action of sending nude images, sexual video or audio recording, or sexual suggestive texts via instant messaging applications or digital media using computers or mobile devices. Pictures of nude or partially nude minors can lead to criminal charges. Prosecutors may press charges both against the senders and receivers of such messages. The laws vary by state and county. The consequences may vary from a fine or community service to prison time, depending on local law and the severity of the case. What some teens may initially perceive as a harmless, playful text message to a friend, could lead to legal consequences.

Sylvie's Story: What is Nyarugusu Camp?

The Camp was opened in November 1996 to host displaced individuals and families fleeing conflicts in the Democratic Republic of Congo. In 2015, the camp hosted 65,000 refugees from the Democratic Republic of Congo as well as a smaller number of refugees arriving from other countries. Today it has doubled in size, mostly due to the influx of refugees from Burundi. It included a hospital, seven health centers, and posts, twenty primary schools six secondary schools, five centers for youth and women, three food distribution centers, two police posts, a marketplace, and two rehabilitation centers.

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Watch the video, Education in Emergencies: Nyarugusu refugee camp, Tanzania, for a 4.5 minutes presentation about the status of education for children in the camp.

Laiping's Story: What are the Working Conditions in Smartphone Factories in China?

Chinese smartphone factories produce more than one billion cell phones per year. These factories have been featured in the news over the last decade due to suicides connected to concerns over accusations of "sweatshop" working conditions including shaming, yelling, and beating of workers. Some of the factories installed safety nets along employee dormitories to prevent the suicide of desperate employees. Watch a 5.5-minute video with an NYU student who researched in collaboration with the China Labor Watch organization. In the factory he worked for six weeks, a work day was 12-hour long and overtime was involuntary. Eight workers share a dorm room and have very little time for doing anything but work or sleep during their workday.

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

retching (4)	rummaged (8)	triumphant (15)	maneuvered (19)	adjusted (23)

READ

Review the timeline from the beginning every day.

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

As today is Day 1, have students look at the front and back cover, then make predictions about what they will be reading over the course of the next three weeks.

Read the chapters, "Fiona," "Sylvie," and "Laiping" (pp. 1–24)

Setting	Characters	Pages
Jeff's party, USA	Fiona, Ryan, Lacey	1–4
Fiona's home, USA	Fiona, Ryan	5–6
Softball game, USA	Fiona, Fiona's father	7–8
Nyargusu Refugee camp, Tanzania	Sylvie, Pascal, Olivier, Sylvie's mother	9–16
Train to Shenzhen	Laiping	17–20
Factory campus	Laiping, Min	21–24

RESPOND

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

Students might mention:

- Fiona was drunk at Jeff's party and left the party early.
- She texted a nude selfie to her boyfriend, Ryan.

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- Sylvie, her mother, and two brothers are at a refugee camp.
- Sylvie's older brother, Olivier illegally hunted a bush pig to feed his family.
- Laiping leaves her home in the country to work in the big city and support her family.
- Min hosts Laiping in the dormitories.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Find Nyarugusu refugee camp on the world map.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. Why was Fiona worried about losing her phone?
2. How does Sylvie take care of her family?
3. Why did Laiping want a job in Shenzhen?

Analyze the key paragraph.

Contrast Sylvie's future aspirations with her living conditions.
Key Paragraph, p. 13
"Either way, Sylvie told herself she didn't care about how she looked. She was glad she'd never had a husband. Instead, she's stay in school, her father had been educated at a university, and she would be too. Maybe she'd even become a doctor, just like Doctor Marie in the camp hospital. She would make Papa's spirit proud of her—as proud as her mother was ashamed."

EXTEND

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

At the end of this unit, your final writing product will be titled, *Portraits of Teens Around the World*. The essay will discuss how being a teen is similar and how it is different around the world.

Today's Assignment

Write a paragraph about the responsibilities of teenage girls from different parts of the world. Fiona, Sylvie, and Laiping are about the same age. However, their responsibilities are different. Sylvie must take care of her mother and siblings. Laiping works to send money home. Fiona must do well in school and after-school activities.

Use as much detail as you can.

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

Think about your responsibilities. How do you feel about the responsibilities you carry? Which responsibilities do you see as most important?

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Character-Based Literacy Program 60-Minute Lesson Plan
Blue Gold, Day 2

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Sylvie's Story: The Kivu Conflict

Much of Congo's violence has erupted in the North and South Kivu provinces that border Burundi, Rwanda, Tanzania, and Uganda. The reasons for the wars include marginalization of certain ethnic groups, unequal allocation of local resources such as land, unequal representation in the central government, and lack of delivery of social services. Mineral smuggling for the cell phone and defense industries – especially Coltan and Cassiterite – aggravated these conflicts. A recent war, the Kivu conflict, began in 2004 as an armed conflict between the military of the Democratic Republic of the Congo and the Democratic Forces for the Liberation of Rwanda. These soldiers are motivated to retain their position in the area because they made large profits from mineral trade. Because of lack of law enforcement and regulation of mining, these armed groups control the trade in cassiterite (tin ore), gold, columbite-tantalite (coltan), wolframite (a source of tungsten) and other minerals. The soldiers have illegally taxed local miners, raped women, tortured the rape victims' respective husbands if they resisted, forcibly recruited child soldiers, and forced locals to mine for them.

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Laiping's Story: Shenzhen – The Chinese Silicon Valley

Shenzen, a 20-million people city, is home to China's most innovative Hi-Tech companies. The city had a rapid development over the last 20 years through which it has become the tech manufacturing capital of the world. Large Chinese employers, such as Foxconn, have built massive factories that create cell phones fast and with low labor costs. Watch a 68-minute documentary, Shenzhen: The Silicon Valley of Hardware.

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

raiding (26)	plentiful (27)	triggered (31)	recoiled (33)	shrill (37)

READ

Review the timeline from the beginning every day.

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

Read the chapters, "Sylvie," and "Laiping" (pp. 25–53)

Setting	Characters	Pages
North Kivu, DRC	Sylvie (flashback)	25–27
Near school, Nyargusu Refugee camp, Tanzania	Sylvie, Pascal, Olivier	28–30
Zone 3 medical clinic, Nyargusu Refugee camp, Tanzania	Sylvie, Marie	30–35
Factory employment office, Shenzhen, China	Laiping, Yiying (Fen)	36–44
Factory cafeteria, Shenzhen, China	Laiping, Yiying (Fen)	44–46
Factory Building 3	Laiping, Yiying (Fen)	46–53

RESPOND

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

Students might mention:

- Sylvie is concerned that her brother, Olivier, is working for Kayembe, a dangerous seller of drugs and guns.
- Marie tries to persuade Sylvie to go to Canada to receive a better education.
- Laiping begins her job training in a cell phone factory in Shenzhen.

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Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Find Shenzhen, China on the world map.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. Why doesn't Sylvie like photos of herself?
2. What led Sylvie to suspect that her brother works for Kayembe?
3. What rules were stated to Laiping and Yiyin at the employment office?

Analyze the key paragraph.

Contrast Laiping's desire to be with her family and the terms of her employment.
Key Paragraph, p. 44
"Laiping's smile faded slightly. She had been so caught up in the excitement of working in Shenzhen that she had never considered she might be required to stay for a certain period. Two years seemed like a very long time to be away from home."

EXTEND

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

At the end of this unit, your final writing product will be titled, *Portraits of Teens Around the World*. The essay will discuss how being a teen is similar and how it is different around the world.

Today's Assignment
Write a paragraph about the different reasons for separation in families. Sylvie has an opportunity to study in Canada. Laiping left home to get a job. Fiona divides her time between her father's house and mother's house. How does each girl feel about being away from a family member?

Use as much detail as you can.

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

Laiping came to Shenzhen to earn money, support her family, and save for her future. However, working at the cell phone company is harder than she anticipated. What would you do if you were in her shoes?

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Character-Based Literacy Program 60-Minute Lesson Plan
Blue Gold, Day 3

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Sylvie's Story: The Mai Mai

The Mai Mai is a Congolese armed group originally formed to protect remote communities against rival armed groups. A substantial Mai Mai presence was in North Kivu and South Kivu, which were under the control of the Rwanda-allied armed forces. In 2010, Colonel Mayele, a Mai Mai leader, was arrested by UN forces for leading mass rapes in North Kivu. His crimes against the local population were investigated by an International Criminal Court. Participating soldiers were trialed in court. While some victims agreed to testify in court to promote justice and safety in their communities, others declined giving testimonies for fear of stigma and retaliation.

Laiping's Story: Migrant Factory Workers in China

Until the 1980's, the Hukou system in China ensured that children in rural villages would stay in their communities and become agricultural laborers like their parents. However, in the 1980's industrial developments in manufacturing centers created a demand for cheap labor. A great migration of young people to cities like Shenzhen has led to 287 million migrant factory workers in China in 2017. The migration was aided by the government's removal of restrictions on freedom of travel. Migrant workers generally work for long hours for low wages and have little job security. Many have about 15

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square meters of living space and do not have access to basic facilities such as in-door toilet and washing machines.

Fiona's Story: Canadian Mining Companies in the DRC
In today's chapter, it is revealed that Fiona's father is a vice president of communications for a mining company. Canadian mining companies in the Democratic Republic of Congo mine multiple types of minerals including gold, nickel, copper, platinum, and cobalt. While these mines may be some of the richest on earth, they are also the riskiest regarding labor conditions. Many miners work with hand tools, such as shovels, and do not have safety gear, such as hard hats. Mining companies face difficulties too. Mining sites suffer attacks by armed rebel groups and often need Congolese police officers and United Nations peacekeepers to protect the safety of workers.

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

endured (55)	lurking (56)	makeshift (59)	wisp (78)	appraising (78)

READ

Review the timeline from the beginning every day.

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

Read the chapters, "Sylvie," "Fiona," and "Laiping" (pp. 54–79)

Setting	Characters	Pages
Nyargusu Camp, Tanzania	Sylvie, Sylvie's mother, Pascal	54–57
North Kivu, DRC	Sylvie (flashback)	57–59
Nyargusu Camp, Tanzania	Sylvie, Marie	59–63
Fiona's school	Fiona, Lacey, Ryan	64–68
Near Fiona's home, Vancouver, Canada	Fiona, Fiona's father	68–71
Factory Training Center, Shenzhen, China	Laiping, Yiying (Fen)	72–74
Factory Building 4, Shenzhen, China	Laiping, Yiying (Fen), Mr. Wu	74–79

RESPOND

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

Students might mention:

- Kayembe tells Sylvie that Oliver works for him.
- Kayembe gives Sylvie Cassava flour, a rare commodity in the camp.
- Sylvie asks Marie to send her picture to her friend in Canada.
- Fiona deletes her photo on Ryan's phone.
- Fiona breaks up with Ryan.
- Laiping and Fen complete their training and are assigned workstations.

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Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Find Vancouver, Canada on the world map.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. Why did Sylvie ask Doctor Marie to send her photo to Marie's friend?
2. Why did Fiona delete her selfie from Ryan's phone?
3. How did Fen help Laiping?

Analyze the key paragraph.

Discuss Laiping's appraisal of the working conditions at the factory.
Key Paragraph, p. 79
"Pleased with herself, Laiping glanced down the line of blue-capped heads bowed to their task in quiet efficiency—in the shared certainty of three meals a day and a warm bed at night—and pondered what on earth could make workers so unhappy with their lot that they would throw themselves off the roof of a dormitory rather than face another day."

EXTEND

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

At the end of this unit, your final writing product will be titled, *Portraits of Teens Around the World*. The essay will discuss how being a teen is similar and how it is different around the world.

Today's Assignment
Write a paragraph about the people who support the main characters in the book, Blue Gold. Who are the people who support Sylvie, Fiona, and Laiping? How do they support them? **Use as much detail as you can.**

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

Think about the people who support you. Who helps you feel happier, safer, and loved? What do they do or say?

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Character-Based Literacy Program 60-Minute Lesson Plan
Blue Gold, Day 4

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Sylvie's Story: What is Fufu?

Fufu is a staple Congolese dish. It may be served in a communal bowl or plate. It may be made by mixing cassava flour, maize flour, and polenta. Cassava is a root vegetable grown in tropical regions of the world. It provides starch and nutrients. Cooks mix the flour with oil and salt and cook the dough in boiling water in a saucepan. Diners scoop small balls of the cooked dough and eat it with vegetables, fish, or meat, or dipped into a soup or sauce.

Laiping's Story: Factory Dorm Rooms

According to a 2011 report published by China Labor Watch, a New York-based organization that promotes the rights of workers in the People's Republic of China, workers have limited living space and typically sleep in crowded rooms. In some factories, workers have the option of paying more and seeping in dorm rooms that include air conditioning. However, after deduction of fees for accommodations, food, personal and other services, the wages earned are lower than the cost of living, preventing some workers from purchasing social insurance, medical insurance, saving money, and leaving the factory. The level of cleanliness varies among factories. Access to first aid and health services is limited as well.

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

cajoled (81)	sparse (82)	indignantly (83)	grumbled (93)	quota (93)

READ

Review the timeline from the beginning every day.

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

Read the chapters, "Sylvie" and "Laiping" (pp. 80–93)

Setting	Characters	Pages
Nyargusu Camp, Tanzania, the hut of Sylvie's family	Sylvie, Sylvie's mother, Pascal, Olivier	80–82
Nyargusu Camp, Tanzania, communal laundry tubs	Sylvie, Sylvie' mother, other women	83–86
Laiping and Fen's dorm room, China	Laiping, Fen, Choilai	86–87
Factory floor, cell phone factory Building 4, China	Laiping	92–93

RESPOND

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

Students might mention:

- Kayembe tells Sylvie that Oliver works for him.
- Kayembe gives Sylvie Cassava flour, a rare commodity in the camp.
- Sylvie asks Marie to send her picture to her friend in Canada.
- Fen warns Laiping that Kai is a troublemaker.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Find Guandong Province, China on the world map. Shenzhen and the rural village of Laiping's family are located in Guandong Province.

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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. Why did Sylvie's mother agree to her plan to go to Canada?
2. Why were Fen and Min concerned about Kai?

Analyze the key paragraph.

Discuss Sylvie's dilemma concerning leaving for Canada.
Key Paragraph, p. 86
"Mama's eyes met Sylvie's without spirit, used up. She gave Sylvie a short nod, then resumed walking, as though putting one foot in front of the other tool all the energy she had. Sylvie lifted the basket of laundry onto her head and followed, asking herself for the hundredth time, *How can I leave her?* And, for the hundredth time, *How can I stay?*"

EXTEND

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

At the end of this unit, your final writing product will be titled, *Portraits of Teens Around the World*. The essay will discuss how being a teen is similar and how it is different around the world.

Today's Assignment
Write a paragraph about the relationship between Sylvie and her mother. How did the war in the Democratic Republic of Congo affect their relationship?

Use as much detail as you can.

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

Think about the trauma and stress that affected the relationship between Sylvie and her mother. How does stress affect relationships in families? Have you experienced times in which stress has led to conflicts between you and your parents or other family members?

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Character-Based Literacy Program 60-Minute Lesson Plan
Blue Gold, Day 5

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Sylvie's Story: Is There a Food Shortage in Nyargusu Camp?

The United Nations' World Food Programme provides five food commodities (maize meal, pulses, Super Cereal, vegetable oil and salt) to refugees in Nyargusu Camp. However, when funding is cut, food portions are reduced. Reduced food portions make refugees more vulnerable to malnutrition and diseases. Based on a report published by UNHCR in 2013 (a year before the book, Blue Gold was published), malnutrition rates have risen from 1.1% in 2010 to 2.6% in 2012, of which 0.9% constitute severe acute malnutrition. Refugees received a half ration of all commodities in March 2012 and a half ration of cereals and pulses in June and July 2012.

Laiping's Story: What are the Safety Hazards in Cell Phone Factories?

Over the last decades, several instances of workers' injury due to contact with hazardous materials have been recorded. According to a 2008 report by SwedWatch and the Centre for Research on Multinational Corporations (SOMO), workers in cell phone factories in China and the Philippines, use chemicals like isopropyl alcohol (IPA), adhesives, residue, flux, and solder paste. The workers work with lead-free solder as well as with leaded solder. The chemicals can be poisonous if the workers are not properly protected. In 2011, the New York Times released an article about 137 workers poisoned by a toxic chemical used in making the iPhone glass screens. Shenzhen

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Consumer Council (SCC) reported in 2018 that there are levels of toxic substances exceeding international standards in mobile phone cases manufactured in Shenzhen.

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

makeshift (95)	rations (96)	scowling (101)	surveillance (103)	conceal (107)

READ

Review the timeline from the beginning every day.

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

Read the chapters, "Sylvie" and "Laiping" (pp. 94–107)

Setting	Characters	Pages
Nyargusu Camp, Tanzania, Food Distribution Center	Sylvie, an aid worker	94–95
Nyargusu Camp, Tanzania, Food Stalls	Sylvie, Kayembe	95–100
Shenzhen, China, automatic teller	Laiping, Fen, Choilai, security guard	101–103
Shenzhen, China, Min's dorm room	Laiping, Min	103–107

RESPOND

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

Students might mention:

- Sylvie receives reduced rations at the food distribution center.
- Kayembe tells Sylvie that her brother, Olivier permitted Kayembe to marry her.
- Sylvie tells Kayembe that she will not marry him.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

About Kayembe's remark (p. 99): "The Mai-Mai are busy holding off the Rwandan fighters across the border," locate on a map the border between Rwanda and the Eastern side of the Democratic Republic of Congo. Find the border that runs along North Kivu and South Kivu.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why was Kayembe surprised and angered by Sylvie's refusal to marry him?
2. Why is Min sick?

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Analyze the key paragraph.

Discuss Laiping's plan to escape the poverty of her family and the reality she discovered in Shenzhen.
Key Paragraph, p. 103
"Fen pulled Laiping past the restaurant where workers were filling their stomachs with hamburgers. A few moments ago, Laiping had thought about joining them. Now she realized that, with the money she'd brought from home almost gone, she could barely afford to buy tea, let alone a meal—or a mobile phone. Laiping wanted to shout out loud that the company was cheating them, but she let Fen lead her away, tears of frustration burning her eyes."

EXTEND

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

At the end of this unit, your final writing product will be titled, *Portraits of Teens Around the World*. The essay will discuss how being a teen is similar and how it is different around the world.

Today's Assignment
Write a paragraph contrasting the childhood dreams of Min and Laiping and their current living conditions. In your opinion, what changes in social policy could help girls like Min and Laiping reach their personal goals in life?

Use as much detail as you can.

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

Think about the sayings that Min and Laiping's grandma used to say, such as "learn to eat the bitter first, then the sweet," and "You can't conceal fire by wrapping it in paper." (p. 107). What sayings do you know? Can you think of a saying that connects to your worldviews or philosophy of life?

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Character-Based Literacy Program 60-Minute Lesson Plan
Blue Gold, Day 6

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Sylvie's Story: Who are Child Soldiers?

Many armed groups in the Democratic Republic of Congo recruit children to serve as fighters and carriers. These children may be displaced – homeless or living in refugee camps. Others may seek ways to support their families or have dropped out of school due to a lack of means to pay school fees.

Laiping's Story: What Labor Unions Exist in China?

In China, workers do not have the right to join or form trade unions of their choice. All-China Federation of Trade Unions (ACFTU) is the leading union in China. However, this organization is largely controlled by the government. There are no independent unions to protect workers against low pay, unpaid wages, unsafe conditions, and job losses.

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

compound (108)	coaxed (115)	components (125)	willed (126)	ominous (127)

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READ

Review the timeline from the beginning every day.

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

Read the chapters, "Sylvie" and "Laiping" (pp. 108–133)

Setting	Characters	Pages
Nyargusu Camp, Tanzania, The foreign workers compound	Sylvie, Marie, Alain	108–116
Nyargusu Camp, Tanzania, the hut of Sylvie's family	Sylvie, Sylvie's mother, Lucie, Pascal	116–118
Shenzhen, China, internet café	Laiping, Kai	119–124
Shenzhen, China, factory floor	Laiping, Fen	124–133

RESPOND

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

Students might mention:

- Marie and Alain show Sylvie the website developed to solicit sponsorship for her travel to Canada.
- Kai tells Laiping that a group of workers is organizing to protest the poor working conditions.
- Laiping is assigned a night shift and longer work hours due to a new phone launch.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Connect the dots on your map and show the supply chain starting in the Coltan mines in North Kivu and South Kivu in the Democratic Republic of Congo to the cell phone factories in Shenzhen, China, and to the stores in North America.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Sylvie's story: What was the purpose of the website Alain created?
2. Laiping's story: In what ways has the new phone launch impact workers' labor conditions?

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Analyze the key paragraph.

Discuss the empathy of Chinese workers towards Congolese refugees.
Key Paragraph, p. 122
"It isn't just us in China who are getting a bad deal. Her name is Sylvie. She's a refugee from the war in the Congo, where the factory gets tantalum."

EXTEND

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

At the end of this unit, your final writing product will be titled, *Portraits of Teens Around the World*. The essay will discuss how being a teen is similar and how it is different around the world.

Today's Assignment
In reference to Marie's words to Sylvie (p. 115): "When people see you and find out about your life, they start to understand what's going on in the DRC," write a paragraph about the importance of seeing photos and learning about the personal stories of people your age who live in other parts of the world.

Use as much detail as you can.

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

Think about the video that Kai showed Laiping. How do you feel when you see videos about refugees in other parts of the world?

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Character-Based Literacy Program 60-Minute Lesson Plan
Blue Gold, Day 7

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Sylvie's Story: Who are the Rwandan soldiers that the Mai-Mai are Trying to Chase out of the Kivus?

Related to the argument between Sylvie and Olivier (p. 143): "He is only helping the Mai-Mai until the Rwandans have bee chased out of the Kivus."

In 2003, after years of civil war, an armistice was signed calling to integrate the troops of all armed groups into the Armed Forces of the Democratic Republic of the Congo. This peace agreement was motivated by a war with adjacent African countries, such as Rwanda, Uganda, Burundi and Angola, that were concerned about the operations of armed Congolese groups against them. However, not all armed groups joined the treaty. The Rwandan Hutu group *Forces démocratiques de libération du Rwanda* (FDLR) kept fighting in the Kivus. It was motivated by the illegal exploitation of mineral resources such as Coltan. They competed for control of the Congolese mining sites which financed their operations.

Laiping's Story: What is a Party Boss?

Related to the confrontation between Laiping and Bohai (p. 154): "My uncle is a Party boss, so you better not start making against me, or you'll be sorry."

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In China, a party Boss is a Communist Party official or a person in a leadership position of Communist Party organizations in state-owned enterprises, universities, hospitals, or other institutions of the state.

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

cuffing (137)	bristled (137)	ushering (137)	ruse (138)	brandishing (140)

READ

Review the timeline from the beginning every day.

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

Read the chapters, "Sylvie" and "Laiping" (pp. 80–155)

Setting	Characters	Pages
Zone 5, Nyargusu Camp, Tanzania	Sylvie, Sylvie's mother, Luc	134–136
A forest outside Nyargusu Camp, Tanzania	Sylvie, Fiston, Olivier, Pascal	137–144
Human resources, cell phone factory Building 4, China	Laiping, Miss Lau	145–151
Cafeteria, cell phone factory Building 4, China	Laiping, Bohai	151–152
Factory floor, cell phone factory Building 4, China	Laiping, Bohai	152–155

RESPOND

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

Students might mention:

- Sylvie finds out that Pascal was trying to join Kayembe's soldiers and takes him back home.
- Olivier tells Sylvie that Kayembe will kill the entire family if she refuses to marry Kayembe.
- The assistant human resources manager blames Laiping for producing flawed circuit boards, hits Laiping, and assigns her a night work without pay.
- Laiping catches Bohai replacing his circuit boards with the ones she made.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Draw the approximate location of the forest where Kayembe's soldiers are located.

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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. How did Fiston help Sylvie?
2. What problems was Laiping facing at the factory?

Analyze the key paragraph.

Discuss Fiston's kindness to Sylvie.
Key Paragraph, p. 137
"The big man hesitated. "The boss will not like it."

"He said it is alright," she told him. "He said to ask you to take me to him."

The fighter's eyes narrowed. Sylvie could see he knew she was lying, but he also saw her desperation, and there was a kindness about him."

EXTEND

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

At the end of this unit, your final writing product will be titled, *Portraits of Teens Around the World*. The essay will discuss how being a teen is similar and how it is different around the world.

Today's Assignment
Write a paragraph about Sylvie's fear that Pascal and Jean-Yves are becoming child soldiers.

Use as much detail as you can.

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

Think about the courage that Fiston showed when he helped Sylvie. He shoed kindness despite the norms of his group and his fear of Kayembe. Helping people in need takes courage sometimes. Think about a moment in your life that you showed courage by being kind to others.

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Character-Based Literacy Program 60-Minute Lesson Plan
Blue Gold, Day 8

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Sylvie's Story: How Does the US Regulate the Use of Conflict Minerals, such as Coltan?

US companies are required by the 2010 Dodd-Frank Act to disclose the import and use of conflict minerals. This Act aims to prevent American companies from helping to finance violent conflict and violation of human rights in the Democratic Republic of the Congo. To certify its products as "DRC Conflict Free" these companies need to take the additional step of contracting with an independent third party to audit its Conflict Mineral Report.

Fiona's Story: Are Cell Phones Addictive?

The psychological discomfort caused by separation from one's cell phone can be an indicator of some level of cell phone excessive use or even addiction. The Center for Internet and Technology Addiction has created an online survey to test such tendency.

Laiping's Story: What is the One-Child Family Policy?
China enacted a one-child family policy from 1979 to 2015 to reduce the size of the Chinese population. The obligation to care for one's parents, which has been a key part of Chinese culture, focused the burden on the single children. Absent government support, young people are struggling to find the means to care for their parents.

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

reluctantly (137)	winced (160)	traumatic (160)	scowling (175)	flustered (175)

READ

Review the timeline from the beginning every day.

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

Read the chapters, "Sylvie," "Fiona," and "Laiping" (pp. 156–185)

Setting	Characters	Pages
Fiston's jeep, Tanzania	Sylvie, Fiston, Pascal	156–158
Clinic, Nyargusu Camp, Tanzania	Sylvie, Neema, Doctor Van de Velde, Congolese patient	158–161
Clinic, Nyargusu Camp, Tanzania	Sylvie, Doctor Marie	162–166
Home of Fiona's father	Fiona, Katie, Brandon, Dave (Fiona's father), Joanne (Fiona's stepmother)	167–171
Home of Fiona's mother	Fiona, Fiona's mother	171–174
Food concession kiosk, Kitsilano Beach, Canada	Fiona, Ryan	174–176
Shenzhen, China	Laiping, Fen	177–180
Dorm room, cell phone factory, China	Laiping, Fen, Big Sister Choilai	180–181
Human resources, cell phone factory Building 4, China	Laiping, Miss Lau, Miss Jang	182–185

RESPOND

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

Students might mention:

- Fiston warns Sylvie not to ask too many questions about Kayembe.
- Neema tells Sylvie that Kayembe just married another wife in Northern Kivu.
- Doctor Marie records Sylvie's story.
- Fiona learns about Sylvie's story from her stepsister.
- Fiona suspects that the mining company where her father works is involved with the happenings in the DRC.
- Laiping hears that her father suffered a heart attack and applies for a release of her money to pay for the medical expenses of a heart surgery

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Find Kitsilano Beach, Vancouver British Columbia, Canada and add it to your map.

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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. What is post-traumatic stress? Why is it common in refugee camps?
2. Why did Fiona's father declare that his company's operations in the Congo are ethical?
3. Why did Miss Lau let Laiping file for release of her money?

Analyze the key paragraph.

Discuss the importance of paying attention to the well-being of teens in other parts of the world.
Key Paragraph, p. 172
"*Enough with the guilt*, thought Fiona, *I don't even have enough money to buy a phone*. But there was something captivating about Sylvie's picture."

EXTEND

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

At the end of this unit, your final writing product will be titled, *Portraits of Teens Around the World*. The essay will discuss how being a teen is similar and how it is different around the world.

Today's Assignment
Write a paragraph about mother-child interactions. Refer to Fiona's understanding in the following quote (p. 172): "Sylvie came back into frame again and the women started yelling at her in some African language. *Definitely her mother*, thought Fiona."

Use as much detail as you can.

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

Think about the family obligations of teens around the world. How do culture and family needs affect teens' responsibility towards their parents and siblings? What are your responsibilities towards your family?

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Character-Based Literacy Program 60-Minute Lesson Plan
Blue Gold, Day 9

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Sylvie's Story: What are the Rights of Children in the Democratic Republic of Congo?

In the Democratic Republic of Congo, boys remain at school longer than girls. Girls as young as five years must take care of their younger siblings and help with other household chores. The oldest male child has the legal rights of a head of a family after the death of the father. The legal age for marriage is 15 years for girls and 18 years for boys.

Fiona's Story: What is an Ethical Response to Receiving a Sext?

An ethical response to receiving a sext involves multiple behaviors:

- Do not share, comment, or like. By sharing or responding to a sext (regardless of the content of the response), you are encouraging cyberbullying and participating in an illegal act.
- Encourage others to be ethical. Talk to your friends and encourage them to delete the sext.
- Alert a trusted adult. Find a trusted adult who can help minimize the negative effects of the sexting.

Laiping's Story: How Does Policy Environment Limit Workers' Rights in China?

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Chinese trade unions do not have rights to organize collective actions. Also, the Chinese legislation does not clearly articulate the legality of workers' strikes. What unions can and cannot do to protest violation of workers' rights is subject to judicial interpretation. Violation of workers' rights impacts their physical and mental health. Watch the nine-minute documentary, Complicit, that features personal stories of teens like Laiping. Content warning: The documentary contains images and content that may be difficult to watch or listen to.

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

unbearable (186)	scuffle (195)	wretched (203)	exception (211)	hesitation (217)

READ

Review the timeline from the beginning every day.

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

Read the chapters, "Sylvie," "Fiona," and "Laiping" (pp. 186–217)

Setting	Characters	Pages
Clinic, Nyargusu Camp, Tanzania	Sylvie, Doctor Marie	186–188
Family hut, Nyargusu Camp, Tanzania	Sylvie, Sylvie's mother	189–192
Family hut, Nyargusu Camp, Tanzania	Sylvie, Sylvie's mother, Fazila, Kayembe, Olivier	193–197
Lacey's house	Fiona, Mega, Brit, Lacey	198–202
Home of Fiona's mother	Fiona, Fiona's mother	202–206
Human resources, cell phone factory Building 4, China	Laiping, Miss Jang	207–208
Dorm room, cell phone factory, China	Laiping, Min, Laiping's Auntie (by phone)	208–210
Human resources, cell phone factory Building 4, China	Laiping, Miss Lau	210–212
Employment Office Building	Laiping	213–214
Strip mall across the factory campus, China	Laiping, Kai	215–217

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RESPOND

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

Students might mention:

- Kayembe threatens to burn the clinic if Sylvie does not marry him and allows Fazila to check her.
- Fiona's sext is shared on Friendjam.
- Fiona's mother urges her to think about Sylvie's story and the ethical responsibility of consumers to purchase electronics that are not associated with human suffering.
- Laiping's father suffers a second heart attack.
- Laiping's request for release of her money is denied.
- Kai invites Laiping to join the next meeting of workers fighting for their rights.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Find the factory cities Kai visited: Dongguan and Guangzhou in the Pearl River Delta and add them to your map.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What is Kayembe's motive for marrying Sylvie?
2. Why did Fiona feel that her mother was constantly disappointed with her?
3. Why was Laiping's request denied? What are the ethical issues in how Laiping's request was processed?

Analyze the key paragraph.

Discuss Kai's courage and determination knowing the danger in supporting workers' rights.

Key Paragraph, pp. 215-216

"There are work camps full of people whose only crime is trying to change things. If somebody dares to speak out about being worked to death, or about corrupt officials taking all the money for themselves, the next thing they know, police are busting down their door in the middle of the night."

EXTEND

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

At the end of this unit, your final writing product will be titled, *Portraits of Teens Around the World*. The essay will discuss how being a teen is similar and how it is different around the world.

Today's Assignment

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Write a paragraph expressing your opinion about civic engagement of teens. You may use as example Fiona's lack of awareness of the events in the Democratic Republic of Congo or Kai's attempts to organize workers to discuss their rights.

Use as much detail as you can.

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

Think about the civic engagement of teens around the world. What are the conditions that help or prevent engagement, such as following the news and participating in organized community events? What is your experience with civic engagement?

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Character-Based Literacy Program 60-Minute Lesson Plan
Blue Gold, Day 10

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Sylvie's Story: What is Médecins Sans Frontières?

Médecins Sans Frontières (Doctors without Borders) is an international organization that provides medical assistance to people affected by conflict, epidemics, disasters, or exclusion from healthcare. To date, Médecins Sans Frontières treated 254,000 displaced individuals in Nyarugusu, Nduta and Mtendeli, the overcrowded largest refugee camps in Tanzania.

Fiona's Story: What is the Best Way to Stop Cyberbullying and Bullying?

A culture that does not support or accept any form of bullying is the best way to stop harassment and bullying. Victims alone cannot defend themselves. They need the help of friends, classmates, and other students to stand with them and together tell bullies that their behavior is not acceptable.

Laiping's Story: How Is Labor Activism Repressed in China?
Activists take significant risks when they attempt to organize assemblies and demonstrations. Employer-hired thugs are often protected by the police force that is focused on keeping people from congregating in public places. In some cases, the police arrests and detains activists for disturbing public order.

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

dubious (221)	withdrawn (221)	reliving (224)	sheepish (227)	wavered (228)

READ

Review the timeline from the beginning every day.

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

Read the chapters, "Sylvie," "Fiona," and "Laiping" (pp. 218–250)

Setting	Characters	Pages
Family hut and on the way to the marketplace, Nyargusu Camp, Tanzania	Sylvie, Olivier	218–225
The clinic, Nyargusu Camp, Tanzania	Sylvie, Olivier, Doctor Van the Velde, Doctor Marie	226–230
Food concession kiosk, Kitsilano Beach, Canada	Fiona, Cathy, three boys	231–233
Home of Fiona's father	Fiona, Fiona's father, Joanne	234–239
Home of Fiona's mother	Fiona, Fiona's mother	239–241
Fiona's school	Fiona, Lacey, Rick, Ryan	241–243
Cell phone factory, China	Laiping, Min, Fen	244–247
Cell phone factory bus, China	Laiping, Kai, thugs, police	248–250

RESPOND

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

Students might mention:

- Olivier tells Sylvie that he killed their father.
- Sylvie and Olivier agree that Sylvie should not marry Kayembe.
- Sylvie and Olivier warn the clinic that Kayembe is about to attack.
- Fiona suffers harassment at work and school.
- Fiona's parents find out about the sext.
- Fen betrays Laiping and informs the factory about Kai's secret meeting.
- Laiping is beaten by factory thugs.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Create a map of the cell phone factory campus. On the map, mark the fast food restaurant where Laiping expected to meet Kai and the area where thugs attacked the activists.

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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. Why did Olivier change his mind about the marriage of his sister to Kayembe?
2. Why did Fiona shut down her Friendjam account?
3. How did Laiping try to stop the van that carried Kai?

Analyze the key paragraph.

Discuss how the tragedy of their father's death affected the relationship between Olivier and Sylvie.
Key Paragraph, p. 225
"Sylvie squeezed his arms to let him know that she didn't hate him, that somehow the truth had made them brother and sister again."

EXTEND

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

At the end of this unit, your final writing product will be titled, *Portraits of Teens Around the World*. The essay will discuss how being a teen is similar and how it is different around the world.

Today's Assignment
Write 1–2 paragraphs about empathy. Olivier came to realize that Sylvie should not marry Kayembe. Doctor Marie convinced the head of the clinic to protect Sylvie from Kayembe. Fiona's mother showed her love, trust, and emotional support to her daughter. Discuss why empathy is important in showing kindness.

Use as much detail as you can.

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

Think about the importance of helping victims of bullying, cyberbullying, and ethnic, racial, or gender-based harassment. How can you help victims?

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Character-Based Literacy Program 60-Minute Lesson Plan
Blue Gold, Day 11

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

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

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Sylvie's Story: What is the United Nations Involvement in Tanzania?

The United Nations in Tanzania is one of eight UN country offices in the world to pilot the Delivering as One (DaO) reform – coordinated efforts to design, pilot, and test more effective ways to provide human services and financial resources. This reform program aims to reduce poverty, promote economic development, and protect human rights. In Tanzania and the Democratic Republic of Congo, UN Peacekeepers help the local police reduce violence and protect civilians.

Fiona's Story: Why is It Important to Give People a Second Chance?

Giving people a second chance is a recommended practice that supports well-being and relationship repair. This act of kindness enables forgiveness and has positive effects on the behavior of others. It reduces negative thoughts and enhances positive feelings.

Laiping's Story: What is Underage Labor?
In China, the legal working age is 16 years. In 2013, The Guardian published an article about an audit conducted by Apple, which found that about five percent of its contractors in China employed workers under the age of 16 years. The company

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required the employers to return minors to a school chosen by their family, pay for their education, and give them an income equal to their factory wages.

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

accused (258)	boasting (259)	monotonous (261)	taunting (265)	liability (267)

READ

Review the timeline from the beginning every day.

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

Read the chapters, "Sylvie," "Fiona," and "Laiping" (pp. 251–291)

Setting	Characters	Pages
Foreign workers compound, Nyargusu Camp, Tanzania	Sylvie, Doctor Marie	251–255
Nyargusu Camp, Tanzania	Sylvie, Olivier, Pascal, Lucie, Doctor Van the Velde, Doctor Marie	256–257
Cell phone factory, China	Laiping, Min, Fen, Laiping's parents (by phone)	258–263
Road to Dar es Salaam	Sylvie, Olivier, Pascal, Lucie, Doctor Marie	264–270
School office	Fiona, Vice Principal Bains	271–273
The home of Fiona's mother	Fiona, her mother	274–275
The home of Fiona's father	Fiona, her father, Brandon	276–278
A neighborhood coffee place	Fiona, Ryan	279–280
The home of Fiona's father	Fiona, her father, Brandon	281–285
Cell phone factory, China	Laiping, Min, Fen	286–289
The home of Fiona's mother	Fiona, her mother	260–291

RESPOND

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

Students might mention:

- Fiston dies while trying to protect Sylvie's family.
- Sylvie's family finds safety at the Canadian embassy at Dar es Salaam.
- Laiping is transferred to another part of the factory.
- Sylvie learns to use a computer and regularly posts on Alain's website.
- Brandon admits that he posted Fiona's photo on Friendjam.
- Fiona enlists her father's help in bringing Sylvie and her family to Canada.
- Laiping receives a message from Fiona.
- Sylvie and her family arrive in Canada.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Complete your map by drawing a triangle between Canada, Tanzania, and China.

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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. What was the importance of public opinion in Sylvie's story?
2. Why did Fiona see similarities between her, Sylvie, and Laiping?
3. What was the effect of Fiona's message on Laiping?

Analyze the key paragraph.

Discuss how empathy counteracts stereotypes.
Key Paragraph, p. 281
"Fiona held the cell phone up between the picture of Sylvie on the laptop and the one of the factory girl on the smartphone. *See me whole*, said Fiona's eyes. *See who I really am*. *Make that three girls*, she thought. *On three continents*."

EXTEND

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

At the end of this unit, your final writing product will be titled, *Portraits of Teens Around the World*. The essay will discuss how being a teen is similar and how it is different around the world.

Today's Assignment
Write a closing paragraph that compares the personalities, aspirations, and strengths of Fiona, Laiping, and Sylvie.

Use as much detail as you can.

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

Reflect: What have you learned from the book, *Blue Gold*? How can you apply this knowledge in your life?

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