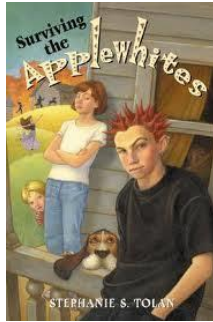


Surviving the Applewhites



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Author Tolan S., Stephanie
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Lexile 820L
Genre Realistic Fiction

Synopsis Jake Semple is infamous for misbehaving, and it is rumored that he got kicked out of his last school because he burnt it to the ground. Jake's last option is to be home schooled with by an eccentric family. The Applewhites welcomes him in to their eclectic mix and Jake continues to struggle to find his way.

Themes Self- management

Protagonist Juvenile Delinquent, 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

Independent Study Lesson Plan

Surviving the Applewhites, Week 1



PREPARE

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



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Where is North Carolina?

What is Juvenile Hall?

What does a social worker do?

What is a fritillary?

What is the Sound of Music?

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

slouching	scarlet	intention	dignified	conducting
jotting	amateur	patriarch	florist	shaft
capri	billowy	faze	scowling	radiant
spindles	honeysuckle	cultivating	pungent	flinched
doubtful	yelped	collided	saccharine	sentimental

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

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

Read Read the selection.

Read pp. 1-58

RESPOND

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

Think about what you read today and begin your timeline

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

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

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

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map
- fill in 1-2 items under the “L” column of the KWL chart, describing the new information gathered from today’s reading
- add new thoughts to the OMP from yesterday
- a new location or change can be added to the map
- create an OMP for Destiny Applewhite
- Where do the characters go in today’s reading? Add a new location to the map.
- Add to your KWL chart for the story.
- Add 2-3 items to the “W” column of your KWL chart - what would you like to know more about in this story?
- Where did the characters go in today’s reading? Add/update today’s map.
- Add to the OMP you have been keeping for Jake or E.D.
- Add 2-3 items for the OMP you have been keeping for E.D. or any of the other Applewhite children.
- Revisit your map; add any new locations if you can.
- Revisit the KWL chart you have been keeping for the story – add 1-2 items you wish to learn about the story under the “W” column.

EXPLORE

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

One possible activity: **Begin Character Interaction Chart**

Create a web or chart that shows and links the main characters of the story. As you progress in your reading, fill in the chart, showing the relationships between several main characters in the text.

Begin a journal from Jake's perspective, detailing his thoughts and feelings, while also summarizing the situations he faces throughout the story.

- Maintain the Character Interaction Chart that was previously constructed. Add 2-3 interactions between characters to the chart.
- Make a prediction about what will happen in the story so far.
- One possible activity: Draw a poster showing the Applewhite family tree. Use your Character Interaction Chart to help you.
- Make a timeline of Jake's life, using information from the book as well as your own imagination to create at least one event for his 13 years of life.
- One possible activity: OMP of Jake in his new setting
- Add a new entry to Jake's journal. How has he been feeling since the last entry? What are his thoughts and feelings at this point in the story? How has he shown change?

Discussion

Key Questions – Day 1

1. What does E.D. think of Jake?
2. What evidence from the text supports E.D.'s opinion of Jake?
3. What does Jake think about the Applewhites? Provide evidence from the text that supports his opinion of them.
4. What happened to Jake's parents? Can you explain how this affected Jake's childhood and overall behavior?

Key Questions – Day 2

1. What kind of personality does Jake have compared to E.D.?
2. How are these two characters alike? How are they different?
3. What are E.D.'s first impressions of Jake?
4. Based on what you have read so far, what can you say about Jake's personality? At this point of the novel does he act with integrity? Remember integrity requires wholeness.
5. How does she feel about Jake being in her class?

Key Questions – Day 3

1. What is ironic about how Jake is dressed and what Lucille calls him?
2. Who takes Jake's breath away?
3. Have you ever had your breath taken away? If so, describe the situation.
4. How does he feel about the lavender in his new room? What does it remind him of?
5. How does Lucille feel about the lavender in Jake's room?
6. What does Jake look like? Do you think that his physical appearance matches the person that he is on the inside?
7. Do you think that Jake and the Applewhites are opposites? Why or why not? Support your opinion with reasoning from the text.

8. Look up the word 'destiny' using a print or online dictionary. Do you think that this definition has anything to do with the youngest Applewhite? How might it be a prediction or foreshadowing of what is to come?

Key Questions – Day 4

1. Describe E.D.'s butterfly project.
2. "Human beings are almost infinitely adaptable" Can you elaborate on what Lucille means when she says this to Jake?
3. Do you agree that humans are infinitely adaptable?
4. Have you been forced to adapt to something in your own life? If so, describe the situation and how you were able to adjust.
5. What are Zed and Archie making in the wood shop?
6. Does Jake plan on staying long at the Applewhites? Where does he want to go?
7. What will happen to Jake if he gets sent away from the Applewhites?

Key Questions – Day 5

1. What kind of role model is Jake being to Destiny?
2. Do you think that Jake really burned down the school on accident? Explain. Use evidence from the text to support your reasoning.
3. Describe the process of putting on The Sound of Music; does it sound like something you would be interested in being a part of? Why or why not?
4. Make a list of the different things you would need in order to put on a production like the Sound of Music.
5. Who would you say is to blame in the accident? Back up your reasoning with evidence from the text.
6. Predict how you think the newest addition to the Applewhite's home will impact the story.
7. What caused the car accident and what happened afterwards?
8. Have you ever been in a car accident? Explain.

EXTEND

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

Key Paragraph

Page 11:

Lucille Applewhite, the frizzy-haired blond poet whose idea all this was, ran down the porch steps, one hand over her heart. "You might have murdered him already, yelling and chasing him like that. He's probably lying in a heap under a bush somewhere, drawing his last breath."

Writing Prompt

The author is beginning to describe the setting of the book. Referring to the key paragraph (above), think about the type of place the Applewhites live in. What kind of tone is she setting at the Applewhite's home? How does it differ from the place that Jake is used to? Using the key paragraph and other examples from the text, write an explanatory paragraph that examines the setting of Jack's old life and compares it with

his new home at the Applewhite's. Use transition words (i.e. also, however, then) to clarify your ideas.

Draw a picture of your version of home, and write a few sentences describing what that means to you. What does your home look like? Who shares the space with you? How do you feel at home? How would you feel if you had to move to a new home unexpectedly?

Key Paragraph

Page 16:

E.D. didn't know how she could be born an Applewhite. She wasn't anything at all like the rest of them...Applewhites were enormously talented. She was not. Applewhites thrived on chaos. E.D. wanted organization and sense. Applewhites loved spontaneity. E.D. wanted a schedule and a plan she could count on. Applewhites craved freedom. E.D. wanted structure.

Writing Prompt

Before you begin writing, brainstorm: How do you interact with your family members? Are you like or unlike them or somewhere in between? Think about the situation that E.D. finds herself in.

Drawing on experience from your own life, think about a piece of advice you could give her. Write a 1-2 paragraph letter to E.D. that gives her your own advice on how to live with her chaotic family. When you are done with your letter, revise and strengthen it so that your writing is clear and logical. Be sure to include a strong introduction and conclusion to your letter.

Key Paragraph

Page 27:

All the way across one wall was a banner that read EDUCATION IS AN ADVENTUROUS QUEST FOR THE MEANING OF LIFE, INVOLVING AN ABILITY TO THINK THINGS THROUGH. Z. Applewhite. Jake didn't think anyone in any school he'd ever been to would have agreed with that definition.

Writing Prompt

Do you agree with this definition of education? Why or why not? What should education be? Using the internet, conduct a scholarly search for an article about education in the U.S. to gain more information. Then, write a 2 informative paragraphs (using both the book and the article you researched to provide facts) about what education looks like in America, and what you think it should look like. Post your writing on an online forum of your choice (Blog, Google Docs, etc.) and share the link with a trusted adult.

Imagine you are asked to create an inspirational banner that deals with education. What would your banner say? What images or pictures would you include? Create a banner that includes both words and images.

Key Paragraph

Page 43:

“This is your last chance,” she’d said. But people had been saying stuff like that to him all his life. They hadn’t really meant it. Did they this time? Did he dare take the chance?

Page 44:

Jake’s stomach rumbled as he thought over his alternatives. He thought of the banner in the schoolroom—“the ability to think things through.” Applewhites or Juvie. Applewhites or Juvie. It wasn’t hard to think through things this time. The choice was clear. One way or another, he was going to have to make this work.

Writing Prompt

Before you begin writing, brainstorm: When Jake decides to make it work at the Applewhites, in what way is he living out the theme of the quarter, Integrity Requires Wholeness? Do you think he is used to making choices with integrity? Why or why not? Write an explanatory paragraph that provides reasons for your choice - use evidence from the text to help explain your point. When you have finished writing, revise your work and strengthen it by making sure it is cohesive and has an introduction, conclusion and appropriate transitions.

Key Paragraph

Page 47:

He was telling the really bad kid story. It wasn’t true, but it was no more of an exaggeration, he thought, than the story that everybody else told. Nobody had ever believed that it had all been an accident.

Writing Prompt

In today’s reading Jake insists that he is not a kid, but is a teenager instead. Before you begin writing, plan: make a list of things that characterize children as ‘kids’ and adolescents as ‘teenagers.’ Then, write an explanatory paragraph in which you explain whether or not Jake acts more like a kid or a teenager. Provide examples from the text. Be sure to provide a counterargument to your view, as well as appropriate transitions and a conclusion.

Character Based Literacy Program

Independent Study Lesson Plan

Surviving the Applewhites, Week 2



PREPARE

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



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is the ‘Great American Novel?’

What is Tai Chi?

What is papier-mache?

What is a polka?

Research the Second World War and the role that Austria’s occupation by Germany played in how events unfolded.

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

emerged	heralded	stature	midst	indeterminate
maneuvered	barge	lark	shrieking	bustling
variegated	interaction	chrysalis	metamorphosis	disheveled
canine	monopolizing	siege	compulsively	ambiance
churning	overture	maniacal	cicadas	beech

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

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

Read Read the selection.

Read p. 59-111

RESPOND

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

Think about what you read today and begin your timeline

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

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

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

- Add to the KWL chart you have been keeping throughout the story.
- Revisit the OMP you've made for Jake - what can you add after today's reading?
- Add any new locations to your ongoing map.

Introduce Jeremy in your Character Interaction Chart and add 2-3 interactions he has with other characters from today's reading.

- Add 2-3 items to the OMP you have been keeping for any of the Applewhites.
- Revisit and revise your KWL chart - can you add anything to the K or W columns?
- Do the characters go any new places today? If so, add them to your map.
- Add 1-2 items under the 'L' column of your KWL chart.
- Revisit the OMP you have been keeping for Jake - can you add anything after today's reading?
- Did the characters explore any new places? If so, add them to your ongoing Map.
- Add to the 'L' section of your KWL chart. What have you learned about the characters or the story from today's reading?!
- Add 1-2 items to the OMP you have been keeping for Jake.
- Add items to or revise your KWL chart.
- Add 1-2 thoughts to Jake's Open Mind Portrait.
- Did the characters go anywhere new in today's reading? Add it to the map.

EXPLORE

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

Pick 4-5 main events from this chapter and create a storyboard: each event must have a 1-2 sentence summary as well as a hand-drawn or computer generated image of the action.

- Create a journal entry from Jake's perspective. How is he feeling and reacting to situations? How is he different from the beginning of the story?
- Create a comic strip, showing 5 main events from today's reading.
- Fill out a Venn diagram that compares and contrasts the Applewhite family to their own family.
- Write and perform a rap about life at the Applewhites.
- Write a haiku poem (3 lines with a 5/7/5 syllable pattern) about the main message of today's reading.
- Add to the OMP you have been keeping for E.D. - have her thoughts and feelings changed since the beginning of the story? Do you predict that she will change before the end of the book? Are her actions showing integrity? Why or why not?
- Write a journal entry pretending you are Jake. Elaborate on how you feel before the audition. Are you nervous? Excited? Both?

Discussion

Key Questions – Day 6

1. What does Jeremy find out about the Applewhites?
2. What idea does he propose?
3. What is an Achilles heel? Use online or printed resources to research what an 'Achilles heel' means.
4. What is the Achilles heel of the Applewhite clan?
5. Do you have an 'Achilles heel'? Explain.
6. Why do you think E.D. crashed the plates down while she was washing them after dinner?
7. If you could write a 'Great American Novel,' what would it be about?

Key Questions – Day 7

1. Why is E.D. upset?
2. How is E.D. different from the other Applewhites?
3. Why does Jake think Destiny could never get into trouble?
4. Why do you think Destiny is so curious about Jake's hair?
5. What is a lark? Why does Lucille call Archie a lark?
6. Do you agree that the best way to learn something is to teach it? Why or why not?
7. Compare and contrast the characters Destiny and E.D. - how are they similar? How are they different?

Key Questions – Day 8

1. How is Destiny trying to take after Jake?
2. Do you think that Destiny and Jake's relationship is beneficial to both?

Why or why not?

3. Is Jake a good role model for her?
4. Do the Applewhites react to Jake like other people used to?
5. What kind of caterpillar is E.D. making?
6. How has Jake changed at the end of chapter twelve? What proof from the text can you provide to support this change?
7. Have you ever made something out of paper-mache? Explain.
8. How is Jake's relationship with the dog in the book showing the reader the changes that are happening on the inside?
9. Do you have a pet that helps you to be patient and caring? Explain.

Key Questions – Day 9

1. Why did it bother E.D. so much that she couldn't find the last butterfly?
2. How did she feel when Jake found it?
3. Even though she will probably get an A on her butterfly project, why is E.D. so upset?
4. What music is being played over and over again? What impact is that having on the family?
5. Jake is not sure if he can act, but he is willing to give it a try. Would the Jake from the beginning of the book have made the same decision? Why or why not?

Key Questions – Day 10

1. How does Jake do at his audition?
2. What happens to Winston when Jake leaves?
3. Why do you think E.D. reacts the way she does when she is told that she has talent?
4. How would you describe Jake's emotions about the audition? How would you feel if you were in his situation?
5. What does the family conclude about Winston and Jake?

EXTEND

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

Key Paragraph

Page 65:

"That's the Achilles heel of the whole Applewhite clan," Zedediah said. "If there's a singing gene, we don't have it. Applewhites don't sing."

Writing Prompt

Before you begin writing, brainstorm: Do you think this could be foreshadowing? If so, who in the story might sing? And how would that impact the story and Jake's life if he was the one who met that special need? How does it feel when we are needed for our unique talent? Write an explanatory paragraph that predicts what you think will happen in the story. Use evidence from the text to support your predictions and explain why you are making your prediction.

Key Paragraph

Page 74:

So he (Jake) went into the kitchen and looked through the cupboards till he found a box of Cheerios and two bowls. “You can eat with me,” he told Destiny, who was singing “Pop Goes the Weasel” now, “but after that, you have to go up to the house and get dressed. You don’t want to spend the day in pajamas.”

Writing Prompt

Before you begin writing, brainstorm: In what way do you think having a younger brother or sister would be helpful for Jake? Do you think that would help him be more responsible? Do you have any siblings that remind you of either Jake or Destiny? Write an explanatory paragraph in which you explain that having a younger sibling is either helpful or hurtful to Jake’s growth. How has he been able to show integrity? Be sure to provide a conclusion and appropriate transition words in your writing. Revise your work when you are done.

Key Paragraph

Page 87:

The overwhelming impulse to boot the dog out into the hall vanished. Jake reached down and rubbed the dog behind his ears. There. That proved it. The Jake he knew, the Jake he had always been, was disappearing. And there was nothing—nobody—to put in his place.

Writing Prompt

When people get so used to being a certain way, they don’t know how to be any other way. How is Jake beginning to change by being at the Applewhites? Think back over the entire book so far and think of 2-3 examples to support Jake’s change. Write an explanatory paragraph about Jake’s change - has it happened all at once or over time? Make sure you maintain a formal tone in your writing. Then, revise your work to strengthen it and improve cohesion.

Key Paragraph

Page 98:

He didn’t know the show, really, but he knew the music. By now there wasn’t anybody at Wit’s End who didn’t know every word to every single song. Randolph had asked where Jake had learned to sing. The weird thing was that until this very moment, he hadn’t even known he could. Not really. Magnificent, Randolph Applewhite had called his voice. Magnificent.

Writing Prompt

In what way is this feedback really exciting for Jake? Has anyone ever thought he had talent in anything? What difference does it make when someone believes in you? Do you think Jake has ever been called ‘magnificent’ before? Write a 1-2 paragraph essay explaining the reasons why positive feedback is so important to motivate people. Use the book for examples. Be sure to use appropriate transitions and maintain a formal tone throughout your writing.

Key Paragraph

Page 108:

Rolf, the part Jake had read for, was a messenger boy who was in love with the oldest von Trapp daughter. By the end of the play he had joined the SS, which was the Nazi security force, and was helping the Germans look for the von Trapps to keep them from escaping. It was Rolf who, because of his love for Liesl, let the family get away.

Writing Prompt

What lessons can you predict Jake might learn from playing the role of Rolf in the play? What are the similarities between Jake and the character Rolf? Before you begin writing: Make a list of similarities and differences. Then, using this list, write an informational paragraph that showcases the similarities and differences between Jake and Rolf. In your conclusion, write a 1-sentence prediction about how Jake will change as a result of being in the play. When you have finished your writing, upload it to the online forum of your choice (Blog, Google Docs, etc).

Choose one character from *The Sound of Music* to compare yourself to. Make a list of similarities and differences for you and that character.

Character Based Literacy Program

Independent Study Lesson Plan

Surviving the Applewhites, Week 3



PREPARE

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



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is the Holocaust?

What are pesticides?

What is a nun's habit?

What is liability insurance?

What is a vantage point?

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

infamous	inspired	unlikely	blearily	grueling
pupa state	concoction	draped	yodeling	interfere
utterly	entangled	impervious	renderings	ensuing
revel	arson	revising	perilously	dreadful
banished	perched	insisted	resolutely	pungent

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

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

Read Read the selection.

Read pp. 112-174

RESPOND

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

Think about what you read today and begin your timeline

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

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

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

- Add to the 'W' column of your KWL chart. What do you still want to know about the story?
- Maintain the OMP you have been keeping for Jake.
- Add any new locations to the map.
- Add to the OMP you have been keeping for Jake.
- Add 1-2 items under the 'W' column of the KWL chart.
- Did the characters go anywhere new in today's reading? Add new locations to the map.
- Is there still information from the story you would like to learn? Fill in 2-3 items under the 'W' column of your KWL chart.
- Edit the OMP you have been keeping for E.D.
- Add any new locations to the map.
- Add 1-2 items to the 'K' column of your KWL chart.
- Add any new locations to the ongoing map.
- Think of the way Jake and E.D. are feeling at this point in the story. Revisit the OMP you have been keeping for each character.

EXPLORE

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

- Pretend you are one of the people who auditioned for the play. Write a letter explaining how you feel about the decision to cast others in the production in *The Sound of Music*.
- Add to the Character Interaction Chart you have been keeping.
- Check back on the predictions you made previously. Did any of them come true? Do you think they still might come true?
- Create a comic strip for the events of today's reading.

Create a 'found poem,' using words and phrases from the story to capture the overall theme or message of the story. First, search for meaningful words and/or phrases from the story. Then, compile them in the order of your choosing to make a poem.

- Pretend that *Surviving the Applewhites* is being made into a film, and you are asked to create a poster for it. You can either draw pictures and characters by hand or use magazine or internet images on your poster.

Add to the OMP you have been keeping for either Jake or E.D. What are each character's thoughts and feelings at this point in the story? Are they what you would have expected them to be? How have the characters changed since the beginning?

Discussion

Key Questions – Day 11

1. Describe the philosophical reasons for casting the show the way Randolph did.
2. What do you think Jake is up to with the caterpillars?
3. Would you use color-blind casting if you were directing a production? Why or why not?
4. Do you think E.D.'s premonition about the play will come true?
5. Describe the feelings that Jake might experience towards the play.
6. Do you think Randolph is acting with 'courage' and 'vision' when he chose to cast an African American as Mari von Trapp?
7. Do you think that Randolph is directing the play with integrity? Why or why not?

Key Questions – Day 12

1. What did Jake do for his project?
2. How was it different from what E.D. did?
3. Do you think he was inspired by E.D., or is he trying to outdo her?
4. What is writer's block and who has it?
5. Have you ever had writer's block before? Explain.
6. Why do you think Jake feels the need to be competitive with E.D.?
7. What is Zedediah referring to when he says "consider it an unexpected blessing?"
8. What happened to Randolph's technical staff?

Key Questions – Day 13

1. What does Jake need to do before he can go to rehearsal?
2. Who else, besides Winston, has adopted him?
3. What does Destiny do to imitate Jake?
4. Do you think that Jake is still a good role model for her? Why or why not?
5. Why do you think Jake keeps getting blamed for everything?
6. Do you believe that Jake is acting with integrity at this point in the story?
7. Would Jake have grown as much if he would have been sent to a Juvenile Hall?

Key Questions – Day 14

1. Describe how E.D. cleverly saved the day with her conversation with Mrs.

Montrose.

2. How is Jake's character changing?
3. Describe how different characters react to Wolfe's actions in this chapter.
4. Who has taken Cordelia's place as the most beautiful girl Jake has ever seen?
5. Is Destiny excited about the butterflies?
6. Have you ever been excited about a project or hobby like E.D. is about the butterflies? Explain.
7. How is the butterfly a symbol of change?

Key Questions – Day 15

1. Why is Randolph so quiet at dinner?
2. What dilemma is he in around casting Mrs. Montrose's daughter?
3. What do they feed Blackie?
4. What kind of physical changes does Jake need to make in order to play a convincing Rolf? Is he willing to make those changes?
5. Would you be willing to make a major change in your appearance for a play?
6. Will Destiny be a good fit for the role she was cast as?
7. Do you think the show will go on?

EXTEND

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

Key Paragraph

Page 117:

As E.D. slipped into sleep later, she was glad she didn't have anything to do with her father's show. She was beginning to have a strong premonition of catastrophe.

Writing Prompt

Can you make some predictions based on E.D.'s premonition? Write one paragraph about what you think will happen as a result of the nontraditional casting of *The Sound of Music*. Then, write a 1-paragraph explanatory paragraph that gives reasons for why you think the story will unfold the way you predicted it. Make sure you use evidence from the text to support your opinions. Taking this into account, revise your work.

Key Paragraph

Pages 137-138:

"Don't need you? Didn't you hear me say my stage manager quit? Of course I need you—more than anyone. There's nobody else in this family even remotely organized enough to handle the job! There's no time for Shakespeare now! There's work to be done."

Writing Prompt

What do you think a stage manager does and why would E.D. be good at it? In what way is this an example that every member of a team is valuable? Write a paragraph that explains why E.D. would be a good stage manager. Use evidence from

the text to support your opinion. Be sure to use at least one quotation in your paragraph. Also, make sure that your paragraph has a strong beginning, middle, and end.

Key Paragraph

Pages 141-142:

It was an education in itself to watch Govindaswami in the kitchen. "Passion," he would say to Jake and Destiny as he moved around the room, chopping and stirring and tasting. "Passion is necessary to all of life. All of life. Meditating, working, cooking, eating. Especially eating."

Writing Prompt

Do you agree with Govindaswami? What is he passionate about? What are you passionate about? In what way does being committed to something make it that much more special? Write an explanatory paragraph in which you explain either why Govindaswami's words are true or not. Make sure you use examples from your own life as well as from the text to support your opinion. Use appropriate transitions as well as a formal tone throughout. When you are finished writing, upload your work to the online forum of your choice (Blog, Google Docs).

Key Paragraph

Page 158:

"Don't worry," E.D. said. "We'll be finished eating long before it's ready to fly. It takes ages and ages. You'd get bored waiting."

"Do you promise it's going to be a butterfly?"

"I promise."

Destiny turned to Jake. "Do you promise?"

"I promise."

Writing Prompt

How are Jake and E.D. working together in this moment? What is the importance of both of them promising it will be okay to Destiny? Write an explanatory paragraph that elaborates on how Jake has started to act with integrity. Remember, integrity requires wholeness. Use 2-3 examples from the book that show how Jake has begun to act with integrity since staying with the Applewhites. Who has helped him on his journey? Make sure you maintain a formal tone throughout your writing.

Key Paragraph

Page 172:

Jake felt his stomach clench. No! It could not all be over. Enough bad things had happened to him this year! He was going to do this. He was going to play Rolf.

Writing Prompt

What importance does the role of Rolf have for Jake? Using the internet, research the character Rolf. Taking the information the book as well as your online search, write an informational paragraph about Rolf's character, his role in

The Sound of Music, and the character values he shows. When you have finished writing, go over your work to edit and revise it.

Character Based Literacy Program

Independent Study Lesson Plan

Surviving the Applewhites, Week 4



PREPARE

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



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What does the phrase “Getting a word in edgewise” mean?

What are some different forms of marketing and publicity?

What are satellite dishes?

What is an intermission?

What is an Ashram?

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

dreading	delicately	arched	philodendron	impressionable
crumpled	demolished	considerable	warily	replica
bristling	suspiciously	lure	unsettled	harried
refocusing	hemming	renovation	glitches	undaunted
stellar	dismissively	renovating	ingenious	rethought

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

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

Read Read the selection.

Read 175-216

RESPOND

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

Think about what you read today and begin your timeline

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

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

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

- Add to the KWL chart you have been keeping for the story - what have you learned? Is there anything you still want to know? Add 1-2 items to the “L” and “W” columns of the chart.
- Review the different items you have previously listed in your KWL chart. Is there anything you can add?
- Add to the OMP you have been keeping for Jake and E.D.
- Did the characters go anywhere new in today’s reading? Add it to your map.
- Add 1-2 items to the K column of your KWL chart.
- Add to the OMP you have been keeping for Jake and E.D.
- Did the characters go anywhere new in today’s reading? Add new locations to your map.
- Add to the OMPs you have been keeping.
- Did the characters go anywhere new in today’s reading? Add it to your ongoing map.
- Complete the OMP you have been keeping for Jake and E.D. How have they changed?
- Write 1-2 items under the ‘W’ column of your KWL chart.
- Revisit the map you have been keeping - is there anything you can add?

EXPLORE

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

One possible activity: diorama of favorite scene

Pick a favorite scene from the story. You should take note of the setting of the scene as well as the characters involved in the scene. Then, you should use paper, glue, magazine images, figurines, and other media to construct your own diorama that displays the scene. Then, write a 1-paragraph summary of the scene that explains what happened, as well as the scene’s importance in the story as a whole.

- Add to your journal from Jake's point of view that exposes his thoughts and feelings at this point of the story.
- Create a triptych (three panels of images) that shows the action from the beginning, middle, and end of the story.
- Using magazine images, pictures from online, or your own hand-drawn pictures, create an ad for the Applewhite's play. Make sure the information you provide in your images are relevant.
- Use 3-5 descriptive words that summarize today's chapter. Make acrostic poems from the words that you choose.
- One possible activity: Book cover
Create a book cover for the story that shows an important event in the plot, main characters, and/or the setting. You may use the internet to find examples of book covers, and you may use multimedia when creating your own designs.
- Create a collage from images from the internet or magazines to display different themes and emotions from the story.

Discussion

Key Questions – Day 16

1. In what way are the characters realistic or unrealistic?
2. If you could compare yourself to one character from the book, which one would you choose? Why?
3. Would you like to work in the entertainment industry? Why or why not?
4. When have you had to use your creative problem-solving skills? Explain.
5. What do you think of E.D.'s problem solving skills?
6. What do you predict will happen if the show is cancelled?
7. What do you think will happen if they hold the production in the barn?

Key Questions – Day 17

1. How does the family pull together to get the show going?
2. When have you had to be a part of a team in order to be successful?
3. Describe how their actions show integrity and wholeness.
4. What happens with the press?
5. Why is E.D. shocked when she sees Jake?
6. How would you react if one of your friends made a drastic change in their appearance?
7. What do you think Jake cutting his hair symbolizes?
8. Were you surprised by anything that happened during today's reading?

Key Questions – Day 18

1. What is the TV anchorwoman like?
2. Why are they hesitant to interview Jake? Does this hesitation to interview him show integrity? Why or why not?

3. Explain the importance of the butterflies and the butterfly project in the story? Do they symbolize anything? Use evidence from the text to help your claim.
4. Explain how the laugh that E.D. and Jake share is a turning point in the relationship of the two characters.
5. Have you ever been interviewed before? Explain your experience.
6. How is Marica's reaction to the butterfly different than E.D.'s?
7. Explain the ways that the Applewhites have overcome their own difficulties and allowed themselves to grow.

Key Questions – Day 19

1. What impressions do you have of the day before the show's opening?
2. Revisit your predictions. Did they come true?
3. How did the story surprise you?
4. Have you ever solved a problem like E.D. did in today's reading? Explain.
5. How would you explain the characters' emotions prior to the first show?
6. What happened during that first show?
7. Describe the process that E.D. used to solve the problem.

Key Questions – Day 20

1. What did the reviews say about the play?
2. Have you ever been in a performance that got good reviews? Explain.
3. Do you think that more plays will be produced in the barn? Why or why not?
4. Explain why you think acting is a good activity for Jake to participate in.
5. Do Jake's actions show integrity? How has he changed as a person from the beginning of the story?
6. Do you think that Randolph will continue holding plays in the barn?
7. What do you think will happen to E.D. next?
8. What will happen next? Predict what Jake will do.

EXTEND

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

Key Paragraph

Page 180:

If they could, Jeremy wouldn't have to give up his television career. The network people might like the story even better this way—art struggling against impossible odds. Today was Friday, October tenth. The original opening had been set for the 24th. Two weeks away. Fourteen days. E.D. went to find her father.

Writing Prompt

In what ways has E.D. always been a problem solver? How does keeping the show alive show a level of commitment and integrity? Have you ever solved a problem no one else was able to solve? Write an informative paragraph in which you inform the reader about a time you solved a problem. Introduce the problem you had to solve. What steps did you take in order to find a solution? Make sure your writing is clear and

detailed. When you are done with your writing, upload your finished product to the online forum of your choice (Blog, Google Docs., etc.).

Key Paragraph

Page 189:

The fourth wall she had reserved for clippings and Internet printouts from the local newspapers. The story kept changing shape. At first it had been about her father and Mrs. Montrose. Then Jake got to be in the middle of it. One local weekly told how working on the show was turning a delinquent around...

Writing Prompt

How can the press turn things around? What have some of them done with the truth? What are the potential consequences? Write an explanatory newspaper article that advertises the production. Make sure you are using the third-person point of view in your writing. Describe the setting of the production and the atmosphere, then go into detail to describe what the play will be about. Also, examine the actors. Make a prediction about how you think the show will do. When you are done, revise your writing to strengthen it.

Key Paragraph

Page 200:

Jake grabbed E.D.'s and Destiny's hands, and the three of them bolted for the schoolroom. They slammed the door behind them and sank onto the floor with laughter.

Writing Prompt

Describe in what way Jake and E.D.'s relationship has grown. How are they honoring one another now?

Pretend you are an anchorman or woman. Conduct an interview of Jake; write 5 questions to ask him and write a 1- paragraph informational response that Jake might give to each question.

Key Paragraph

Page 209:

Already she could see in her mind's eye the scene as the Mother Abbess began singing the final reprise of "Climb Ev'ry Mountain," the other nuns joining in and lighting the way for the von Trapps to begin their climb over the Austrian Alps into Switzerland and freedom. She felt almost as excited as if she were helping the real family escape from the Nazis.

Writing Prompt

What did E.D. do to save the show and help the audience really understand the story? Why do you think that made her feel like she was helping the real von Trapps? Write an explanatory paragraph that examines and explains E.D.'s decisions in this section of the book. How was she helpful to others? Was she acting with integrity? Use examples from the text to support your explanation. Use transitions when necessary and provide a strong conclusion. Revise your work when you are done to strengthen it.

Key Paragraph

Page 216:

“I don’t know,” Jake said. “What color do you think?”

“Blond,” Destiny said. “Like mine.”

Jake shrugged. “I think maybe brown. Like mine.”

Writing Prompt

Describe how throughout the novel Jake has come to accept himself, understand who he really is, what he values and what he is passionate about. How has his life become much more whole since staying with the Applewhites? Write an argumentative paragraph in which you claim that staying with the Applewhites has changed Jake for the better. Use examples from the story, as well as from your own life. Make sure you provide a strong introduction, transitions, and a conclusion in your writing.

Character Based Literacy Program
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Surviving the Applewhites, Final Project



Assessment

Write a 5-paragraph essay that thoroughly explains why the theme of this unit, “Integrity Requires Wholeness”, was picked for this story. You should include an introductory paragraph that explains the topic of your essay as well as a concluding paragraph that summarizes the ideas presented in your writing. The 3 body paragraphs must include strong evidence as well as a formal tone. Draw on your own lives for inspiration, as well as the story. You must use at least 2 outside sources to help you construct your play, but all sources must be cited accurately. Also, a short 1-2 sentence that explains why each source is credible or not will be required. You will be able to upload your writing projects to the online forum of your choice (Blog, Google Docs.) and share the link with their family and friends, who are encouraged to read and give feedback to you. You should take this feedback into account before writing a final version of your plays. Your writing is expected to include appropriate language.