Character Based Literacy Program 40-Minute Lesson Plan
I Am the Cheese, Day 1

Outcomes for Today

Standards for Writing:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

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

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

Is Monument, Massachusetts a real place?
In the novel, Monument is a town in Massachusetts where Adam Farmer and his family live. Monument is a fictional town that exhibits many qualities of typical New England towns and cities. Monument is also loosely based on the author's hometown of Leominster, Massachusetts.
Follow the link for more information about Leominster, the town that inspired the fictional town Monument:
http://www.leominster-ma.gov/

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

warped	omen	momentum	confide	insignificant

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READ

Review Review the timeline from the beginning everyday.

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

Read p. 1-15

Setting	Characters	Pages
Route 31, Monument, Massachusetts	narrator	1-5
Aswell, Massachusetts	narrator	5-6
Tape OZK001	Brint	6-11
Service station, Aswell	narrator, old man	12-15

RESPOND

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

Students might mention:

- The narrator talks about leaving his home in Monument, Massachusetts to go to Rutterburg, Massachusetts.
- The tape interrogation begins with Brint asking questions.
- The narrator remembers a scene from his childhood and Brint asks him questions about his memories.
- We learn that Brint is a doctor.
- On his way to Rutterburg, the narrator stops in Aswell for directions.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 10

"But he did know. He didn't want to confide the knowledge to the doctor, however. The doctor was a complete stranger and although he seemed sympathetic and friendly, he wasn't entirely comfortable with him. It should have been easy to tell him everything, all his doubts, to get it all off his chest, but he wasn't sure how to proceed. He wondered if he should tell him about the clues" (p. 10).

EXTEND

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

Write a paragraph arguing either for or against the narrator's use of a bike on his journey. If you were in his situation, would you use a different mode of transportation? Why or why not? Do you think he will make it all the way to Rutterburg on his bike? What does his choice to ride his bike tell you about his character?

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Character Based Literacy Program 40-Minute Lesson Plan
I Am the Cheese, Day 2

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
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d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

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

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

How far is Massachusetts from Vermont?
Massachusetts is approximately 215 miles away from Vermont (from Boston to central Vermont). Driving from Massachusetts to Vermont would take around 3 hours and 35 minutes. Adam's bike trip from Monument, Ma. to Rutterburg, Vt. would take 2-3 days at a moderately fast speed.

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

anxiety	merely	suspend	confront	vulnerable

READ

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Review Review the timeline from the beginning every day.

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

Read p. 16-28

Setting	Characters	Pages
Tape OZK002	narrator, Brint	16-17
Route 119	narrator	18-22
Tape OZK003	Brint, Adam	23-24
The road	Adam, the dog	25-28

RESPOND

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

Students might mention:

- Brint asks about Paul Delmonte, but the narrator doesn't want to talk about anything.
- The narrator sings "The Farmer in the Dell" while he pedals.
- We learn that the narrator is named Adam.
- Adam is chased by a dog while he is riding his bike.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 23-24

"He had stepped outside himself, departed, gone from this place and was outside looking in, watching himself and the doctor, if he was a doctor. He could be a doctor, he had a kindly face although sometimes his eyes were strange. The eyes stared at him occasionally as if the doctor—if that's what he was—were looking down the barrel of a gun, taking aim at him. He felt like a target. That's why he was glad that he could stand aside like this, step out of himself and look back and see the two of them there in the room. He was curious about himself, of course, but he really didn't want to look at himself and so he kept his eyes directed at his questioner, obliterating himself from the view. He hadn't realized he could be so clever, so cunning. And the thought, If I can step outside myself like this, maybe I can go to other places" (p. 23-24).

EXTEND

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

Write an argumentative paragraph in which you claim that Adam is either a victim of the doctor's severe questioning, or simply receiving help to work through his difficult past.

Why do you think Adam seems to have so many doubts and unanswered questions? Why does Adam seem to distrust Brint? Why does Adam seem curious about his own identity? Support your claim with evidence from the book.

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Character Based Literacy Program 40-Minute Lesson Plan
I Am the Cheese, Day 3

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

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

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

When did bicycles become a standard means of transportation?
Bicycles became popular in the 1880's and 90's, while the term 'bicycle' was coined in France in the 1960's. In the early 20th century, bicycle use became less popular in the US because of the introduction of the automobile. Nevertheless, a resurgence in the late 1960s, spurred by Americans' increasing consciousness of the value of exercise and later the advantage of energy efficient transportation, led to the American bike boom of the 1970s. I am the Cheese was published in 1977, at a time in which bicycle use was widespread.

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

wary	stricken	arouse	camaraderie	claustrophobic

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READ

Review Review the timeline from the beginning every day.

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

Read p. 29-43

Setting	Characters	Pages
Tape OZK004	Brint, Adam	29-32
The woods	Adam, his father	32-37
Tape OZK004	Brint, Adam	37-38
Howard Johnson's	Adam	39-30
Phone booth	Adam, phone operator	40-43

RESPOND

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

Students might mention:

- Adam asks Brint if he is a doctor and if he is in a hospital.
- Adam remembers an incident with his father and a dog.
- Adam says that he cannot remember what scared his father in the woods.
- Adam tries to call Amy Hertz, but cannot reach her.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 30

"He was wary again, on guard, distrustful. Yet he had no reason to distrust Brint, even though he was a stranger. Anyway, he was feeling much better, and he didn't even care if feeling better was only an illusion. Maybe he should tell Brint some of the clues. Not all, but some. He could do it because he felt good, in command. He could parcel out information as if he were dealing cards, a little at a time. But he would have to be clever, cunning" (p. 30).

EXTEND

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

Pretend that you are one of Adam's closest friends. A school bully has been spreading a rumor that Adam is lazy and unmotivated. **Write a letter to the bully that argues on Adam's behalf, claiming that he is actually very motivated and determined. Describe what you think motivates Adam to keep pedaling, even though he is in pain and is completely exhausted? How do Adam's family and friends help Adam to push on? Support your claims with evidence from the text.**

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Character Based Literacy Program 40-Minute Lesson Plan
I Am the Cheese, Day 4

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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PREPARE

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

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

What is posttraumatic stress disorder?
Post-traumatic stress disorder (PTSD) is a mental health condition that's triggered by a terrifying event. Symptoms may include flashbacks, nightmares and severe anxiety, as well as uncontrollable thoughts about the event. Many people who go through traumatic events have difficulty adjusting and coping for a while. At this point in the novel, it seems as if Adam is suffering from PTSD, especially because he exhibits symptoms such as trying to avoid thinking and talking about the traumatic event, memory problems, and trouble concentrating.

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

isolate	heroine	robust	subdued	antiseptic

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READ

Review Review the timeline from the beginning every day.

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

Read p. 43-56

Setting	Characters	Pages
Tape OZK005	Adam, Brint	43
Monument, Massachusetts	Adam, Amy	43-52
Tape OZK005	Adam, Brint	52
Monument, Mass.	Adam, Amy	52-54
Tape OZK005	Adam, Brint	54-56

RESPOND

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

Students might mention:

- During the interrogation, Adam remembers Amy Hertz.
- Amy tells Adam about the numbers.
- Amy asks Adam about his past and he feels as though he has to lie to her.
- Brint tells Adam about the landmarks that they have already discussed.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 54

"Adam was amazed at his ability to lie, the way his mind had been quick to invent a new set of circumstances for himself and his parents. But he wondered, why? Why is it necessary to lie?" (p. 54).

EXTEND

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

Write a paragraph arguing whether or not you feel that Adam's amazing ability to lie is a good or bad trait to possess. When would that talent help you? When would it hurt you, and the ones you are lying to? Are 'white lies,' small untruths that ultimately cause little/no damage, bad? Support your claims with personal experience and evidence from the text.

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

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

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Character Based Literacy Program 40-Minute Lesson Plan
I Am the Cheese, Day 5

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

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

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

How old do you think Adam is? Use evidence from the text and your own judgment to support your estimation.

What are some notable events/movements of the 1970's that may influence the characters in *I am the Cheese?*

In 1970 the first Earth day was observed, sparking the modern Environmental Movement. In 1974 the Watergate scandal occurred, which fostered popular discontent and mistrust in the government. From 1973-1974 the USA experienced an oil embargo, causing a spike in the price of gasoline. In 1975 the fall of Saigon occurred. These events contributed to the prevalent attitudes (including political apathy and disillusionment) that of the 1970's, attitudes which some of the characters in this novel exhibit.

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

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seeps	torrent	ravenous	paraphernalia	vague

READ

Review Review the timeline from the beginning every day.

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

Read p. 57-67

Setting	Characters	Pages
Route 119	Adam	57-58
Tape OZK006	Adam, Brint	59-61
Adam's house, Monument, Massachusetts	Adam	61-65
Tape OZK006	Adam, Brint	65-66
Adam's house	Adam	67

RESPOND

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

Students might mention:

- Adam continues to ride his bike in the pouring rain.
- Brint asks Adam about Adam's suspicions.
- Adam becomes suspicious and looks for clues in his father's study.
- Adam finds two birth certificates that both have his name on them, but with different birth dates.
- Adam begins to spy on his parents to get more information.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 69

"Actually, there was a lot to tell but he didn't want to speak anymore, he wanted only to say the minimum, to say the words that would satisfy Brint and then go back to his room, to rest and relax. He didn't want to pick up the burden of remembering any longer. He wanted to coast awhile, float, not let it matter, drift. This is why he hated Brint sometimes. Because he interrupted the sweet drifting. With his questions. His incessant, never-ending questions" (p. 69).

EXTEND

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

Pretend you are Adam. **Write a paragraph arguing against remembering your past**. **Why is it hard for you to remember? Why are you afraid of blankness? What does the blankness represent to you? Do you think that blankness is more terrifying or are the memories that fill that blankness more terrifying? Why or why not? Describe shy the sweet drifting appeals to you.**

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Character Based Literacy Program 40-Minute Lesson Plan
I Am the Cheese, Day 6

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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PREPARE

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

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

What are some cultural and historical factors that influence New England?
Many colonists came to New England to escape religious persecution and to seek a better way of life. This fostered a sense of independence and a Puritanical work ethic that encouraged frugality and hard work. The Boston Tea Party of 1773 occurred as a means of protest against the British government's high tax on tea. In 1776 New England gained independence from the British regime. Today, New England is known for blending Puritanism with liberalism and farming with industry.

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

avidly	tormented	triumph	decrepit	imbedded

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READ

Review Review the timeline from the beginning every day.

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

Read p. 70-81

Setting	Characters	Pages
Adam's house, Monument, Mass.	Adam	70-75
Restaurant, Carver, New Hampshire	Adam	76-81

RESPOND

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

Students might mention:

- Adam listens to his mother's phone calls.
- Adam discovers that his parents have been lying to him.
- Adam stops at a restaurant in Carver, New Hampshire to have something to eat.
- In the restaurant, Adam confronts three troublemakers.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 70-71

"Adam had accepted the explanation without question and the telephone hour became part of the fabric of the household. He figured that his mother had set aside this time of day to complete all her calls to friends (but what friends?), to relatives (they had no living relatives, his father had informed him with regret a long time ago), her committeewomen (his mother was too shy and withdrawn to be active in social or civic affairs). And yet the telephone hour had gone on for so long a time that Adam had never really questioned its purpose or reason." (p. 70-71).

EXTEND

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

Why hasn't Adam ever questioned his mother's weekly phone calls?

Write a paragraph arguing whether or not it is better to a) refrain from questioning the everyday patterns of life or b) question the things that have become mainstream or commonplace. What can the benefits/drawbacks of either choice be? Is it better to be ignorant and content, or to be informed and left questioning? What do you think will be the outcomes of Adam's search for the truth? Do you think he will gain peace with the information he seeks? Or will it only lead to more questions?

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Character Based Literacy Program 40-Minute Lesson Plan
I Am the Cheese, Day 7

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

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

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

Is there a movie version of *I am the Cheese*?
Yes. A 1983 film entitled I am the Cheese is based of Cormier's novel of the same name. It stars Robert McNaughton as Adam Farmer, Robert Wagner as Dr. Brint, and Cynthia Nixon as Adam's friend Amy Hertz. It is directed by Robert Jiras and received a moderate amount of publicity and success. However, it failed to be recognized as a classic and is not known on a wide scale basis today.

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

shroud	portrayal	inhabitant	resolute	decibels

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READ

Review Review the timeline from the beginning every day.

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

Read p. 82-96

Setting	Characters	Pages
Tape OZK007	Adam, Brint	82-86
Phone booth, Carver	Adam	87-89
Tape OZK008	Adam, Brint	90-92
Road outside of Carver	Adam	93-96

RESPOND

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

Students might mention:

- Brint continues to try to get Adam to remember details from his past.
- Adam tries to call Amy Hertz again, but gets a wrong number.
- Adam talks about the gray man, but cannot remember much about him.
- Adam is chased by a car driven by the troublemakers from the restaurant.
- Adam is pushed off the road and into a ditch by the car.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 88-89

"And I slam down the phone. I don't like to hang up on people but the troublemakers are drifting closer and I have to get out of there. I'm sorry, Amy. I can't even get a telephone number right. I don't deserve you.

The boys are coming closer, slowly but surely and menacingly, and I swing open the door of the booth and grab the bike. I run along beside the bike and then leap upon it. My feet engage the pedals and I pump away. I shoot through a red light and a car blows its horn at me but I am away, leaving Carver behind, leaving the troublemakers behind, but I don't feel brave anymore and my cheeks are wet even though it isn't raining" (p. 88-89).

EXTEND

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

Do you think that Adam's inability to reach Amy is affecting his attitude and performance on his journey? How would you feel if you were in his situation? **Write a paragraph arguing either for or against Adam's reliance on Amy to soothe/motivate him.** Is his devotion to her worth his reckless behavior on the bicycle?

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Character Based Literacy Program 40-Minute Lesson Plan
I Am the Cheese, Day 8

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

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

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

Who is in charge of the witness protection program?
The United States Federal Witness Protection Program is administered by the United States Department of Justice. It is designed to be a program that protects threatened witnessed before, during and after a trial. Some states (California, Illinois, Texas and New York) have separate witness protection programs that are not under the control of the Federal government. A total of 8,500 witnesses and 9,900 family members have been protected by the US Marshall service since 1971.

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

withdraw	soothe	expel	appalled	bleak

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READ

Review Review the timeline from the beginning every day.

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

Read p. 97-113

Setting	Characters	Pages
Tape OZK009	Adam, Brint	97-98
Tape OZK010	Adam, Brint	99-100
The station wagon	Adam, Arnold, Edna	101-106
Tape OZK011	Adam, Brint	107-110
Farmer House, Monument, Mass.	Adam, Mr. Grey, Adam's father	110-113

RESPOND

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

Students might mention:

- Adam refuses to talk to Brint during a few of their interviews.
- After Adam falls in the ditch, a man and his wife pull over to see if he's okay and they offer to give him a ride to Hookset.
- Adam begins to talk to Brint again and they discuss why he "retreated."
- Adam talks about a meeting between his father and Mr. Grey.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 107

"It's possible that you went into retreat because you were getting close to remembering—and there will be pain in the remembering. You realize that, don't you? It's possible that the gray man represents the key and at the last moment you refused to use the key, afraid of what would be lurking beyond the door the key would open" (p. 107).

EXTEND

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

Why do you think Adam is afraid to remember his past? Are there things in his past that might be painful? Is it better to forget the painful things or to remember them? Why? **Write a paragraph arguing for the importance of memory. Do you think there is any value in trying to remember the past, even if those memories might be painful? What do memories teach us? How do memories shape who we are as people? Would you be a different person if you lost some of your memories? Without our memories, what would our world be like? Is remembering his past important for Adam if he wants to discover who he really is?**

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Character Based Literacy Program 40-Minute Lesson Plan
I Am the Cheese, Day 9

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

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

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

Define the goal and procedures of the witness protection program.
The goal of the witness protection program is to protect witnesses of crimes and their families before, during and after trial. People under the protection of the program are administered new identities; members can choose to leave the program at any time – it is an entirely voluntary process. The US Marshalls cooperate fully with local law enforcement and local authorities to bring witnesses to justice, or have them fulfill their legal responsibilities. There have been several references to the witness protection program in the media including several popular novels and films.

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

enthralled	deception	devout	brooding	docile

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READ

Review Review the timeline from the beginning every day.

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

Read p. 113-126

Setting	Characters	Pages
Tape OZK011	Adam, Brint	113-115
Tape OZK012	Adam, Brint	115
The Rec Room, Adam's house, Monument, Mass.	Adam, his father	115-123
Tape OZK012	Adam, Brint	123-126

RESPOND

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

Students might mention:

- Adam talks to Brint about his father's meeting and about a conversation that Adam heard between his parents.
- Adam asks his father about Mr. Grey and about his mother's weekly calls.
- Adam's father tells Adam the truth about what's going on and about their past.
- Adam tells Brint about his father's testimony.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 117

"He knew that by asking the questions he was betraying himself, admitting that he had been spying and eavesdropping. He also knew, deeply and sadly, that there would be things in his life, in their lives, that he hadn't known before. Maybe that's why he had delayed the questions from the very beginning. Because he didn't want things to change. But the questions had been asked now. And he opened his eyes to confront his father" (p. 117).

EXTEND

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

What does Adam's mother mean when she say that they are "surviving, not living" on page 115? What is the difference? **Write an argumentative paragraph claiming whether or not Adam and his family are merely surviving or actually living after re-identification. Does living in constant fear make a whole and happy life? Should Adam's mother be glad that they are at least surviving when their lives could be in danger? Do you think that Adam's family will ever be able to feel as though they are living instead of just surviving? Why or why not?**

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Character Based Literacy Program 40-Minute Lesson Plan
I Am the Cheese, Day 10

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

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

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

Is Blount, New York a real place?
Blount, New York is another fictional town that Cormier invented for this novel. In the book, Adam's father was formerly a reporter in the small town of Blount. However, eventually, he received information of a sensitive nature and testified in court against unnamed perpetrators, which led to several threats and made life in Blount impossible. Several small towns in New York that are comparable to Blount include: Bridgewater, Farmersville, Georgetown, and Redfield, all with populations less than 1,000. These small towns can be compared to Blount, New York.

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

detonation	repelled	amateurs	derelict	preceded

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READ

Review Review the timeline from the beginning every day.

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

Read p. 125-141

Setting	Characters	Pages
Blount, New York	Adam, his parents	125-127
Monument, Massachusetts	Adam, his parents	128-135
Hookset, Vermont	Adam, Junior Varney, the man on the balcony	136-141

RESPOND

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

Students might mention:

- After his father's testimony, Adam's family is threatened with violence.
- Adam finds a news article that says that his family died in a car accident.
- Junior Varney steals Adam's bike and Adam tries to find it.
- He meets a man on the balcony who tells him where to find his bike.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 133

"'We're like puppets, you, your mother, and I,' his father said. 'As if we had no control over our lives. And now didn't, of course. Others pulled the strings and we jumped. Sometimes, I think someone with a terrible sense of humor was toying with us. Look at the name they selected for you—Adam. Somebody's whim, maybe. Adam: new birth, first man. I don't know. Your mother and I felt helpless but the thought of that bomb and that phone call made me go along. And so we found ourselves in Monument, Massachusetts.'" (p. 133).

EXTEND

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

Why do you think Adam is so protective of the package that he is carrying? Adam leaves the bike, but always makes sure to keep the package with him. What is in the package? Who is it meant for? What does the package represent to Adam?

Write a paragraph arguing either for or against the importance of Adam's package. Do you believe the contents of the package are as precious as Adam is making it seem? Why or why not? Do you have something that is special to you in the same way that the package is special to Adam? Is it natural to have an attachment to certain objects?

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Character Based Literacy Program 40-Minute Lesson Plan
I Am the Cheese, Day 11

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

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

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

What are psychiatrists and psychologists?
So far in the novel, we have experienced Brint's sessions with Adam and Adam's suspicions surrounding the doctor-like figure. Because he is helping Adam to discover his past and confront the 'blankness' in his mind, many would assume that he is a psychiatrist or psychologist. A psychologist is a person trained and educated to perform psychological research, testing and therapy. A psychiatrist is a medical practitioner specializing in the diagnosis and treatment of a mental illness. Both help people with mental illnesses or disorders, but a psychiatrist is able to prescribe medication while a psychologist cannot.

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

predicament	marrow	probes	divulged	forged

READ

Review Review the timeline from the beginning every day.

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

Read p. 142-158

Setting	Characters	Pages
Tape OZK013	Adam, Brint	142-144
Adam's house, Monument, Mass.	Adam, his father	144-146
Tape OZK013	Adam, Brint	146-149
Adam's house	Adam, his parents	149-158

RESPOND

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

Students might mention:

- Adam's father tells Adam about Mr. Grey and about their re-identification.
- Adam becomes suspicious of Brint.
- Adam's father continues to explain the change from being the Delmontes to the Farmers.
- Adam begins to remember his mother.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 157

"Suddenly, life became unbearably sweet to Adam. Funny, he had taken the events of his life for granted for a long time, the days and nights passing routinely as if they'd continue forever, but the threat to that life and the routines suddenly made every minute and hour precious. Food had never tasted so good before. He'd stop after school to buy a Mister Goodbar or a Three Musketeers and the candy was more delicious than it had ever been. He also loved his father and mother more and wanted to be with them. When they ate dinner together, he felt a sense of intimacy with them, as if he were more than just a son, more than someone who was told to make his bed and take out the rubbish. He was part of them. Somehow fear had forged love" (p. 157).

EXTEND

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

Write an argumentative paragraph about whether or not you agree with Adam's outlook on life: "but the threat to that life and the routines suddenly made every minute and hour precious." How can this sense of danger help you appreciate your life more? How can it lead to more stress? Present your claims, support your arguments with your own opinions, provide a counterargument, and finally conclude with a final presentation of your argument.

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Character Based Literacy Program 40-Minute Lesson Plan
I Am the Cheese, Day 12

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

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

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

What nationality does the name Delmonte derive from?
At this point in the novel, Adam learns that he was not born with the name 'Adam Farmer;' his birth name is actually Paul Delmonte. The Delmonte Surname is Italian in origin. In fact, it can be traced back to a territorial division of northern Italy at the bottom of the Alps. Before the middle ages, family names were not typically recorded unless the person had noble blood or was of a high rank (i.e. clergy, army officials, artists, landowners). Since the name can be traced back to B.C. 49, which is clearly long before the middle ages, it shows a certain amount of distinction. We can assume that the early Delmontes were either of noble birth or held jobs of distinction.

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

alcove	relics	quizzically	muster	massacred

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READ

Review Review the timeline from the beginning every day.

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

Read p. 158-168

Setting	Characters	Pages
Adam's house, Monument, Mass.	Adam, his mother	158-163
Hookset, Vermont	Adam, Junior Varney	164-168

RESPOND

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

Students might mention:

- Adam's mother shows him things she kept from their old life as the Delmontes.
- In Hookset, Adam goes to Junior Varney's house to try to get his bike back.
- Adam confronts Junior Varney about stealing his bike.
- Adam knocks down Junior Varney and takes his bike back.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 159

"His mother was really the rebel. She often spoke resentfully, almost contemptuously, of Mr. Grey. 'I sometimes think we were too unquestioning, Adam, too naïve. Did your father really have to give up newspaper work? Weren't there any other alternatives?' Adam was delighted to see this defiance. He realized that his mother wasn't the compliant woman he had known before. Although she seldom smiled and sadness clung to her most of the time, she was capable of anger. And deception. One day, she studied Adam's face as if trying to make up her mind about something" (p. 159).

EXTEND

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

At this point in the book, we have received a lot of information about Adam's father and mother. Who do you think is a better role model for Adam, his mother or his father? What traits do they have that would make them a better role model? **Write a paragraph arguing in favor of who you think would be a better role model: Adam's father or mother. Do you have any role models in your own life? What traits should a good role model embody? Do either of Adam's parents have those traits?**

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Character Based Literacy Program 40-Minute Lesson Plan
I Am the Cheese, Day 13

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

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

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

What is truth?
So far in the novel, we have discovered that the main character, Adam, is on a search for the truth about his family. Once he finds out why he must be so secretive about his past, it is nearly impossible for him to share the truth with anyone. The word truth is derived from an Old English words (*triewp, trypw, treowp)* which imply 'faithfulness, fidelity, loyalty and sincerity. Many religions consider perfect knowledge of all truth about all things (omniscience) to be an attribute of a divine or supernatural being.

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

exhilaration	chasm	intimate	stifle	inevitability

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READ

Review Review the timeline from the beginning every day.

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

Read p. 168-183

Setting	Characters	Pages
Tape OZK014	Adam, Brint	168-171
Monument, Massachusetts	Adam, Amy	171-177
Tape OZK014	Adam, Brint	177-178
Adam's house, Monument, Mass.	Adam, his parents	178-183

RESPOND

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

Students might mention:

- Adam questions Brint about what his motives are.
- Adam starts to avoid Amy because he is afraid that he will tell her too much.
- Brint tells Adam that the uncovering of the past is now inevitable.
- Grey tells Adam's family that their identities might have been discovered, so his family must leave Monument for a few days.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 182

"His father's voice was buoyant, eager—and Adam suddenly realized, with a chill, the truth. His father was playing the game, not trusting the walls, acting as if no phone call had been received from Mr. Grey. His face was still haggard and his eyes wary and haunted and the bright enthusiastic voice was a sharp contrast" (p. 182).

EXTEND

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

Do you think it is easier to hide from the truth or to seek the truth? Which is more beneficial? Do you think that Adam will benefit from seeking the truth, or will it only result in more pain and suffering?

Write a paragraph arguing whether or not Adam should seek the truth. Do you think it is better to tell the truth, even if there is a risk of hurting someone's feelings?

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

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

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Character Based Literacy Program 40-Minute Lesson Plan
I Am the Cheese, Day 14

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

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

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

Who is Robert Cormier?
The novel's author, Robert Cormier, is an American author, columnist, and reporter. He is known to have a pessimistic tone in all his works. Some of his most noteworthy publications are: The Chocolate War, I am the Cheese, We all Fall Down, and After the First Death. Most of his works have similar themes including abuse, mental illness, violence, revenge, betrayal and conspiracy. Robert Cormier was born in 1925 and dies in 2000.

What does 'calling the directory' mean?
In this section of the novel, Adam calls the directory to inquire about why he cannot reach Amy on the payphone. Before the digital age, it was common to call the operator or use a phone book to locate a particular phone number. Telephone or switchboard

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operators were employed to insert a pair of phone plugs into the appropriate jacks, thus connecting the call. Direct Dial replaced the need for operators and switchboard workers. Adam calls the directory and speaks to an operator when he inquires about Amy's number.

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

seethes	obscene	burlesque	synchronized	subdued

READ

Review Review the timeline from the beginning every day.

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

Read p. 184-199

Setting	Characters	Pages
Belton Falls	Adam	184-192
Tape OZK015	Adam, Brint	193
Farmer car, on the road	Adam, his parents	193-199

RESPOND

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

Students might mention:

- Adam arrives in Belton Falls, and goes to the Rest-A-While Motel.
- Adam arrives at the motel, but it is abandoned.
- Adam tries to call Amy again, but gets a wrong number again.
- Adam calls the directory and they tell him that no Hertz family lives in Monument.
- While on the road, Adam's parents decide to stop and stay at the Rest-A-While Motel in Belton Falls.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 191-192

"Finally, I am across the street, the bike, the package, and me. The grass is soft beneath my feet and I think I have stopped screaming now because everything is quiet. I check my mouth and it's still open but I am not screaming any longer. I push toward the cabin where my mother and father and I stayed, all together, nice that night, the three of us together. I place the bike carefully against the cabin. I look across the street at the gas station and the attendant is standing there looking at me. The Orphan Annie women is out of the car now and also looking. My mouth is still open and maybe I'm still screaming" (p. 191-192).

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EXTEND

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

Do you think that the three different types of narratives are effective in telling the story? Why or why not? Do you think that Cormier could have told the story better if he used a different structure or did you like the structure that he used?

Write an argumentative paragraph about the structure of the novel. Do you think that the author's style was effective in communicating what Adam is going through? If not, how could it have been more effective? Support your claims with relevant details and examples from the text.

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

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

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Character Based Literacy Program 40-Minute Lesson Plan
I Am the Cheese, Day 15

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

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

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

What is a crime novel?

I am the Cheese is classified as a crime novel. At this point in the story, we are aware of the central mystery and crime plot of the book. This genre has several characteristics: it fictionalizes crime, their detection, criminals, and their motives. Edgar Allen Poe helped put this type of fiction on the map with his early crime novels including *The Murders in the Rue Morgue, The Mystery of Marie Roget*, and the *Purlioned Letter*, all of which were written in the 1840s. Sometimes, but not always, crime novels are written under pseudonyms (in which authors alter their names so as to disguise their true identity).

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

elicit	priority	interrogation	encompassing	terminated

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READ

Review Review the timeline from the beginning every day.

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

Read p. 199-214

Setting	Characters	Pages
Side of the road	Adam, his parents	199-203
Rutterburg, Vermont	Adam, Dr. Dupont, other patients	204-214

RESPOND

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

Students might mention:

- A car smashes into Adam and his parents; Adam sees his mother die.
- After being hit, Adam sees a man wearing gray pants asking whether Adam's parents are dead.
- Adam is in Rutterburg and he rides his bike around a hospital.
- We learn that Adam lives in the hospital and that Dr. Dupont questions Adam about his past once every year.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 204

"I look for a telephone booth, but I don't see any. I'm not sure why I want to find a phone booth; in fact, the thought of a phone booth makes me sad. I don't know why it makes me sad but it does. It opens up a loneliness in me, like a hole, a deep, dark hole. The hole is threatening somehow; if it gets too big it could swallow me up, so I try not to think about it. The medicine always helps me not to think about it" (p. 204).

EXTEND

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

Why does Adam say, "I am the cheese"? What does this represent? If the song is so important to Adam's family, what does it mean that Adam is the cheese? Why don't we hear the whole song until the end of the story? Do you think that Adam is justified in saying that he is the cheese?

Write a paragraph arguing whether or not you believe Adam is correct in claiming that he is the cheese. Support your argument with evidence from the text and also provide your own opinion of Adam's choice.

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Character Based Literacy Program 40-Minute Lesson Plan
I Am the Cheese, Final Writing Product

Outcomes for Today

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Writing Prompt

Now that you have read the entire novel, completed a map of the story, and analyzed the main characters and themes of the novel, it is time to form your own opinion of Cormier's story.

Do you agree that this novel is a crime novel? Why or why not? If so, what techniques are present in this novel to help keep the tone mysterious? If not, how could Cormier have presented the facts differently? How has your opinion of the novel and the main characters changed as you have read the story?

Write a 5 paragraph essay in which you:

a) **Define what a 'crime novel' is**
b) **Claim whether or not you believe the novel can be classified as a crime novel**
c) **Present evidence from the text to further your argument**
d) **Include a counter-argument and**
e) **Conclude your essay with a statement that follows from and supports the arguments you have presented.**

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