

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Introduction



Outcomes for the Novel

Preview:

The Maze by Will Hobbs is a fascinating story of a young boy, Rick, who is all alone in the world. Left by his grandmother who passes away he is sent to a detention center for throwing rocks at a sign. Rick finds his life in danger and plans his escape. He ends up in *The Maze* a labyrinth of canyons working with Lon who is setting Condors free. Rick is also in his own personal maze. Through trials and trust Rick learns to find his way out of his personal maze and learns to live a life of responsibility, respect, and integrity.

This novel not only supports ELA but there are strong ties to Science Standards and many social and global issues. Prior to reading the book with your class I recommend reading it yourself. Websites are listed in the lessons that will support your reading. Here are additional support materials you may want to gather prior to reading with your class.

AAA

Visit AAA and ask for the Indian Country Map. This map will support locations read about in the book.

National Audubon Video

California Condor narrated by Robert Redford and is an excellent video on condors.

In this lesson students will be asked to write an I am poem at the beginning and end of the unit to see if there has been significant change over the course of the novel.

Final Writing Product

The final writing product for this unit is an I Search paper. Because many of our students are in a situation that makes them unable to do research, there is a choice of the final product at the end. The last two weeks of lessons (starting on Day 16) will build up to the final I Search or to a standard essay. Complete I Search plan is located at the end of the lesson plans.

Visit the San Diego Zoo website. There is wonderful Condor information.

<http://www.sandiegozoo.org/animalbytes/t-condor.html>

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Day 1



Outcomes for Today

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

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.

Consider this:

Change requires changing habits.

Is it easier to change good habits to bad or bad habits to good?

What do you have to consider before making change?

The Author: Will Hobbs

<http://www.willhobbsauthor.com/>

Visit the web page for more background information on *The Maze*.

Visit AAA and ask for the Indian Country Map.

As today is day 1 of *The Maze*, have students look at the front cover and read the back. Predict what the novel will be about.

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

Introduce 5 important, useful words from today's reading:

glare (1)	hostile (1)	discretionary (2)	incredulously (3)	violating (6)
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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, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Setting	Characters	Pages
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Courtroom	Judge, Rick, Social Worker, Probation Officer	1-7
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RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 6

"The Judge stared at him again. 'Who is Rick Walker?' the judge intoned. 'That is the question.'

Am I supposed to answer this? Rick wondered. What kind of a question is this? 'Answer the question,' the judge demanded.

Rick thought hard. Again he was swimming in confusion. Deep down, he didn't really *know* who he was. He hadn't for a long time. He was angry about that too. That was why he couldn't say he was sorry. It's impossible to say you're sorry, and mean it, when you're angry. He didn't deserve all that had happened to him" (p. 6).

EXTEND

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

Rick is asked to tell the judge who he is and he doesn't know what to say. Pretend you are Rick. What would you tell the judge when asked?

"Who is _____ your name _____"?

What do you like?

Who are your friends?

Where do you live?

What are you passionate about?

Why do you do the things you do?

In one paragraph introduce yourself. As you write support your statements with facts and evidence. Be logical in your writing.

Extend: Have students write an "I Am" Poem to explore who they are and what they like. Visit the following link to obtain the "I Am" Poem format.

http://score.rims.k12.ca.us/score_lessons/symbols_freedom/pages/i_am_poem.html

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

Extend the reading to the student's lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Day 2



Outcomes for Today

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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.

Consider this: change needs a vision. What do you think you will be doing in 5 minutes, 5 hours, 5 days, 5 years. Do you like what you see? Do you see something else for yourself? What is it? Identify what YOU want your life to be.

Who were Daedalus and Icarus?

<http://www.thanasis.com/icarus.htm>

<http://www.island-ikaria.com/culture/myth.asp>

The detention center librarian introduces Rick to Greek Mythology. The story of Daedalus and Icarus play an important role in the reading throughout the book.

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

schemes (9)	gaunt (10)	sardonically (11)	hunches (12)	enormous (17)
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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.

Setting	Characters	Pages
Blue Canyon Center/Dining Hall	Rick, social worker, guards	8-10
Blue Canyon Weight room	Rick, other minors	10-12
Blue Canyon Library	Rick, Mr. B,	12-17

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 10-11

“Killian’s almost too sad to talk about,” the librarian replied. “His parents literally treated him like a dog. Kept him chained in the backyard, made him live in a doghouse, fed him out of a dog dish.”

To Rick this seemed too monstrous to comprehend.

“Were they his foster parents or what?”

“No, his natural parents.”

Rick said nothing. He would have to think about this. Compared to this, he had been lucky to have been abandoned by his parents to his grandmother.

Mr. B was reading his mind. “You had your grandmother,” the librarian said. “That’s why you turned out OK.”

“Turned out OK?” Rick repeated sardonically. “Look where I am at Mr. B.”

“You’ll do OK, Rick. You’ll do OK. I have faith in you. Heck, you’re normal!” (p. 10-11).

EXTEND

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

“You never know a man until you walk a mile in his shoes.”

Rick is able to put his life in perspective after talking to Mr. B about Killian. Sometimes in order to start change you need to have motivation from someone else. Is it helpful to know that even as bad as you think you have it someone always has it worse?

Are you motivated to change if someone like Mr. B puts your situation in perspective? **Write about a mentor or person you know who has helped motivate you to change.**

Who is that person?

What did they tell you to help you?

Why did you listen to them?

Is that person still in your life?

What do you think would have happened if that person did not come into your life?

Write 1-2 paragraph argument in which you talk about this person. Support your statements with facts and evidences that support your claims. Be organized and logical in your writing. Use credible sources to support your claims.

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

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Day 3



Outcomes for Today

- W1. Write arguments to support claims with clear reasons and relevant evidence.
- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - e.) Provide a concluding statement or section that follows from and supports the argument presented.

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.

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

mechanically (19)	plenty (19)	confidence (20)	paranoia (21)	vault (23)
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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.

Setting	Characters	Pages
Blue Canyon; Dining Room	Rick, Killian	17-20
Blue Canyon; TV Room	Rick, other minors	20-21
Blue Canyon; Dorm	Rick, other minors, Northcut	21-23

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 21

"It was deadly ironic, his name being on the cigarettes. Cigarettes had killed his grandmother. She'd told him when she was dying that it was the cigarettes" (p. 21).

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EXTEND

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

Rick's name is on the cigarettes. This means that the guards will give the older kids packs of cigarettes to beat a kid within an inch of their lives. Rick knows that he cannot defend himself.

Being in a position to change means knowing how to get help when needed. Have you ever been in a position that you knew you needed help but didn't know what to do? Or how to ask someone to help you?

What was the situation?

What did you know you needed to do?

What did you do?

How did the situation turn out?

Would you do it differently next time? How?

In 1-2 paragraphs write an argument that defends the need and ability for a person to ask for help and assistance. Be clear and logical; defend your position with facts and evidence. Introduce the opposing viewpoint. Close with a strong statement that defends your position.

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

Extend the reading to the student's lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Day 4



Outcomes for Today

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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.

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

aurora (24)	swathing (24)	premonition (25)	crate (28)	commanded (29)
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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.

Setting	Characters	Pages
Middle of Nevada	Rick	24-25
Pickup truck	Rick, the man	25-27
Gas station Hanksville, UT	Rick, Station Attendant (Nuke)	27-30
Back of pick up	Rick, dead animals	30-34

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 26

“It worked. For twenty or thirty minutes the pickup sped along the highway. Then it turned onto badly washboard grave. Rick kept peeking out the sides, trying to figure out where he was going. The truck was crossing flat mesas, crawling in and out of canyons. Had he just made another mistake? He had a bad feeling this wasn’t going to get him anywhere that was going to help him. After several hours the road got so bad that he reached for a twelve pack of toilet paper to sit on” (p. 26).

EXTEND

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

Rick’s situation seems to be getting worse. He has left the detention center. He was left in the middle of the desert. He climbed into a truck that seems to be driving further and further away from anyone who can help him.

What advice would you give Rick to help him?

Should he get out and run or stay with the truck?

Is there someplace you can think of that he could go to get help?

Do you think Rick is doing the right thing?

Based on your answer to the last question above, take the opposing viewpoint and write a one-paragraph argument. Argue if Rick is doing the right/wrong thing. Give evidence that supports your claim. Be logical in your writing. Conclude with what you think Rick should do and why.

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

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Day 5



Outcomes for Today

- W1. Write arguments to support claims with clear reasons and relevant evidence.
- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - e.) Provide a concluding statement or section that follows from and supports the argument presented.

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.

Story of the Cyclops

<http://www.greekmyths-greekmythology.com/odysseus-and-cyclops-myth/>

Canyonlands National Park. The rest of the story will take place in the park. The website offers great resources and pictures of the area.

<http://www.nps.gov/cany>

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

beckoned (36)	desperate (38)	sculpted (39)	barricade (41)	Rocky Plain (41)
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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.

Setting	Characters	Pages
Outdoors at night	Rick	35-38
Pick up truck	Rick, the bearded man	28-41

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

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EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 37

“He missed his grandmother, more than he’d allowed himself to miss her in a long time. He could remember her voice, her eyes. She hadn’t been that old when she died, only forty-seven. Her hair wasn’t even gray.

‘Life isn’t fair,’ he’s pointed out to her once, on the subject of his mother.

‘Tough beans, kid,’ his grandmother replied. ‘How can *life* be fair? Only people can be fair’” (p. 37).

EXTEND

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

Rick is remembering his grandmother. He was fortunate to have a great human in his life to take care of him when his mother wasn’t around. She says to him, “*Tough beans, kid. How can life be fair? Only people can be fair.*”

Respond to the above statement. Do you agree or disagree with the statement? Do you think she is right when she says that to Rick? Does she speak with wisdom or is she being hard on him? Would you give the same advice? Why? Would you tell Rick something else? What?

Write a 2-3-paragraph argument in which you respond to the statement, “*Tough beans, kid. How can life be fair? Only people can be fair.*” State if you agree or disagree with the statement. Using facts and evidence support your viewpoint. Acknowledge the opposing viewpoint. Use clear and concise writing with good organization. In your final statement, re-iterate your viewpoint.

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Day 6



Outcomes for Today

- W1. Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - Establish and maintain a formal style.

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.

Research Canyonlands National Park

The rest of the story will take place in the park. The website offers great resources and pictures of the area.

<http://www.nps.gov/cany>

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

furious (42)	mockery (44)	remote (45)	ancient (47)	elements (46)
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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.

Setting	Characters	Pages
Man's truck	Rick, the bearded man	42-43
Campground	Rick, the bearded man	43-47

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph p. 44

“Rick was relieved that the man was lightening up. Maybe this was a chance to try and be friendly. ‘So what part of Arizona is this?’

‘Arizona?’ There was surprise and a bit of mockery in the man’s deep reverberating baritone. ‘You’re in Utah, kid. Canyonlands National Park. You’re at the edge of the Maze and about ten miles west from where the Green River joins the Colorado. You probably saw the Colorado down at the end of your little ride.’

‘Maze,’ Rick asked. ‘Like rats in a maze?’

‘That’s right,’ the man said with a wry twist of humor creeping across his face, ‘and you’re the rat’” (p. 44).

EXTEND

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

At a young age Rick has been through a tremendous amount. His mom has left him. His grandmother died. He was placed in foster care. He was given a harsh sentence for throwing rocks at a sign. Rick’s life was in danger while in custody. He escaped to one of the most remote places on earth.

Rick feels like he is a rat trapped in a maze. Why do you think that is an accurate description for where he is at right now? Have you ever been in a situation like Rick where you kept trying new things and hitting dead ends? What do you think Rick should do to get out of his Maze and continue on with life?

Write a 2-3-paragraph argument in letter form to Rick. Address him formally. Explain to him that you understand his situation BUT it won’t change if he continues to make impulse decisions. Argue that he can learn something from his situation right now. Be specific. Give facts and evidence to support your claim. Close with a strong statement that supports your viewpoint.

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Day 7



Outcomes for Today

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

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

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.

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

squinted (48)	perched (48)	pinnacle (49)	instinct (50)	stowed (51)
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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.

Setting	Characters	Pages
Campground	Rick, Lon	48-49
Campground	Rick	49-53
Campground	Rick, Nuke, Gunderson	53-56

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 51

"A minute later Rick came across a yellow mountain bike behind the tents. It was a Diamondback, the same brand he's admired in the ads in bike magazines in Mr. B.'s library. There were also two plastic tubs around twenty feet long, with screw in lids. He wondered what was inside but didn't attempt to open them.

On a bicycle, Rick thought, he could make it back to Hanksville easily. Lon hadn't told him about the bike. Should he take it right now?

Maybe he should wait a few days until the search for him died down. Then go.

Go where? The coast of California. Fort Bragg. And do what? Hide out in a sea cave? His grandmother was gone. Dead ends everywhere he turned" (p. 51).

EXTEND

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

Sometimes we know we have to change but don't know where to start. Rick knows he has to do something. But, he doesn't know what to do next. Think about your life. If you could change one thing right now what would it be?

Write a one-paragraph argument. In which you argue for change in your life. State what one thing you would change, it can be real or imagined. Why do you think that one thing is important? How do you think your life would be different if you changed that one thing? Support your argument with logical reasons and evidence. Make clear connections between your statements and reasons. Close with a strong conclusion that reiterates your need for change.

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

Extend the reading to the student's lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Day 8



Outcomes for Today

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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.

Visit the condor project website. The site has great information on condor release and will be referenced to the rest of the novel.

www.peregrinefund.org

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

reeling (58)	plateau (59)	commissary (61)	fledglings (63)	extended (62)
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READ

Review Review the timeline from the beginning everyday.

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

Setting	Characters	Pages
Campground; side of the Maze	Rick	57-59
Campground	Rick and Lon	59-69

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

EXPLORE

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Analyze Analyze the key paragraph.

Key Paragraph, p. 64

“Oh, yeah, he’s special. The day we released them—just ten days ago—he flew out to that pinnacle he’s on right now. That was quite a feat for a condor fledgling. I mean flying off the edge of a cliff with nothing but eight hundred feet of air under your wings, when you’ve only flown shorts burst in a pen . . . that takes guts even for a juvenile, who’s naturally long on stupidity” (p. 64).

EXTEND

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

Lon talks about M4 and how on his first flight he took an enormous risk. It is interesting that a bird in nature would behave much like a teenage human. These traits are similar across species and cultures.

Why do you think teenagers and young adults (ages 13-25) engage in high-risk behavior? Why do teens naturally try pushing limits? What are teens and young adults trying to find out? Why is this a hard time for teens and young adults? What kinds of things do teens do across cultures that relate to becoming a young adult?

Write 1-2 paragraph argument in which you either support or oppose the tendency for teens to engage in high-risk behaviors, sports, activities, and rite of passages. Introduce your viewpoint. As you write acknowledge that there are other viewpoints. Compare and contrast the two using logic and reasoning. Conclude with a strong statement that defends your position.

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

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Day 9



Outcomes for Today

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

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.

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

extinct (71)	roosted (72)	unpredictable (73)	emerged (74)	regal (77)
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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.

Setting	Characters	Pages
Campground	Rick, Lon	71-74
Truck	Rick, Lon	75-76
The Flats	Rick, Lon, condors	76-80
The truck	Rick, Lon	80-81

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 74-75

“Drive? Drive Where?”

‘Up the dug way, for starters—the switchbacks up the plateau.’

‘You’re kidding.’

‘If I remember correctly, that’s what you were in the process of doing yesterday morning. You might be helpful around here if you could drive’” (p. 74-75).

EXTEND

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

Change requires a vision, plan, and effort.

Change requires changing bad habits to good habits.

Change requires one step at a time.

Do you think Rick or anyone can change without having a purpose?

Why is belief in something bigger than yourself helpful when you are considering change? Can you change without replacing the bad habits with something new?

Choose a position. You can change without a purpose and plan OR you cannot change without having a purpose and plan. Write 2-3 paragraphs in which you argue your point. Introduce the opposing view and support your argument with logic, reasons, and evidence. Conclude by re-stating your position.

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

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Day 10



Outcomes for Today

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

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.

Buffalo Gals

<http://web.lyon.edu/wolfcollection/songs/mahonbuffalo1265.mp3>

Hang Gliding—Lon will introduce Rick to hang gliding. Visit the US Hang Gliding Association website for additional information.

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

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

primitive (82)	furled (85)	buttes (86)	synthetic (88)	helmet (90)
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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.

Setting	Characters	Pages
Campground	Rick, Lon	82-84
Buttes	Rick, Lon, Sky	84-90
Truck, flying	Rick, Lon, Sky	90-91

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why

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- Decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 88

“Do you ever have flying dreams?”
 ‘All the time, but now they are hang gliding dreams. When I was a kid I would hover with my arms out wide. All the wings I needed were my outstretched arms.’
 ‘Were people always motioning for you to come down?’
 ‘All the time. They thought I was going to crash. They couldn’t believe I could really fly.’
 ‘What do those flying dreams really mean?’ . . .
 ‘. . . I have my own theory: Flying dreams signify the desire to fly’ (p. 88).

EXTEND

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

Do you think Rick’s dreams are just dreams? Do you think Rick could learn to fly? Would that help him make changes in his life? How do you think flying could help Rick change?

Is there something you used to like to do but don’t participate in anymore? Why? Do you think that activity would help you change? For the positive or the negative? How? Is there something you would *like* to do that you think would help you change?

Write a paragraph about the things you could start or stop doing to help you change. In another paragraph argue why you need to keep or purge that activity for change. Support your claim with evidence either real or made up. Conclude by stating how you or your life would be altered with or without that activity.

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Day 11



Outcomes for Today

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

PREPARE

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 public and private lands?

Explore the concept of public land and public land use. How do people feel about it? Explore the concept of public land, of land set aside for all of the people of the United States, whether it's in your home state, in the West, or in Alaska. This can refer to National Forest, National Parks and Monuments, Bureau of Land Management, Division of Wildlife, state parks and preserves, and other designations. Is there any public land near where you live? Who uses it? What are the benefits of having places like this?

Career exploration

Explore careers as a game warden, wild life conservationist, State or National Park Ranger.

What is an eco-system? What is a pristine ecosystem?

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

scrutinize (92)	cryptic (93)	distorts (95)	harboring (97)	observation (99)
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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.

Setting	Characters	Pages
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Landing Site	Rick, Lon, Sky, ranger	92-99
Campground	Rick, Lon	99-102

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 100

"Rick couldn't help it, he'd started to care about the condors himself. Maybe because they were outcasts and the odds were against them.

Rick couldn't help it but he started to care about the man too, whatever his real name was—even if he was damaged somehow and more than a little strange. The man and the birds and Rick Walker, they were all damaged goods" (p. 100).

EXTEND

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

Rick sees himself, the birds, and Lon as damaged goods. Think about the following:

Do you think Lon sees himself and the birds that way?

Is it possible that we are all damaged goods but that damage is what causes us to be unique individuals?

Could we survive if we did not all have adversity?

Why is it important to know your strengths and weaknesses before you try to change?

Write a 2-3-paragraph formal letter to Rick explaining that he is not damaged goods. Use logic and reasoning to argue that he is not damaged and that his path is different from others. Give evidence from your own experiences to convey your case. Introduce the opposing viewpoint. Be logical and organized as you give your reasons. Conclude with a strong statement supporting your opinion.

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

Extend the reading to the student's lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Day 12



Outcomes for Today

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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 the differences and similarities between raptors and condors?

Explore the birds of prey.

<http://www.peregrinefund.org>

Explore birds of prey

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

thermal current (104)	predators (106)	sear (107)	manual (109)	formation (110)
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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.

Setting	Characters	Pages
Landing Area	Rick, Lon	103-106
Campground	Rick, Lon, Sky	106-107
The Doll House	Rick, Lon, M4	108-113

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 104

“The condor was looking all around like a big kid lost in a big city.

‘He looks clueless,’ Rick said.

‘He may be an orphan but he’s got some instincts. He’s been looking at the landscape for six weeks. He knows that those cliffs back there are his home base” (p. 104).

EXTEND

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

Lon knows that M4 knows his environment and where he is safe. Lon has a choice to make. He could capture M4 and take him back to a safe place or he can let him try and figure it out on his own. Some things to think about:

Compare your learning to M4’s.

Do you learn better if you try things on your own or if someone shows you what to do each time?

Is it important to make mistakes in order to learn what to do the next time?

Do you have someone like Lon in your life? Someone who will let you fly on your own—but is there to help you when you get in trouble? Who is that person?

Write a one-sentence statement about the way you learn, your learning style, (someone telling you something, doing it, or a combination of both). Choose one of the other styles that you did not describe how you learn. Write a 1-2-paragraph argument in which you argue on behalf of that style. How could that style be beneficial? Write a clear opening, state facts about that style, and support it with good logic and reasoning.

NOTE: You are arguing on behalf of an opposing viewpoint.

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Day 13



Outcomes for Today

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

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.

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

tandem (113)	ravens (114)	shackles (115)	grimace (117)	hesitate (120)
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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.

Setting	Characters	Pages
The Doll House Formation	Rick, Lon, M4	113-117
Campground	Rick and Lon	117-120

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 120-121

"Rick was surprised by the man's reaction, by the anger in his voice.

'Can I stay here until Josh comes back?'

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‘Of course you can. I don’t know if I’m going to be able to do more for you than buy you a little time. . . I have to start thinking about it.’

Rick was shaking his head.

‘I am not asking you to.’

‘I know you’re not. What happens to you matters to me, Rick. That’s the way it is’” (120-121).

EXTEND

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

Rick is finally comfortable enough to tell Lon his story. Rick is starting to change. What do you think Rick should do next?

Write a formal proposal to Rick. In it argue based on facts from the book, and your experiences what you think he should do next. Give him two good options and support those options with good logical reasons. Calculate the positive and negative outcome of each.

Do you think he should turn himself in?

Trust Lon’s advice?

What advice would you give Rick about his situation?

Can he run forever? What will happen if he tries?

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Day 14



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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.

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

enormously (122)	sensation (123)	adopted (126)	abruptly (129)	handholds (132)
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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.

Setting	Characters	Pages
Campground	Rick, Lon	122-133

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph p. 130

“ . . . I thought everyone had it in for me, and that the world was nothing but closed doors.”

‘It is,’ said Rick.

‘Those doors are in your outlook.’

‘What, Blue Canyon isn't real?’

‘Sure it’s real. But you have to play the hand you’re dealt, Rick. You aren’t the first kid that’s ever been wronged, you know. Take a number, get in line...I’m saying it’s time to move on, find your way into the clear, where you can shape your own life. I think you’re getting mired down in your own personal tar pit. You need to focus on where you want to go and how you’re going to get there’” (p. 130).

EXTEND

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

What is Lon trying to get Rick to do? How do you think a plan will help Rick? Think about a change you would like for yourself.

Write a one-sentence statement about your change. Write a 1-paragraph argument in which you defend your change. Be logical and give reasons for it. Then answer the following questions:

What is your plan?

List three things you can do to help achieve your goal?

Are there people who can help you? Who?

How and when do you ask for help?

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

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Day 15



Outcomes for Today

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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.

Hang Gliding—Lon will introduce Rick to hang gliding. Visit the US Hang Gliding Association website for additional information.

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

This chapter talks about Indian artwork and paintings in the canyons. Go to United Streaming.com for a video preview of Indian artwork.

<http://streaming.discoveryeducation.com/>

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

launched (134)	regretted (136)	innumerable (137)	traction (140)	brimming (143)
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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.

Setting	Characters	Pages
Campground	Rick, Lon, Maverick	134-135
Campground	Rick, Lon	135-136
The Maze	Rick	136-137
The Campground	Rick, Lon	137-139
The Campground	Rick, Lon, Nuke, Gunderson, Jasper	139-142
The Campground	Rick, Lon, Maverick	143-145

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 137

“Climbing out of the Maze close to twilight exactly where he had entered, Rick was pleased with himself. This was easy compared to his personal maze, which didn’t seem to have a single exit. Any path he picked was going to lead him back to Blue Canyon. It was only a matter of time” (p. 137).

EXTEND

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

Rick is still overwhelmed at his “Maze”. Although he has options, at this point he still only sees one final consequence; Blue Canyon. Based on what you have read so far do you think Rick has changed? How do you think those changes could help him when he returns to the judge? Based on where we are in the unit do you think you have changed? Have you seen growth in your goals? Have you changed your attitude about Rick? Environmental issues? Seen a value in animal release projects?

Write a paragraph about one attitude or thing you wanted to change at the beginning of the unit or book. What was it? What have you done to change it on a daily basis? Did something happen to change your mind or point-of-view?

Write one paragraph arguing that the change you made was of value to you. Explain using logic and reasons how this change has affected you or others.

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

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Day 16



Outcomes for Today

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

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.

Visit the National Hang Gliding Association website for more information on hang gliding.

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

Visit the air thermal site for information on air thermals.

<http://www.pbs.org/wnet/nature/raptor-force-thermal-vs-dynamic-soaring/1113/>

Download the Song Buffalo Girls and discuss it with your students

Go to your local sports store and get a topographic map of The Maze or Canyonlands National Park

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

deployed (148)	hefted (149)	vinometer (151)	formations (153)	ally (155)
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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.

Setting	Characters	Pages
Take off site	Rick, Lon	146-149
Flying	Rick, Lon	149-153

The Campground	Rick, Lon, Josh	153-155
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RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 154-155

"Lon shrugged. 'It's about you. I am going to drive you out. I've been thinking about it all day.'

'Drive me where?'

'All the way to Reno. Try to get a hearing with the judge who sent you to Blue Canyon. I intend to stand up for you.'

Rick didn't know what to say. He would have never guessed that Lon would leave his condors.

'You don't have to do that,' he mumbled. Here was a glimpse of hope" (p. 154-155).

EXTEND

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

Lon decides it is time to drive Rick out and work with the judge in Blue Canyon. Lon realizes that Rick will need help in the court. Why do you think that Lon wants to help Rick?

If you were Lon would you be willing to help someone like Rick, why or why not? Write a 3-paragraph paper in which you describe your relationship to Rick and explain the growth you have seen in Rick in a short amount of time. Argue that he needs a second chance or an alternate sentence. Give examples from the book on Rick's changes. Give reasons that support your claim. Use clear and concise language and logic.

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

Extend the reading to the student's lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Day 17



Outcomes for Today

- W1. Write arguments to support claims with clear reasons and relevant evidence.
- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

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.

Visit the National Hang Gliding Association website for more information on hang gliding.

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

The Greek Myth on Daedalus and Icarus is a large part of this chapter.

<http://www.thanasis.com/icarus.htm>

Go to your local sports store and get a topographic map of The Maze or Canyonlands National Park.

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

conscious (156)	brilliant (159)	coil (160)	dune (161)	inaugural (165)
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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.

Setting	Characters	Pages
Campsite	Rick	156
Campsite	Rick, Lon	157-158
Truck	Rick, Lon	158-161
Take-off site (dune)	Rick, Lon	161-165

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 157

“In the morning everything looked a little different. In the aftermath of flying with Lon, nothing seemed impossible. Surviving Blue Canyon, even that seemed possible” (p. 157).

EXTEND

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

Rick is the same person in the same situation that he was in yesterday. His circumstances have not changed. His situation is still overwhelming. How did flying with Lon help him change his perspective? Is there something you could do to help you make change in your life? Is there a way to break down an impossible task and make it seem more possible?

Write a paragraph and argue/present why it is important to break a large and impossible task into smaller more doable steps. Give the counter argument of what could happen if you fail to act. Convince your reader using logic and reason that this process works. You can cite examples from your own life or experiences you know of.

OR

The final writing product for *The Maze* is an I Search Paper. The I Search Lesson Plans are broken down over a two-week period to give students an opportunity to work on them over time. Lesson plans for the I Search are located at the end of week 5 plans.

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

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Day 18



Outcomes for Today

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

PREPARE

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.

Revisit your map of Canyonlands National Park.

Go to your local sports store and get a topographic map of The Maze or Canyonlands National Park.

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

customary (166)	immense (167)	accessible (168)	cylindrical (170)	veered (172)
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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.

Setting	Characters	Pages
Truck	Rick, Lon	166
Campground	Rick, Lon	167
Nuke's Camp	Rick	167-168
The Maze	Rick	168-172
The Maze Crest	Rick, Jasper, Nuke, Gunderson	173-176
The Maze	Rick	176-178

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 175-176

“Rick was stunned. He hadn’t imagined they’d just leave him there. They knew his life was in danger. He tried desperately to climb the slick pitch—once, twice, three times. Each time he peeled off. The holds just weren’t there. ‘Hey,’ he yelled, sure the men would be standing by, enjoying his predicament. ‘Hey, quit fooling around!’

...Rick heard nothing but the booming and rumble of thunder. Suddenly he knew better than to think they were fooling around. This was pure malice, inexplicable but no less real” (p. 175-176).

EXTEND

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

Rick finds himself in a horrible situation. He has worked hard to change and learn to trust people. His life is in danger and he has to rely on Nuke and Gunderson to help save him. They want him to fail. This is a pitfall that often happens when people try to change. There will always be people who don’t want to support you and people who you can count on.

Think about a time you wanted to make changes but someone pulled you back down. What was the change you were trying to make? What did they do to sabotage you? What did you learn from that situation? Next time you try to change, who are you going to surround yourself with? Do you think that a mentor will be a better person to support you?

Write a 2-paragraph argument in which you address your family and friends. In your first paragraph tell them about the change you are trying to make. In your second paragraph argue/convince them that you need their support. Use logic and reasons to convey that your change is important to you. Acknowledge the opposing viewpoint and give reasons why/how you can overcome those issues. Use this as an opportunity to convince your reader that they need to support you. Conclude with a strong statement supporting your viewpoint.

OR

The final writing product for *The Maze* is an I Search Paper. The I Search Lesson Plans are broken down over a two-week period to give students an opportunity to work on them over time. Lesson plans for the I Search are located at the end of week 5 plans.

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

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Day 19



Outcomes for Today

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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.

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

distorting (180)	plummet (181)	iridescent (183)	spiraling (184)	clambered (188)
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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.

Setting	Characters	Pages
Take off site	Rick, Lon	179-180
The truck	Rick, Lon (Nuke, Gunderson)	180
The Dunes	Rick, Lon	180-182
The Campground	Rick, Lon	182
The Dunes	Rick, Lon	183
The Camp	Rick, Lon	184
The Dunes	Rick, Lon	185-187
The Camp	Rick, Lon	188-189

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 192

“Forget M1, Lon.”

‘I can’t,’ the biologist insisted. ‘I’d be down to four. Every condor is too essential, you know that. I’ve got a fair chance of netting her if I can locate her’” (p. 192).

EXTEND

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

Rick wants Lon to forget the condor and to save himself. However, he knows in his heart there is too much to lose. Lon wants Rick to see the big picture and realize that sometimes there are things bigger than you. Sometimes it is a condor, your family, or faith. In order to change do you need to believe in something bigger than yourself? Can you change your mental beliefs without changing your core beliefs?

Write 1-2 paragraphs in which you argue the following:

Do you agree or disagree that you need something bigger than yourself to believe in in order to change? Why or why not? What do you believe in to help you change? How does your system work for you? Give reasons to support your argument. Be logical and reasoned. Convince your reader that you do or do not need something bigger than yourself to believe in, in order to change.

EXTEND: Trade your paper with a partner. Read what they wrote. In 1-2 paragraphs write a counter argument to what they wrote.

OR

Give information on the I Search project. See lesson plan at the end of end of the plans.

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

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Day 20



Outcomes for Today

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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 turbulence?

Turbulence can be defined as irregular motion of the atmosphere, as indicated by gusts and lulls in the wind.

In today's reading Rick takes flight. While in the air he learns that although turbulence can be scary you need to understand it and work with it in order to help you fly.

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

methodically (201)	turbulence (202)	muffling (204)	command (205)	oblivion (206)
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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.

Setting	Characters	Pages
The landing/takeoff site, The Cliffs	Rick	201-206

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 202

“He had to catch a thermal.

Was he crazy to think he could do that?

From the tandem flight they’d made together, he could remember the turbulence inside the thermal all too vividly. He didn’t know if he could control the glider in that kind of turbulence, but he should be strong enough. He thought he could. And if he thought he could, he had to try” (p. 202).

EXTEND

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

Rick knows that he is Lon’s last chance. He and Lon have a strong friendship and respect for one another. Rick finally cares for something and someone more than himself. He is willing to risk his life.

Write a short paragraph in which you argue the need for friends and friendship. Use examples from the book and your life to support your claim. Give reasons and examples in a logical fashion.

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Day 21



Outcomes for Today

- W1. Write arguments to support claims with clear reasons and relevant evidence.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.

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.

Visit the National Hang Gliding Association website for more information on hang gliding.

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

Visit the air thermal site for information on air thermals.

<http://www.pbs.org/wnet/nature/raptor-force-thermal-vs-dynamic-soaring/1113/>

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

riddance (207)	equilibrium (209)	interval (209)	descending (211)	intensify (215)
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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.

Setting	Characters	Pages
Take off site	Rick, Jasper	207
Flying	Rick	207-212
The Maze	Rick, Lon	212-218
The Campground	Rick, Lon, Josh	219-220

RESPOND

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

Students might mention:

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- Rick takes off safely and is able to get away from Jasper.
- Rick is able to find a thermal and gain altitude.
- Rick finally spots Lon and makes contact with him.
- Rick gets caught in the storm, lands, and hurts his arm.
- Rick finds Lon in the canyon and gets a rope to him.
- Lon and Rick get back to camp and talk about the stashes of weapons.
- They get to camp and Josh arrives.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 219

“It was nearly midnight when Josh’s headlights appeared on the dugway. Rick wanted to cry for joy, but he couldn’t. There was no escaping what would come next” (p. 219).

EXTEND

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

Rick has been through a major ordeal, he has risked his life to save another and for the condor project. He should be happy but he is not. He has to now face the consequences of his actions.

Write Rick a formal letter. In 1-2 paragraphs of your letter argue that he has done the right thing and made the right choices while in The Maze. Give him reasons that support your claim. Use language that helps your letter flow. In your last paragraph, if you could give him advice before he goes to court what would you tell him to do?

Can this experience help Rick in court?

Is there anything he can take from his experiences to help him?

Should he have people stand up for him? Who?

Explain to Rick how these things can help him.

OR

The final writing product for *The Maze* is an I Search Paper. The I Search Lesson Plans are broken down over a two-week period to give students an opportunity to work on them over time. Lesson plans for the I Search are located at the end of week 5 plans.

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

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Day 22



Outcomes for Today

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

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.

Talk about a hearing in a courtroom. What are the various different jobs people have? What kind of schooling do they need? What is required of them at work?

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

expeditious (221)	discretionary (222)	descriptive (225)	cache (226)	somber (227)
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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.

Setting	Characters	Pages
Courtroom	Rick, Lon, Judge, Mr. B, Janice Baker	221-229

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph p. 225

“‘Since my grandmother died,’ he began, ‘four years ago, I’ve been like a rat in a maze.’

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‘Not a pretty image,’ the judge remarked, ‘but descriptive.’

‘Yes sir. I was only trying to survive, and kept running into dead ends. But I don’t feel like that anymore, thanks to this man.’

Rick glanced briefly to his right, caught a glimpse of the scar, looked back to the judge.

‘I am out of that maze now, sir. I am free to make something of myself.’

‘If you were to be returned to detention, wouldn’t you be back in that maze again?’

‘Not in my mind’” (p. 225).

EXTEND

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

Rick realized that he created many of his hurdles himself. Much of his maze was real but much of it was created in his head. He had restricted himself from living. We all place restrictions on ourselves.

What do you do to talk yourself out of doing something positive? What can you do to change that behavior? Are there people who can help build you up? Is it a risk to become friends with those people? Why?

Write a paragraph where you discuss the things that hold you back mentally and emotionally. What can you do to free yourself from those thoughts to make change? Write an argument in which you defend the actions you take to be free from “hold-ups”. Be sure to give reasons and be logical in your writing. Conclude with a strong statement that convinces your reader that you need to have a good mental attitude in order to change.

OR

The final writing product for *The Maze* is an I Search Paper. The I Search Lesson Plans are broken down over a two-week period to give students an opportunity to work on them over time. Lesson plans for the I Search are located at the end of week 5 plans.

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Final Writing Project



***The Maze* by Will Hobbs**

I Search Research Paper

Final Paper Should Include:

Title Page
Table of Contents
Report of Information
Interview
Bibliography
Pictures (optional)

Students need to work to find a topic. This is a great time to do a library field trip. Make arrangements for a teen tour at your local library. Have newspapers, computers, books, and magazines available for kids to look at and select topics. All topics need to be approved by staff prior to “I Search” taking place. Have students fill out attached Topic Selection work sheet.

I SEARCH PROJECT

POSSIBLE TOPICS SELECTION

Here are some possible topics.

Look at them and the sources listed.

Come up with a list of 5 possible topics that you would like to research.

- Topics must be narrow.
- Choose a topic that interests you.
- Topics must be approved.
- Topics must be school appropriate.
- Make sure you can find at least three sources of information.

Fill out the chart below.

<i>Possible Topic</i>	<i>Sources to find information in:</i>	<i>People to interview</i>
Place you were born	Book, Encyclopaedia, Internet,	Chamber of Commerce Family, Friends,
Teen Pregnancy	Internet, journals, TV interviews, local hospital	Doctors, parents, social worker, teachers
Working Animals	Internet, books, documentaries, magazines,	Vet, zoo, interview K9 officer at local police department or fire department, service organizations.

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Final Writing Project



***The Maze* by Will Hobbs**

I Search Research Paper

Prior to reviewing the lesson, make sure students have had their topics approved.

Have topic approved by your teacher.

- Topics must have at least three sources
- Topics must be school appropriate
- Topics must have enough support material to write a good paper.

Once topics are approved have students fill out the Research Paper worksheet below.

Define Good Questions for Research

Interview question review

Before you start ask yourself:

What is interesting to me?

What topic and questions would be important for me to research?

Good research questions will take at least one paragraph to answer.

They cannot be answered by “yes” or “no”

A good question cannot be answered in less than 4 sentences.

These are examples of poor questions.

How many teen parents are there in the U.S?

How many breeds of chickens are there?

Will the Clippers ever win a championship?

Your answers should be based on facts not opinions.

Here are examples of good research questions.

What qualities do dogs need to have to be good working dogs?

How do you determine if a dog will have the qualities it takes to work?

What different types of working dogs are there and what are their differences?

Interview Question Practice Activity

Review good questions for research (above)

Use The True Story of the 3 Little Pigs by Jon Scieszka

Read the story to the class.

After you have finished pick one student to act as the wolf.

Have the rest of the class write 2-3 good interview questions for A. Wolf.

Bring A. Wolf to the front of the class.

Have the students practice interviewing A. Wolf.

Students should take turns asking questions and A. Wolf should use time to answer the question appropriately.

Discuss if the interview questions will allow the student to get enough information for their paper.

Have students write a factual account from the information gleaned in their interview.

The paper should answer the 6 question words:

Who? Where? What? Why? When? How?

If you do not have access to the book, you can choose a feature story from your local paper. Use story to substitute and follow the above directions.

I Search Project

5 Interview Questions for Research

Topic:

What are your 5 interview questions?

1. _____
2. _____
3. _____
4. _____
5. _____

Or, if Topic did not get approved, student selects
an animal as the topic and must answer the following IQ's:

5 Interview Questions about Animals: Replace "animals" with the name of your animal

- 1: Describe the physical characteristics of animals. What do they look like?
- 2: Where do animals live? What is the habitat of animals?
- 3: What do animals eat? Where do they find their food?
- 4: What are enemies of animals? Describe.
- 5: Describe how human beings affect animals. Describe how animals affect human beings.

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Final Writing Project



***The Maze* by Will Hobbs**

I Search Research Paper

Citing Your Source:

You can use Internet site if you need more support material on how to cite sources. A few have been attached for you.

<http://www.teachervision.fen.com/internet/lesson-plan/6395.html>

http://www.scholastic.com/teachers/top_teaching/2010/11/reliable-sources-and-citations

Review lesson with your students.

Hand out sample bibliography attached.

Bibliography

For a Book

Author (last name, first name). *Title*. Place of publication: Publisher, Year of publication.

One Author (example)

Shippen, Katherine. *A Bride for Pegasus*. New York: Viking Press, 1951.

Two or more authors (example)

Taylor, Tom and Ernest, Mary. *Christians in the 21st Century*. New York: Philomel Publishers, 1994.

For an Encyclopaedia

Author (last name, first name). "Title of Article." *Title of Encyclopaedia*. Year of publication, Volume number.

Author (example)

Piccard, Don. "Balloon." *The World Book Encyclopaedia*. 1989, vol. 2.

Author unknown (example). "Balloon- The First Aircraft of Man." *Science Encyclopaedia*. 1994, vol. 2.

For a Magazine

Author (last name, first name). "Title of Article". *Magazine title*. Volume Number: Number. Date of Publication.

Author (example)

Lewis, C. "Navy Unveils Low-Cost Sounding Rocket." *Aviation World*. 69:6. November 3, 1958.

Author unknown (example)

"Beauty Tips for the Red Head." *Scissor Cuts*. 22:3. October, 1990.

For the World Wide Web

Author (Last name, first name). "Title of Article (webpage). Address (URL) (Date Retrieved).

WWW website (example)

Swallow, Ryan & Alyssa. "Ryan & Alyssa's Links for Kids."
<http://www.webfeats.com/illusion/index/html>
 (August 1, 1995)

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Final Writing Project



***The Maze* by Will Hobbs**

I Search Research Paper

Final Writing Project day 19

Note Taking/Gathering Details

Have students start their research. As they search fill out the following chart.

This chart will help them complete their bibliography.

Sources of Information

Topic: _____

Fill out the following gathering data grid

Use your interview questions and your sources to help you focus your questions and cite your sources.

In the question column write a question about your topic.

Use the other columns to cite the sources you used to find the information that answers that question. You may want to use note cards to help you organize your information.

Sources

Questions	Encyclopedia	Internet	Magazine	Book	Documentary

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Final Writing Project



The Maze by Will Hobbs

I Search Research Paper

Pre-write

Record and check information

Use note cards to help you write your paper.

Sample (front)

Question:

What types of dogs make the best guide dogs and why?

Typically, when organizations are breeding guide dogs four types of dogs are used. They will use black/yellow labs, golden retrievers, German shepherds, a cross of a lab and retriever, and now they are using standard poodles.

Breeds are picked based on a number of qualities.

They are picked based on their desire to work, their size, temperament, and health/genetics.

Most schools have a breeding program and they are very careful to pick the healthiest dog that will be able to work as long and safe as possible.

Sample (back)

Source: Internet

Author (Last name, first name). "Title of Article" (webpage). Address (URL) Date Retrieved).

Schmoe, Joe. "Guide Dog Breeds" www.workingdogs.com. January 23, 2008.

Keeping track of the sources as you find them will help write the report but also the bibliography.

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Final Writing Project



The Maze by Will Hobbs

I Search Research Paper

Have students start writing their papers.

Beginning:

Start in a way that gets your reader's attention:

- A quotation or an important fact;
- A surprising fact;
- An interesting description;
- Pose a question

Name the subject or focus your report in the opening paragraph.

"I had vision, but I didn't have eyes. You gave those to me today" (A. Smite).

Guide Dogs offer independence and "eyes" to many citizens worldwide. These dogs are highly bred, socialized, trained, and partners to those who depend on them. The journey guide dogs go through to become a working partner starts long before they are born and continues throughout their life. What goes into becoming a working dog?

Middle:

Develop the main body of your report using the gathering grid as your guide. You can organize your ideas in:

- Chronological order: put ideas in order in which they happened.
- Order of importance: Put most important fact first and work backward or reverse the order.
- Main ideas: group your facts based on main ideas.
- Use stories as examples to support your points.

End:

Write a closing paragraph. This paragraph should summarize the points you make in your report. In the last sentence you can:

- Add one more interesting fact about the person or topic;
- Tell your opinion or feelings on the subject.

Character Based Literacy Program 40-Minute Lesson Plan

The Maze, Final Writing Project



***The Maze* by Will Hobbs**

I Search Research Paper

Putting it all together

Your paper should include the following:

- Title Page
- Table of Contents
- Report of Information
- Interview notes if needed
- All notes used in paper
- Bibliography
- Pictures (optional)

Help students organize their writing in a folder format. Cover can be illustrated but does not need to be.