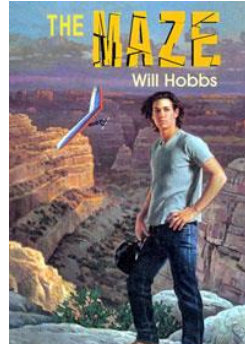


The Maze



ISBN-10	0-380-72913-x
ISBN-13	978-0-380-72913-5
Author	Hobbs, Will
Publisher	Avon Books
Copyright	1998
Lexile	720L
Genre	Young Adult Fiction, Science Fiction
Synopsis	A troubled teen breaks out of Blue Canyon Youth Detention Center and becomes a stowaway in a pickup truck headed into Utah's canyons.
Themes	Identity Development
Protagonist	Young Male
Note	Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

More Information www.scu.edu/character



Character Based Literacy Program Lesson Plan

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 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 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

1. Background

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



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

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. Map will support locations read about in the book.

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.

2. 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

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far.

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

4. Read

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

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

RESPOND

5. 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

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

Map

Create classroom map of Indian Country—Map can be obtained at AAA. Map will be referenced though out the book.

Change Poster

Create a change poster. Everyone at the site should contribute.

- On a bulletin board make a backdrop of the theme.
- Students should add things that represent the theme to them.
- On 8 x 11 sheets of paper students should:
 - Draw or add a picture of themselves.
 - Add things that represent them.
- Students should answer the following questions:
 - What would you like to change (what is your vision)?
 - How are you going to do it (your plan)?
 - What are you doing daily to get there (effort)?

Poster should be added to as the unit continues.

EXPLORE

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

Cubing Biography

Cube Will Hobbs placing his information from his website and book in the boxes before you fold the cube for future reference in this novel.

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

Bookmark: Vision-Plan

List things you would like to change on one side with a plan. Make a daily list about ways you have changed them on the other.

Materials:

- Pieces of stiff paper [like oak tag] 3-5 inches wide and 5-10 inches long
- Some combination of pencils, pens, crayons, or markers
- Construction paper, scissors and glue sticks if desired

Step One: Create a vision of your life 10 years from now.

1. Imagine what you would like your life to be like 10 years from today. Where [or in what kind of housing] will you be living? Where will you be working? What will you be doing? How will you be getting around? What relationships will you be in? What will you be doing in your non-work hours?
2. On the top third of one side of the bookmark fill in pictures, words or symbols that represent your vision.

Comment: This is a successful vision. This should be a vision that you, your parents and grandparents, your teachers and people who know you [as well as your friends] would be proud to see you have accomplished.

Warning: If people you know think they will be wealthy as a result of major drug sales, prostitution, gun running or other major crime, they need to know they will probably be dead, disabled or imprisoned within 2 years. This is a 10-year plan, with a vision of people who aren't dead, imprisoned, or disabled from injuries received as a result of criminal behavior.

Step Two: Create a plan to achieve your vision in 10 years: what has to happen?

1. Brainstorm a list of what has to happen between now and 10 years from now to achieve this vision. Compare lists with someone else and select the 10 most important things that have to happen.
2. On the bottom two-thirds of the bookmark, underneath your vision, write 10 important things that have to happen in the next 10 years. This is your plan.

Step Three: Keep track of efforts to achieve your vision by following your plan.

1. Every day, or as often as you like during this unit, consider: what have you done in the last 24 hours to get closer to your vision by following something on your plan? You can review this in pairs.
2. On the back of the bookmark, starting at the top, write the date and what you did in a couple of words. Write in small letters keeping all of one day's information in the same row. You want to have room for many entries during this unit.

Variations of this Bookmark

1. In step 3, make 2 columns. In one column keep track of things that get you closer, and in the other column, keep tracks of things that get in the way.
2. Do this bookmark for any novel you read. Do the characters have a vision? Create this vision in the top third and list 10 things to achieve this vision in the lower two thirds. On the back, keep track of things they do that get them closer to their vision. Or follow variation 1 and make 2 columns. In one column keep track of things that get them closer, and in the other column, keep track of things that get in the way.
3. Variation 2 can be done on a much bigger piece of stiff paper – a giant bookmark – and posted on the wall. After each day's reading fill in step 3.
4. Do step 1 the first day, step 2 the second day, and step 3 the third day and every day after that until you finish.

Variations for Writing

1. You can write a paragraph detailing your vision, your plan, or your recent efforts.
2. If you are doing variation 2, you could write their vision, plan or effort as a paragraph.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Who was advocating for Rick at his sentence?
2. What did Rick do to be put on probation?
3. Why do you think the judge sentenced Rick to Blue Canyon for throwing rocks at a sign?
4. Why was Rick in the foster system?
5. Would you have sentenced Rick if you were the judge?
6. What do you think a fair sentence is for Rick?
7. What do you think will happen to Rick at Blue Canyon?

9. 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

10. 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

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

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

10c12 Cubing Biography

		Who is person? Date of birth? Death?			
		Where did this person grow up?			
	What relationships did this person have?	What did this person do?	What was this person like?		
		Why is this person important?			

1. Answer the question in each un-shaded box.
2. Cut out the cube on each dotted line – do not cut any solid lines.
3. Crease each solid line back to make it easier to fold.
4. Put a little paste, glue, double-sided tape or a drafting dot on each shaded square.
Do not get paste or glue on the un-shaded squares.
5. **Carefully fold the squares in the order specified sticking squares to pasted surfaces underneath as you go.**

Character Based Literacy Program 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

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



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

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.

- 2. 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

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

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

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

5. 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.

6. Map

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

Map

Work on the classroom map of Indian Country—Map can be obtained at AAA. Map will be referenced though out the book.

Change Poster

Create a change poster. Everyone at the site should contribute.

- On a bulletin board make a backdrop of the theme.
- Students should add things that represent the theme to them.
- On 8 x 11 sheets of paper students should:
 - Draw or add a picture of themselves.
 - Add things that represent them.
- Students should answer the following questions:
 - What would you like to change (what is your vision)?
 - How are you going to do it (your plan)?
 - What are you doing daily to get there (effort)?

Poster should be added to as the unit continues.

EXPLORE

7. Activity

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

Open Mind Portrait: Create an Open Mind Portrait of a Character

Start an OMP on Rick.

Materials:

- Large piece of stiff paper for each character, like 11x17 oak tag
- Paper for bubbles with scissors and glue sticks
- Markers, crayons, pens, pencils, or paint
- Construction or tissue paper, scissors and glue sticks if desired

Step One: create a large headshot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters headshot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to himself, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: add bubbles as you learn new things about the character

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

Variations of this Open Mind Portrait

1. You can use this process for any character in the story.
2. You can use bubbles for what the character says, says to himself or herself, or does. You could make each of these different colors if you wish.
3. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
4. You could use different colors for the beginning, middle and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
5. You could use different colors for the phases you see in a story or the development of a particular character.
6. Instead of using bubbles you could write the bubble contents on the back of the portrait. You could use any of the variations above with color or print, or create columns or boxes for different categories or phases.
7. You could literally open the head like a hinge and list the contents [as though they were escaping from the space] using any of these variations.
8. You could make an Open Mind Portrait of yourself using any of the above variations.

Variations for Writing

9. You could use the OMP to help write a character sketch, or to help decide what a character might do in a story.

Vision Plan Bookmark

Add to the change bookmark.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Do you think Rick thinks he did the right thing?
2. Why do you think the maintenance men and guards are exchanging money?
3. Why do you think the social worker was fired?
4. What do you think will happen to Rick if the guards find out he told the social worker?

9. 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

10. 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.

11. 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 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

1. Background

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



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

2. 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

3. Review

Review the timeline from the beginning every day.

4. Read

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

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

5. 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

6. Map

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

Change Poster

Continue to add to the class change poster.

Open Mind Portrait

Add more thoughts to the OMP.

EXPLORE

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

Bookmark

Add to the change bookmark.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What does it mean when his name is on the cigarettes?
2. Why is it ironic that cigarettes killed his grandmother?
3. Why would Killian help Rick?
4. Is escaping the only solution that Rick has?
5. Where do you think Rick will go?

9. 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).

EXTEND

10. 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.

11. 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 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

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



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

2. 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

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

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

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

5. 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

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

Map

Locate Hanksville on the Indian Country Map.

Bookmark

Add to their change bookmark.

Change Poster

Add to change poster.

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

Pretend you are Rick and write a postcard to the warden at the detention center. Tell him what happened and why you escaped. Include an apology and a plan to correct your mistake. On the opposite side, draw a picture of The Maze.

Wanted Poster

Create a wanted poster of Rick. Draw a picture of Rick in his likeness. Add physical descriptions; height, weight, hair and eye color, what he was wearing, and physical characteristics. Use the thesaurus to find better adjectives.

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

1. Who does Rick find to help him travel?
2. Where does Rick end up?
3. What happens to Rick when he reaches Hanksville?
4. Why did the man driving leave Rick behind?
5. How does Rick continue to get away?
6. Predict where you think Rick will end up.

9. 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**10. 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.

11. 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 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

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



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

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>

2. 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

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

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

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

RESPOND

5. 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

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

Map

Locate The Maze Overlook on the map. Go to Canyonlands National Park website to locate and explore the park and where Rick will be living:

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

Change Poster

Add to change poster.

EXPLORE

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

Open Mind Portrait

Add to the OMP of Rick.

Map

Make poster/map of the Canyonlands.

Materials:

- Stiff paper 11x17 or bigger to make a map
- Or a printed map of the area
- Push pins or something else to mark the map
- Pencils, pens, crayons, markers
- Construction paper, scissors, glue sticks if desired

Step One: Find or make a map of the setting in the story.

1. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

Step Two: After today's reading, place a mark where the story left off.

1. Decide where the story leaves off [or ends] today – this is usually the location of the main character.
2. Put a pin or other marker at this spot.

Step Three: Add or mark important places in the story on the map.

1. Decide if any of the places in today's reading are important for this story.
2. Either add these places to the map or mark them.

Variations for the Map

1. If you are reading a book from a certain geographical location, you will want to have a map available.
2. Use a big map and a little map for specific places that are important in the story, like a particular place or property or smaller area.
3. Use a different kind of map like a smaller map or a topographic map.

4. Make up the map as you learn details in the story. This works well when the characters don't actually know where they are.

Variations for Writing

1. Write a description of the setting using the map as a guide.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Who does Rick see in his dreams?
2. What happens to Rick when he takes the truck?
3. Why did the man allow Rick to drive away without chasing him?
4. How will Rick explain his situation to the man?
5. Predict—what do you think the bearded man will do?

9. 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

10. 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.

11. 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 Lesson Plan

The Maze, Day 6



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

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



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

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>

2. 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

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

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

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

RESPOND

5. 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

6. Map

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

Map

Locate The Maze Overlook on the AAA map.

Add the Green River, Colorado River, and Maze Overlook to your classroom map.

Change Poster

Add to change poster.

EXPLORE

7. Activity

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

Post Card

Pretend you are Rick and you find yourself lost in the wilderness with "the bearded man". Write a postcard to your friend describing where you are, how you got there, and what it looks like. Add descriptions of the location and the wilderness. Make sure you properly address the postcard. On the other side draw a picture of the campground and the surrounding areas.

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. How did the man out smart Rick when Rick was trying to escape?
2. If you were the man how would you have reacted?
3. Where does Rick find himself?
4. If you were Rick how would you try to leave the campground?
5. Why does Lon start to be a little nicer to Rick?

9. 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

10. 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.

11. 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 Lesson Plan

The Maze, Day 7



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

PREPARE

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



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

2. 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

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

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

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

RESPOND

5. 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

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

Change Poster

Add to the Change Poster.

EXPLORE

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

Bookmark: Suitcase Bookmark

Make a survival suitcase. Pretend you are leaving to live in the middle of nowhere. There are certain things we need to survive. You can pack 15 things from home you will need, 5 things you will want, and 5 character traits you think will help you survive.

Materials:

- Pieces of stiff paper [like oak tag] 6-10 inches wide and 5-10 inches long
- Some combination of pencil, pen, crayon, or marker
- Construction paper, scissors and glue sticks if desired

Step One: Make a list of things you would take with you in a suitcase.

1. Imagine that you are going to be moving around from place to place for the next few years. What are the most important things you have? What are the things you would always want to have with you? Everything you take has to fit in one suitcase.
2. Make a list of the things you would take.

Comment: This suitcase is filled with things you actually have and that are important to you. Of course, because you are a responsible person it does not include any weapons, drugs, alcohol, or anything illegal.

Step Two: Make a bookmark like a suitcase full of things you would take.

1. Make a bookmark about 6-10 inches wide and 5-10 inches long, and then fold in half.
2. Make the items on your list out of construction paper and glue them inside the suitcase. Make the outside of the suitcase look like a suitcase.

Step Three: As you read the story you can add things to your suitcase.

Variations of this Bookmark

1. Draw the items inside the suitcase with a marker instead of gluing construction paper.
2. Make a bigger suitcase – even life size if you want, or wall size, or 3D.

Variations for Writing

3. Write a paragraph describing yourself packing a suitcase and deciding what to bring and why, on the road.
4. Pick one important item in your suitcase and write a paragraph explaining why it is important to you.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What do you think the man was looking at while they were in camp?
2. What do you think the man was doing? Why did he need dead calves?
3. Would you be scared to be around Lon if you were Rick?
4. Do you think Rick should have left the camp when he found the bike?
5. Do you think Nuke and Gunderson are a threat to Lon and Rick?
6. Why would Lon need to “babysit” vultures?

9. 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

10. 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.

11. 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 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

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



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

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

2. 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

3. Review Review the timeline from the beginning everyday.

4. 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

5. 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

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

EXPLORE

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

Condor Project

Visit the condor project website.

www.peregrinefund.org

Go to the link explore birds of prey. Choose a Bird of Prey you are interested in. Draw or sketch the bird. From the information listed on the website add 5 facts about your bird.

What is its name?

Where are they located (where do they live?)?

What do they feed on?

What is one unique quality that it has?

How does it hunt?

Add any other information you find relevant.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Rick start trying to hide food?
2. Do you think Rick would survive if he tried to escape?
3. What is a release project?
4. How can releasing birds into the wild help us?
5. What can we learn from them?
6. Why does Rick wait before telling Lon about Nuke and Gunderson?
7. How will Rick know if he can trust Lon?

9. 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

10. 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.

11. 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 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

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



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

2. 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

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

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

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

5. 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

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

Map

Add the Green River, Colorado River, and Maze Overlook to your map.

Canyonlands National Park

Go to Canyonlands National Park website: <http://www.nps.gov/cany>. Learn about the landforms of Canyonlands National Park.

Describe pinnacle, canyons, plateaus, etc.

How did the canyons form in the Utah area?

EXPLORE

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

Magazine

Make a magazine layout of the Condor Project. Be sure to include a visual of the condors. Why it is important to reintroduce them? What are care and feeding instructions? Describe what the condors look like.

Materials:

- Stiff paper 9x12 to 11x17 or butcher paper
- Pencils, pens, crayons, markers
- Construction paper, scissors, glue sticks if desired

Step One: Imagine you are on the editorial team for *People* magazine.

1. You have been assigned to do the cover story.
2. You will have the cover and 5 pages to cover the story.
3. Decide on your take on the story: what is it really about? What title will you give the overall story?

Step Two: Create the cover for the magazine.

1. Decide on the size of the pages and then lay out the cover in this size.
2. Decide what text, pictures or other images you will bring together to make sure the cover conveys your take, or central impression, or thesis about the story.
3. Create the cover.

Step Three: Decide what will be on each of the 5 pages.

1. Decide what the main idea will be for each page.
2. Remember that each page must relate directly back to the cover.
3. Use the first page to introduce the basic facts about the story [the setting and characters] and the last page to bring it to conclusion [the resolution of the plot].

Step Four: Make each of the pages and assemble the story.

1. Make each of the pages filling in the words, pictures and images.

2. Assemble the cover and pages like a magazine or in a wall display.

Variations for the Magazine

1. Choose a different magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine.
2. Instead of making the magazine, you could do a design for the magazine detailing which words and pictures should appear in each spot. This should be specific enough that a designer could make the magazine pages from your specifications.
3. Bind the cover and pages together to form a mini-book.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why do people think it is OK to kill animals for fun?
2. When is it OK to kill animals?
3. Why is it important to have transmitters on the condors?
4. Why is it important that the birds form a flock?
5. Lon wants Rick to be helpful in camp; how is that important if you are in the process of change?
6. How will forming a flock help the condors?
7. How does forming a flock help or hurt people?

9. 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

10. 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.

11. 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 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

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



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

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.ushga.org/>

2. 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

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

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

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

RESPOND

5. 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

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

Map

Add the Standing Rocks to your map. Specify, The Wall, Sphinx, Lizard Rock, The Plug, and Chimney Rock. You may want to visit the website to visit the sites on-line.

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

Change Poster

Add to change poster.

EXPLORE

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

Comic Strip

Draw a comic strip that summarizes this week's reading. Illustrate your strip adding thought bubbles to help tell the story.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Who does Lon take flying with him?
2. How does Rick's dream help him understand flight and the condors?
3. What do you think Rick's dream means?
4. Can his dream help him bring on change?
5. Why is flight beautiful to Rick?

9. 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

10. 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.

11. 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 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

1. Background

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



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

What are 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?

2. 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

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

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

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

RESPOND

5. 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

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

Change Poster

Add to change poster.

Map

Locate Jasper Canyon on the map.

EXPLORE

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

Discuss change; locally, nationally, and globally.

Is there an issue any of the students are passionate about? What is it?

Fill out a KWL Chart to get more information on their issue.

Encourage the students to write letters to their representatives to have their voices heard.

KWL Chart: What You Know, Want to Know, and Learn

Discuss change: locally, nationally, and globally. Is there an issue any of the students are passionate about? What is it? Fill out a KWL Chart to get more information on their issue. Encourage the students to write letters to their representatives to have their voices heard.

Materials:

- KWL Chart

Step One: Read the chapter or segment you wish to analyze

Step Two: Fill out the K [know] column: what do you know?

1. What key things do you know from the story or explanation you have read so far? This might be who, what, where, when, why, or how information.
2. Write this information concisely in the K [What do you know?] column.

Step Three: Fill out the W [want] column: what do you want to know?

1. Given what you know, what would you like to know about this story or topic, about what has happened or will happen in the future?
2. Write this information concisely in the W [What do you want to know?] column.

Step Four: Fill out the L [learned] column: what have you learned?

1. As you read more of the story, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?
2. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column.

Step Five: Review the chart when it is complete

Variations of the KWL Chart

1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.
3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This can use the same strategy for a nonfiction topic, a problem or a case study.
4. You can do this individually, in pairs, in a small group, or as part of a large group.

Variations for Writing

5. Write a paragraph from any of the 3 columns, K, W or L, of the chart.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Does the ranger suspect Rick of anything?
2. Based on what you have read, who has the rights to Jasper Canyon?
3. Who do you think burned down the ranger station?
4. Why would Nuke be upset at the public's use of Canyonlands?
5. Do all people have a right to public land?
6. Who should determine how public land is used?
7. Should lands be protected? Why?

9. 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**10. 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.

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

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

KWL Chart

K	W	L
What do you know?	What do you want to know?	What have you learned?

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Character Based Literacy Program 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

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



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

What are the differences and similarities between raptors and condors?

Explore the birds of prey.

<http://www.peregrinefund.org>

Explore birds of prey

2. 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

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

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

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

RESPOND

5. 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

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

Change Poster

Add to the Change Poster.

Map

Locate the Doll House Formation on the map.

EXPLORE**7. Activity** Explore the reading more deeply with a visual or oral language activity.**Open Mind Portrait**

Add to OMP.

Cartoon

Draw a cartoon summarizing today's reading and the capture of M4. What do you think M4 would say to Lon and Rick if he could talk? Draw the reading and add captions.

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

1. Why is Lon concerned that M4 has flown over 4 ½ miles away?
2. Why did they pick that reintroduction site for the birds? Is environment important for all growing beings to be successful?
3. Is it important that Lon tries to get M4 to fly on his own again? Why?
4. How do the field notes help people and students all over the world?

9. 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**10. 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.

11. 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 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

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



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

2. 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

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

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

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

RESPOND

5. 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

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

Change Poster

Add to change poster.

EXPLORE

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

Open Mind Portrait

Add to OMP.

Bookmark

Add to bookmark.

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

1. How does Lon's patience allow him to capture M4?
2. Why does holding and feeling the condor's heart help Rick know the bird and its power?
3. Why does Rick decide to tell Lon his story?
4. How will Rick's experience help him when he leaves?

9. 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?'

'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**10. 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 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

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



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

2. 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

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

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

Setting	Characters	Pages
Campground	Rick, Lon	122-133

RESPOND

5. 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

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

Change Poster

Add to change poster.

EXPLORE

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

Open Mind Portrait

Add to OMP.

Bookmark

Add to bookmark.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does Lon's description of flying relate to Rick freeing himself from his circumstances?
2. Does the fact that Lon was a foster kid make him more relatable to Rick?
3. Lon puts focus on Rick grandmother, "she taught you kindness." Why is kindness important?
4. How can kindness help Rick in his future?

9. 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

10. 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?

11. 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 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

1. Background

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



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

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

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

2. 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

3. Review

Review the timeline from the beginning every day.

4. Read

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

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

5. 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

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

Map

Add to the class map. From your study on United Streaming add replicas of pottery and Indian drawing that the students make. On each piece of artwork give one thing you have seen change in Rick.

Change Poster

Add to change poster.

EXPLORE

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

Headstone

Create a headstone for Maverick. Give his approximate birth date and death date. Include 5 things you have learned from him based on the book.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does it take a while for Maverick to leave the release pen?
2. Why is Lon amazed that he caught a thermal? What does that say about Maverick?
3. Where does Rick go? Do you think his ability to get out of The Maze foreshadows the ending of the book? How?
4. How do you think Rick's flight will help memorialize Maverick?
5. Did giving M6 a human name and qualities make his death harder on Rick and Lon? Why?

9. 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

10. 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.

11. 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 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

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



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

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

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

Visit the air thermal site for information on air thermals.

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

Play 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.

2. 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

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

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

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

Flying	Rick, Lon	149-153
The Campground	Rick, Lon, Josh	153-155

RESPOND

5. 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

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

Change Poster

Add to change poster.

Map

Look at a topographic map of the Canyonlands. Discuss the elevations Rick and Lon were flying over. If you don't have a topographic map of Canyonlands, review topographic maps with your students.

EXPLORE

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

Open Mind Portrait

Do an OMP on Nuke or Gunderson and add to your OMP of Rick.

Advertisement to Learn to Fly

Create an Ad about flying and hang gliding based on Rick's experiences.

Use the thesaurus to include descriptive language.

Answer the who, where, what, why, how questions.

Invent a slogan and company motto.

Include contact information and costs.

You can integrate the Icarus story if interested.

Materials:

- Stiff paper 9x12 to 11x17
- Pencils, pens, crayons, markers
- Construction paper, scissors, glue sticks if desired

Step One: Make a list of the details of flight

1. Read pages that the advertisement will cover.
2. Make a list of the details in the reading such as:
 - Who are you marketing to?
 - Why would you want to fly?
 - Do you have references?
 - What is the company name?
 - Where are you located?

What is the contact information?
 What does it cost?
 How will you teach me?
 Are you safe?

Step Two: Write an ad with a clear illustration

1. Write an appealing ad in 1 or 2 paragraphs detailing all of the information and making it sound interesting.
2. Illustrate the ad with a picture that would sell your flight.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Rick trust Lon (whom he's known for 7 days) to fly him over the canyon?
2. How does the reaching his goal of flying help Rick in his situation?
3. Why is important for Lon to "stand up for Rick". Do we all need a person to stand up for us now and then?
4. Why does Lon report M4's death scientifically and without emotion?

9. 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

10. 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.

11. 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 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

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



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

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.

2. 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

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

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

Setting	Characters	Pages
Campsite	Rick	156
Campsite	Rick, Lon	157-158
Truck	Rick, Lon	158-161

Take-off site (dune)	Rick, Lon	161-165
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RESPOND

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

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

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

Change Poster

Add to change poster.

Map

Look at a topographic map of the maze. Discuss the elevations of The Maze.

EXPLORE

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

Open Mind Portrait

Add to your OMP of Rick.

Advertisement

Add to Hang Gliding Ad.

Using a 5 x 8 index card create a Hang Glider Ad.

On the front draw pictures of hang gliding or The Maze.

On the back, list the personal, physical, and mental strengths a person has to have to hang-glide.

Use as many character traits as you can.

Acrostic Poem

Have the students write an Acrostic Poem on flight or change.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How did Rick's dream change from his flying dream in the past and the one he had today?
2. Why do you think his flight with Lon gives him a feeling of control over his own life?
3. How did his attitude change?
4. Does Gunderson and Nukes camp foreshadow any event to come?
5. Why would they want to steal the radios?
6. Why does the story of Icarus and Daedalus apply to Rick's situation?

7. Do you think the end result of flying was worthwhile for Rick?

9. 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

10. 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.

11. 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 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

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



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

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.

2. 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

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

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

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

5. 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

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

Change Poster

Add to change poster.

Map

Look at a topographic map of the maze. Discuss the elevations Rick and Lon were flying over.

EXPLORE

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

Plot Profile Chart

1. Decide on the 10 most important events in the story, chapter or segment you are analyzing. List them in order in the rows at the bottom of the chart. If you go back the Beginning-Middle-End Chart, this will be easier to do.
2. Decide on a scale of 1 [low] to 10 [high] how intense you think this event is, and mark your score in the appropriate box.
3. Connect the marks in the boxes to form a graph.
4. This graph will help you to profile the plot. How it looks will depend on the story you are reading and whether you are plotting an entire story, or a chapter or segment.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does Rick's desire to search Nuke's camp show he still has some growing up to do?
2. How could Rick have made his trip into The Maze more successful and safe?
3. Does Rick's judgment change when he goes into survival mode?
4. What do you think Nuke will do if he finds out Rick has seen their weapons?
5. Why do you think Rick left without leaving information for Lon?
6. Based on this situation do you think it is important to tell others when you leave?

9. 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**10. 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.

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

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

Event

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Character Based Literacy Program 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

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



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

2. 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

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

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

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

5. 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

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

Change Poster

Add to change poster.

EXPLORE

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

Open Mind Portrait

Add to your OMP of Rick.

Character Profile Chart

Do a Character Profile Chart on Rick. What are his traits? Think of all of the changes he has made. Directions for the Character Profile Chart:

You can do all of these, one of these, or any combination that makes sense.

1. The g6 can be done on worksheets, or written on big pieces of paper, like chart paper or butcher paper. They can also be written on a white board or black board; the shape of each graphic organizer is easy to copy.
2. When you are analyzing a story, you can copy each graphic organizer on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test.
3. You can do this individually, in pairs, in a small group, or as part of a large group. A class can divide in teams where each team does one organizer and then presents it to the rest of the class. If you do all 6 of the g6 with 3 character profiles, you will need 8 teams.
4. You can use the g6 in reverse to design a story you wish to write. Create the charts in the following order, making story decision at each step:

Setting Chart

- Character Profile Chart [3]
- Character Interaction Chart
- Venn Diagram Chart
- Beginning-Middle-End Chart
- Plot Profile Chart

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why is Lon so concerned over the condors?
2. What is different between both Rick and Lon from the beginning of the book?

3. Why do they have concern and respect for each other now?
4. Do you think Rick does the right thing going to listen at Nuke's camp?
5. Is there a better way for Rick to handle the situation?
6. How can Rick help Lon without risking himself?

9. 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

10. 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.

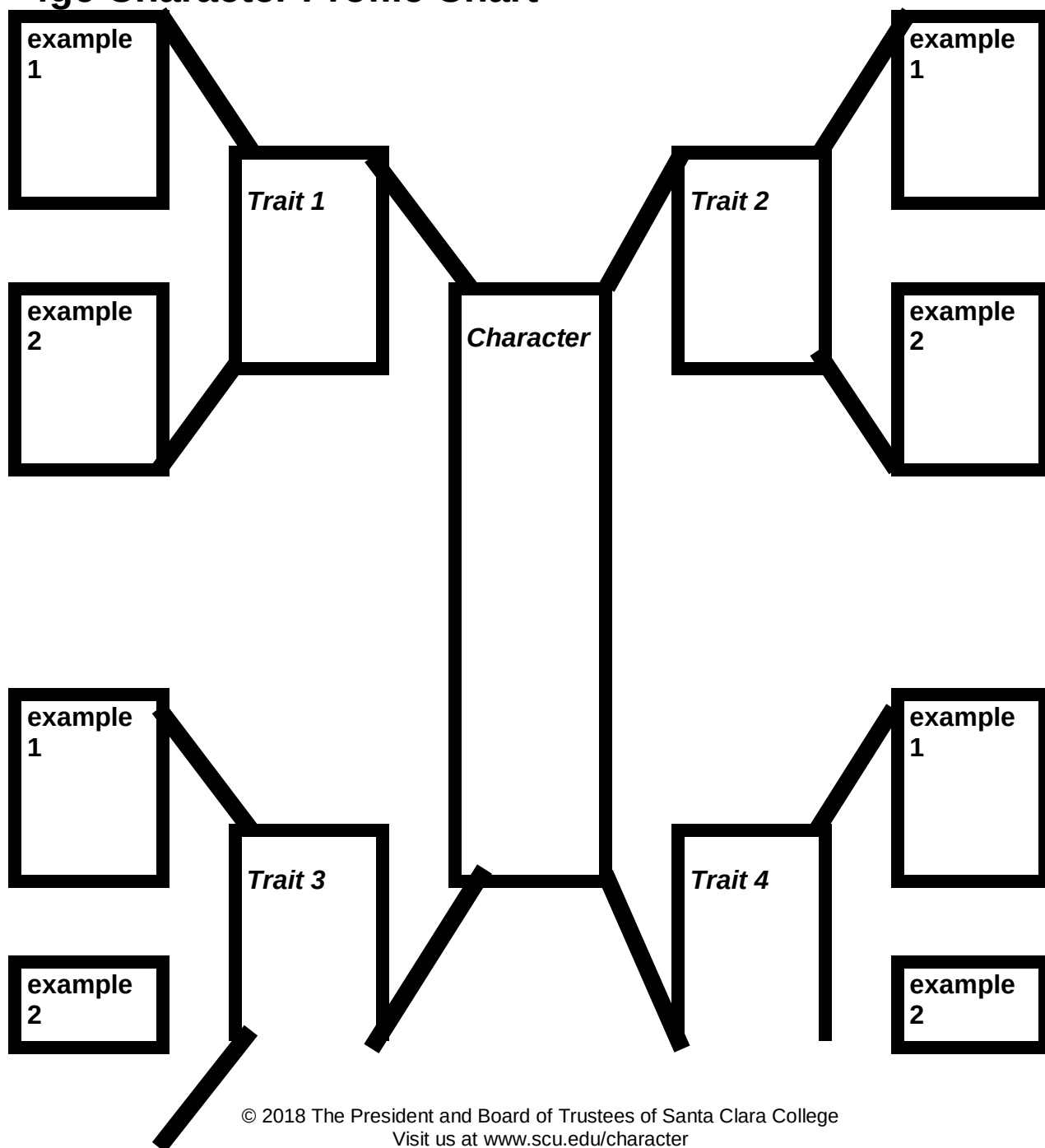
OR

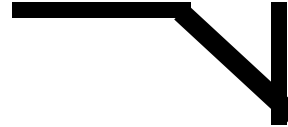
Give information on Day four of the I Search project. See lesson plan at the end of the plans.

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

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

4g6 Character Profile Chart





Character Based Literacy Program 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

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



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

What is 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.

2. 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

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

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

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

RESPOND

5. 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

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

Change Poster

Add to change poster.

Bookmark

Add to bookmark.

EXPLORE

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

Beginning-Middle-End Chart

Fill out a Beginning-Middle-End Chart.

Plot Profile Chart

Do a Plot Profile Chart on the chapter.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Does Rick have a good plan to try and save Lon?
2. Do you see any other way for Rick to change his situation?
3. What is Rick doing to show maturity?
4. Do you think he knows enough about flying to make the rescue?
5. Is there anything else he should of thought of to ensure his safety?

9. 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

10. 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.

2g6 Beginning-Middle-End Chart

Beginning	Middle	End
------------------	---------------	------------

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Plot Profile Chart

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity	Description									
Event	1	2	3	4	5	6	7	8	9	10

Character Based Literacy Program Lesson Plan

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

1. Background

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



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

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

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

Visit the air thermal site for information on air thermals.

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

2. 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

3. Review

Review the timeline from the beginning every day.

4. Read

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

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

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

Students might mention:

- 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.

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

Change Poster

Add to change poster.

EXPLORE

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

Open Mind Portrait

Add to Rick OMP as he is flying.

Setting Chart

Create a setting chart about Rick's flight.

1. Describe the place where the story takes place in the where box on the chart. This includes the location, geography, scenery and other details about the place.
2. Describe the time period in which the story is taking place in the when box on the chart. Is this a contemporary story, or does it take place in the past or the future? Give details about this past or future time if this is the case.
3. Describe the time of day or day of the week the story begins in the time box on the chart. This box is important if the story of the part you are analyzing takes place in a short period of time.
4. Describe the weather in the weather box of the chart. Is it sunny, stormy, snowing, all of the above, none of the above? Sometimes the weather matters, sometimes not. Sometimes it is critical.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Rick's passion for flight make it easier for him to remain calm to go look for Rick?
2. Does his passion show in his ability to be totally safe?
3. What would you be thinking if you caught a thermal on your first flight?
4. What does his foresight to take a rope and emergency equipment say about him?

5. Rick wanted to cry when he saw Josh's headlights. Why didn't he?

9. 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

10. 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.

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

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

1g6 Setting Chart

Where	When
Time	Weather

Character Based Literacy Program 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

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



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

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?

2. 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

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

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

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

RESPOND

5. 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

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

Change Poster

Add to change poster.

EXPLORE

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

I Am Poem

Focusing on the changes of the unit, have the students write an I Am Poem. Have they made any changes? What were the differences and similarities between the poem written at the beginning of the unit and the one at the end?

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

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What do you think Rick is feeling as he walks into the courtroom?
2. Do you think he was expecting to see Mr. B?
3. How would you have reacted when you realized the judge hadn't read your letters?
4. Can one person help make change for another person? How?
5. Would you risk yourself for Rick if you were Lon? Why?
6. If you were Rick would you help the U.S. Attorney's office?

9. 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.’

‘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

10. 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.

11. 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 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 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 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 Lesson Plan

The Maze, Final Writing Project, Day 19



***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 Lesson Plan

The Maze, Final Writing Project, Day



***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 Lesson Plan

The Maze, Final Writing Project, Day



***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 Lesson Plan

The Maze, Final Writing Project



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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.