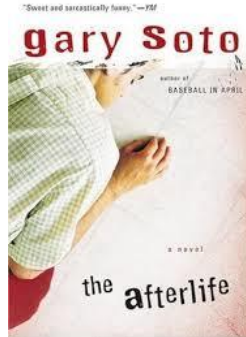


The Afterlife

Lesson Plan



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ISBN-13 978-0-15-204774-0

Author Soto, Gary

Publisher HMH Books for Young Readers; 1 edition

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Lexile 810L

Genre Speculative fiction

Synopsis After his murder in the opening chapter, teenaged Chuy tells the story of what it is like for him to be dead, what he observes among the living in his former Fresno neighborhood, and how he alters his ethical choices from those he made while living.

Themes Life after death

Protagonist 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 Afterlife, Introduction



The following is a three-week unit based on the novel, *The Afterlife*, written by Gary Soto. Gary Soto was born in Fresno, California (the setting for *The Afterlife*) in 1952. Both of Soto's parents were American born, but their Mexican heritage remained an important part of their home.

The Afterlife's protagonist is Chuy, a young Mexican-American, who is murdered within the first four pages of the novel. He spends the novel observing his friends and family as they learn of and mourn his death, and how differently they react to the loss. He faces the consequences of his actions, follows his murderer, and tries to say good-bye to his loved ones. He meets a few other ghosts and may have even found true love! Chuy's life seems to begin after he dies, but can he hold on to it all, as his ghostly body slowly disappears?

The Afterlife is written from Chuy's perspective, and it is his thoughtful reflections on his experiences that highlight Soto's writing. Chuy's interior monologues shed light onto his emotions and choices.

At the end of the unit, the students will be asked to write an autobiographical piece. The lesson contains several suggestions for opening and visual activities. Also laid out are the daily readings, writing mini-lesson, key question(s), key paragraph, and daily prompt. Students will need a copy of *The Afterlife* and writing journal/notebook.

At the end of the book, the Spanish/English translations are supplied for the student. At the end of the lesson, you will find the final assignment.

Character Based Literacy Program Lesson Plan

The Afterlife, Day 1



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 the *afterlife*?

The afterlife is a life that some people believe exists after death.

Source: <http://www.merriam-webster.com/dictionary/afterlife>

This story is told from the perspective of Chuy after his death. He floats through town and visits family, friends, and even his murderer. Talk to students about the topic of death and what they think happens to the person's soul when they die. What are their thoughts about ghosts/spirits and visits by dead loved ones?

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.

pomegranate (2)	suave (7)	carnal (8)	quiver (8)	primo (10)
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- Show, say, explain, expand explode, or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

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.

Read *The Afterlife* p. 1-10 (stop at the break on page ten ending with “floor of a dirty restroom”)

Setting	Characters	Pages
Club Estrella restroom	Chuy, guy with yellow shoes	1-5
Uncle Richard's house	Chuy, Angel, Uncle Richard	5
Club Estrella restroom	Chuy, guy	5-9
Above Club Estrella parking lot	Chuy, Eddie	9-10

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.

Students might mention:

- Chuy goes to dance at a club where he was planning to hook-up with Rachel.
- He is stabbed by guy wearing yellow shoes.
- He dies and floats above his body.
- Chuy's real name is Jesus, named for his grandfather, and lives in Fresno, California.

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

Open Mind Portrait

New character information can be added to an Open Mind Portrait.

KWL Chart

An answer can be added to a question from the KWL Chart

Map

A new location or change can be added to the map

Change Poster

Collaborate with students create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column “Changes” and the other side “Effort”.
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the “Changes” column.
- For all of the items in the “Changes” column, have students describe the effort that was made to create that change. Write the effort in the “Effort” column.
- Keep in mind some of the themes of the novel: life, death, love, forgiveness, grieving, etc.
- Discuss the additions as a class.

EXPLORE

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

Figurative Language Chart

This is an on-going activity that allows the student to explore the types of figurative language used by Soto in his writing. The suggested activity will be repeated frequently during the entire unit.

Note: Objectives of the suggested activity:

- Allow students an opportunity to explore language that communicates ideas beyond the literal meaning of the words (figurative language).
- Students will identify the types of figurative language: simile, metaphor, imagery, alliteration, assonance, and repetition.
- Allow students to work with classmates to build social skills and develop conversational skills.

Introduction: Students will find one example of figurative language in today’s reading. Each student will keep track of the quotation on a sheet of paper or in a notebook, identify the page number where it can be found, state the type of figurative language, what is being compared or what particular image is conveyed (this will be at least two sentences). The following template (example provided) can be used:

Quotation	Type	Comparison/or Image	Meaning
“Angel was my friend on the dance floor, circling like a shark and resembling a shark- he had pointed teeth and hair that stood up like a fin” (p. 8).	Simile	A young man on the dance floor to a predatory fish	A young man has physical features like a shark. He chases the girls as if he were hunting for prey.

Each student will then share his/her finding with another student. When possible, each student should be paired with a new person each day.

Variation: If student level warrants it, teachers can lead this activity on the board or overhead.

Background Knowledge: **Direct Instruction**

- Students will need to know or be instructed on the following types of figurative language:
 1. Simile: comparison of two unlike things (using like or as)
 2. Metaphor: comparison of two unlike things – something is something else
 3. Imagery: collection of images
 4. Alliteration: repetition of initial consonant sound
 5. Assonance: repetition of vowel sounds within words
 6. Repetition: repetition of idea, sound, or phrase

Materials:

- Notebook and pen
- *The Afterlife* book
- Overhead or board if using

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 1-10)

1. Why was Chuy primping in the bathroom mirror?
2. What was he really looking forward to that evening?
3. What was Chuy's intent behind his comment to the guy with the yellow shoes?
4. Why do you suppose the guy with the yellow shoes killed him?
5. Do you think the guy killed Chuy over the comment or do you think it was something else?
6. What was Chuy really disappointed about missing, now that he was dead?
7. What was Chuy's real name?
8. Where was Chuy from? Where did he live?
9. How can the story continue if Chuy is already dead?
10. Describe what happened to Chuy's spirit.

9. Analyze Analyze the key paragraph.

Key Paragraph

"As I rose out of my body, I realized the pain was gone. But so was my last year in high school. So was the fall dance, my time with Rachel, who was not yet *mi novia*-my girl - but might have been if I could have brought her into my arms and convinced her that I was one marvelous thing. That evening I would have had every chance. After all, I had borrowed my Uncle Richard's Honda, which was tricked-out and lowered like a cat, with ten-inch speakers in the panels and clear lights that cut a path on the dark streets. My uncle, only seven years older than me, was a true guy - he had filled up the

gas tank for me, vacuumed the floor mats, and run a rag over the dash. He had even replaced the air freshener, a tiny cardboard tree that swayed under the dash when later I took a sharp corner, tires chirping. The wind of those turns helped scent the air with pine”

EXTEND

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

The night was full of promise for a young man. He had a sweet ride, or at least better than his own bike, a good friend, and plans to meet up with a girl. He was *Senior GQ*. Chuy’s plans were thwarted by a thug with a knife, who killed him in the bathroom. He was upset about all the things he would miss out on, because there would be no future for him.

Have you even been excited or looking forward to something special (like going somewhere special, a gift, or time with someone), only to have it ruined or not happen? How did you handle it at the time?

Write an argumentative paragraph explaining how to deal with disappointing and unanticipated events. Using your personal example, include three ideas to convince your reader how you best to deal with unexpected circumstances (or how you should have dealt with the disappointing events).

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

1. Do you think there are ghosts/spirits wandering among us?
2. What do you think happens after death?
3. What type of afterlife do you believe in (reincarnation, heaven/hell, purgatory, etc.)?

Character Based Literacy Program Lesson Plan

The Afterlife, Day 2



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



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.

Where is Fresno, California?



Source: <http://www.bestplaces.net/city/california/fresno>

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

transformation (10)	crocheted (11)	lament (14)	guilt (14)	bishop (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.

Read *The Afterlife* p. 10-18 stop at the bottom of page eighteen, “I didn’t want to go there!”

Setting	Characters	Pages
Above Club Estrella	Chuy, cops, club owner	10-11
Chuy’s home	Chuy’s parents	11-12
Above Club Estrella	Chuy, cops, people at club	12
Streets of Fresno	Chuy, various people on the street	12-13
Long’s Drugstore	Chuy, store employees, shoplifters, Uncle Richard, Cousin Eddie	13-15
Streets of Fresno	Chuy	15-18

RESPOND

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

Students might mention:

- Chuy made uncle and cousin feel his presence
- He learned he could float invisibly and go through stuff, but not pick stuff up.
- He imagined his parents’ response to his death.

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

Open Mind Portrait

New character information can be added to an Open Mind Portrait.

KWL Chart

An answer can be added to a question from the KWL Chart.

Map

A new location or change can be added to the map.

Change Poster

Collaborate with students create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column “Changes” and the other side “Effort”.
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the “Changes” column.
- For all of the items in the “Changes” column, have students describe the effort that was made to create that change. Write the effort in the “Effort” column.
- Keep in mind some of the themes of the novel: life, death, love, forgiveness, grieving, etc.
- Discuss the additions as a class.

EXPLORE

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

Figurative Language Chart

Students will find one example of figurative language in today’s reading. Each student will keep track of the quotation on a sheet of paper or in a notebook, identify the page number where it can be found, state the type of figurative language, what is being compared or what particular image is conveyed (this will be at least two sentences). The following template (example provided) can be used:

Quotation	Type	Comparison/or Image	Meaning
“Angel was my friend on the dance floor, circling like a shark and resembling a shark- he had pointed teeth and hair that stood up like a fin” (p. 8).	Simile	A young man on the dance floor to a predatory fish	A young man has physical features like a shark. He chases the girls as if he were hunting for prey.

Each student will then share his/her finding with another student. When possible, each student should be paired with a new person each day.

Variation: If student level warrants it, teachers can lead this activity on the board or overhead.

KWL Chart

Write a KWL Chart: What You Know, Want to Know, and Learn about death and/or the afterlife.

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

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 (see Day 1).

Key Questions, p. 10-18

1. Describe Chuy's emotions towards his death.
2. How would you feel if you were Chuy?
3. How does Chuy make his friend and uncle feel his presence?
4. Why do you think he chose these two people?
5. What do you suppose it is like for Angel and Uncle Richard to feel Chuy's presence?
6. Why does Angel feel guilty?
7. Describe Chuy's new abilities.
8. What do you think are the benefits?
9. What do you suppose are the drawbacks?
10. How is Chuy's transition into the afterlife a metaphor for other life transitions?

9. Analyze Analyze the key paragraph.

Key Paragraph

"At my parents' house, there would be others to lament my death at such a young age. Angel, *mi carnal*, would be there, with the cement bags of guilt on his shoulders. *I should have been with him*, he would argue with himself. We could have took the dude! 'He would be alive,' he would cry, and I would cry in return, '*Chale*, we would both be dead!' In the three fights that I seen Angel in, he had lost them all. The guy was just a chubby, peace-loving dude"

EXTEND

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

Angel feels terribly guilty for his best friend's death. He feels that he is somehow responsible, because he wasn't there to help defend Chuy. His guilt didn't come from committing a wrong, rather from not preventing one. Guilt can influence people's

choices of how they respond and deal with the loss; whether or not they make responsible choices.

Have you felt guilty or regretful, either because you truly had committed a wrongdoing or because you hadn't done anything about a situation? **Write an argumentative letter to convince those hurt by your wrongdoings to forgive you. Include three reasons why they should forgive you. End your letter with one paragraph of an apology.**

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

1. What would you do if you were able to fly and be invisible?
2. Who would you visit first if you were Chuy?

Character Based Literacy Program Lesson Plan

The Afterlife, Day 3



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 the Good Samaritan law?

Good Samaritan laws are laws or acts protecting those who choose to serve and tend to others who are injured or ill. They are intended to reduce bystanders' hesitation to assist, for fear of being sued or prosecuted for unintentional injury or wrongful death.

Source: https://www.princeton.edu/~achaney/tmve/wiki100k/docs/Good_Samaritan_law.html

What are your perceptions about different neighborhoods, the people who live there and how they act? Compare low income, middle income, and wealthy neighborhoods.

If you observe people you don't know having a disagreement, should you intervene to help? What conditions would need to be present in order for you to step in and help them solve the problem?

2. Word Wall

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

ambitious (18)	hunkered (22)	sorrowful (24)	pronouncement (26)	pout (24)
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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.

Read *The Afterlife* p. 18-27 stop on page 27 at the section break after “Kids practicing for the future”

Setting	Characters	Pages
Fresno streets	Chuy, husky cop, Cholo	19-21
Police Cruiser	Chuy, husky cop	21-22
Section 8 Apt.	Chuy, husky cop, Chicano cop, husband and wife	22-27

RESPOND

5. Timeline

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

Students might mention:

- Chuy uses cold breath to help a cholo get out of police harassment.
- He learns to grunt to help penetrate a solid object.
- He learns he can send a chill through the living.
- He watches and helps the police with a lame argument between a husband and wife.

6. Map

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

Open Mind Portrait

New character information can be added to an Open Mind Portrait.

KWL Chart

An answer can be added to a question from the KWL Chart.

Map

A new location or change can be added to the map.

Change Poster

Collaborate with students create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column “Changes” and the other side “Effort”.
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the “Changes” column.
- For all of the items in the “Changes” column, have students describe the effort that was made to create that change. Write the effort in the “Effort” column.
- Keep in mind some of the themes of the novel: life, death, love, forgiveness, grieving, etc.
- Discuss the additions as a class.

EXPLORE

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

Descriptive Language Leaves

Students will use rubbings of leaves to record and display the author’s descriptive language. *The Afterlife* takes place in the fall and therefore leaves are mentioned many times in Soto’s description of the scenes. The leaf rubbings can be used to create a border around the timeline, adding themed décor and putting descriptive writing in an easy to see location, which will help to reinforce the concept of “show, don’t tell.” Students will likely be interested in Soto’s many descriptions of blood and other red objects.

Objectives: Students will identify descriptive language within the text.

Materials: Leaves, crayons in fall colors (yellow, red, orange, brown), plain white copy/printer paper

Directions:

1. Place a leaf under a sheet of paper, and rub it with the side, not tip of the crayon. This will leave an imprint of the leaf. Students should make several leaves and either tear roughly around their shape or cut them out.
2. Students search the text read so far for examples of descriptive language and write one example on each leaf, using a black crayon or marker. They are looking for words and phrases that are examples of “show, don’t tell.” The leaves can be displayed as the border around the time line.
3. Examples students may find: The author describes blood and other red things in many ways. Pomegranate juice, gashes that resembled gills of a fish gasping for air, moon...dented as a hubcap

Discussion Questions

What are the facts?

Literal Questions

Who
What
When
Where
How
Why

How is the text structured?

Structural Questions

Setting (when, where, weather)
Characters
Characterization (description, does, says, are said about)

Plot (problem, barriers, resolution) Conflict (nature, self, society, others) Tone (attitude) Mood (atmosphere)	
What are the major ideas in the text? Idea Questions Theme Who learns what Value Thoughts	
How does the author do what he/she does in the text? Craft Questions Style Effects Writing	
How is this work like/unlike other works by this author? Author Questions Text & Context History Impression	
How is this work like/ unlike other texts you have read? Literature Questions Analysis Synthesis Basis for comparisons: Element	
How does text relate to your life? Life Questions Life questions, problems, decisions Age & development The world Your world	
What do you think of this text? Evaluate Questions Impression Preference Value Continuity Clarification Conflict Culture Counter-culture	
What do you think will happen next? Inference Questions Predictions Tentative conclusions Partial information Anticipation Creating a sense	

8. Discussion

Ask discussion questions of all 9 types (see Day 1).

Key Questions p. 18-27

1. What does Chuy do to help a cholo get out of police harassment?
2. Did Chuy do the right thing by helping the cholo escape the husky cop?
3. How does Chuy penetrate a solid object?
4. Why would Chuy want to send a chill through the living?
5. What purpose would scarring the living do for Chuy?
6. Describe how Chuy helps the police.
7. Do you think it is the right thing for him to intervene?

8. What would you have done if you were the cop that was called to settle the marriage argument?
9. What is a good solution to their problem?
10. How does Chuy show change in today's reading?

9. Analyze Analyze the key paragraph.

Key Paragraph

"I howled my ghostly breath on the newspaper, and the bits of dirt arranged themselves like a beard on my photo. I was dead, I realized, but I could still have my say. I had influence. For all I cared, the no-good husband was going to get religion, or at least the dishes were going to get done without his old lady getting on his case"

EXTEND

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

With his presence, Chuy helps a lazy husband get motivated to do the dishes and clean up a broken plant. This probably satisfied the wife, at least temporarily.

Write a paragraph about a time when you had a good solution to a problem. Write an argumentative paragraph that proves it was a good solution. Provide three reasons on why your solution was a suitable solution to the problem.

Consider the following questions in your paragraph:

- Tell about the problem; who was involved?
- What was your solution?
- How did the whole situation turned out in the end?

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

1. Would you intervene in other people's struggles if you were Chuy?
2. How do you help people today, while you are living?

Character Based Literacy Program Lesson Plan

The Afterlife, Day 4



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



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 do these Spanish words mean?

Teachers should review the Spanish words used in today's selection. **All can be found at the back of the book.**

- | | |
|--------------------|--------------------|
| • <i>rancheras</i> | • <i>panaderia</i> |
| • <i>borrachos</i> | • <i>nalgas</i> |
| • <i>papi</i> | • <i>ese</i> |
| • <i>mi'jo</i> | • <i>menudo</i> |
| • <i>hijole</i> | • <i>quegacho</i> |
| • <i>mi carnal</i> | • <i>queasco</i> |
| • <i>churros</i> | • <i>chones</i> |
| • <i>cabron</i> | • <i>tonto</i> |

2. Word Wall

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

deflated (28)	intrigue (33)	nonexistent (33)	instinctively (36)	corroded (37)
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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.

Read *The Afterlife* p. 27-42 begin on p. 27 “From the Section 8 Apartment...” and end on p. 42, “even in life.”

Setting	Characters	Pages
Angel’s house	Chuy, Angel, Angel’s dad	28-29
Grade school flashback	Chuy, Angel, Maya Ramirez	29-30
Downtown Fulton Mall	Chuy, salesclerk, Yellow Shoes	32-34
On the street	Chuy, Yellow Shoes, heavy cops	34-37
Middle school	Chuy, Fausto	37
On the street	Chuy, Yellow Shoes	38
Fausto’s house	Chuy, Yellow Shoes, Fausto	39-42

RESPOND

5. Timeline

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

Students might mention:

- He visits his best friend, Angel.
- He learns he can ground himself by tightening his belly.
- Yellow Shoes is working for Fausto.
- Fausto was a bully in middle school who deals in stolen bikes now.
- Yellow Shoes’ real name is also Chuy.

6. Map

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

Open Mind Portrait

New character information can be added to an Open Mind Portrait.

KWL Chart

An answer can be added to a question from the KWL Chart.

Map

A new location or change can be added to the map.

Change Poster

Collaborate with students create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column “Changes” and the other side “Effort”.
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the “Changes” column.
- For all of the items in the “Changes” column, have students describe the effort that was made to create that change. Write the effort in the “Effort” column.
- Keep in mind some of the themes of the novel: life, death, love, forgiveness, grieving, etc.
- Discuss the additions as a class.

EXPLORE

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

Postcard

On one side, draw the scene of Chuy visiting Angel. On the other side, pretend you are Chuy and write a letter to Angel telling him about your “life” as a ghost. What would you want him to know to help ease his misery?

Open Mind Portrait

Create an Open Mind Portrait of Chuy.

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 head shot 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 head shot 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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions, p. 27-42

1. Who is Angel?
2. What would you say to Angel, if you were Chuy?
3. How does Chuy ground himself?
4. How might Chuy's lack of control make his afterlife difficult?
5. Who is Fausto?
6. How do Fausto and Yellow Shoes know each other?
7. What might yellow shoes signify?
8. Explain the irony of the actual name of Yellow Shoes.
9. In the last section, page 27, Chuy notices a rubber knife "could bring down a child in a pretend death. Kids practicing for the future". Who else in the story had some childhood practice for their future?
10. What experiences in your life have influenced where you are or would like to be?

9. Analyze Analyze the key paragraph.

Key Paragraph

“I stepped back. I had so much to tell him, my bro since the first grade. But I had no voice other than the icy chill of my breath. I had no other way to reach him than the vague feeling of touch. But he was aware that I stood in front of him”

EXTEND

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

When someone you care about passes away, or moves, it can be very difficult to say good-bye, to say everything you want to communicate about how much you will miss him/her, the magnitude of the influence he/she has had on your life.

Write an argumentative letter to persuade a family member or friend not to move. Include three reasons why they should stay and at least one reason why they shouldn't move.

Consider the following questions:

- Describe your relationship to this person.
- Why are they moving?
- How will their life and your life change after the move?

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

1. What would you say to your best friend if your spirit was before him/her?
2. What would you say to your family if your spirit was before them?

Character Based Literacy Program Lesson Plan

The Afterlife, Day 5



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



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 loneliness?

Loneliness is sadness that comes from being apart from other people or not visited by many people.

Source: <http://www.merriam-webster.com/dictionary/loneliness>

What kind of person does Yellow Shoes seem to be? He seems to be a thug who would commit murder over a comment about his shoes, but when you see him with Fausto, he doesn't seem to be the ultimate tough guy, at least not the top of the totem pole. What do you suppose Yellow Shoes' life has been like?

2. Word Wall

mimicked (42)	massacre (42)	foe (42)	ventured (43)	skyward (43)
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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.

Read *The Afterlife* p. 42-48

Setting	Characters	Pages
Fausto's house	Chuy, Yellow Shoes, Fausto	42-43
Rachel's house	Chuy, Rachel	45-48

RESPOND

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

Students might mention:

- He visits Rachel, his girlfriend; he's lonely and misses her.
- Chuy's foot is disappearing.

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

Open Mind Portrait

New character information can be added to an Open Mind Portrait.

KWL Chart

An answer can be added to a question from the KWL Chart.

Map

A new location or change can be added to the map.

Change Poster

Collaborate with students create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Changes" and the other side "Effort".
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the "Changes" column.
- For all of the items in the "Changes" column, have students describe the effort that was made to create that change. Write the effort in the "Effort" column.
- Keep in mind some of the themes of the novel: life, death, love, forgiveness, grieving, etc.
- Discuss the additions as a class.

EXPLORE

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

Postcard

On one side draw the scene of Chuy visiting Rachel. On the other side, pretend you are Chuy and write a letter to Rachel telling her about your “life” as a ghost. What would you want her to know to help ease her misery?

Setting Chart

Fill out the Setting Chart

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 (see Day 1).

Key Questions, p. 42-48

1. Who is Rachel?
2. Why do you think Chuy visits Rachel?
3. Why do you think Chuy is lonely?
4. Do you think Chuy will feel lonely for the entirety of his afterlife?
5. What other emotions has he been dealing with as he visits his friends and family?
6. How do you think Chuy feels watching his family and friends mourn over him?
7. Why is Chuy’s foot disappearing?
8. Do you think Chuy will
9. How has Chuy showed change during today’s reading?
10. What do you predict will happen next?

9. Analyze Analyze the key paragraph.

Key Paragraph

“‘Rachel,’ I said in a pleading voice. I wanted her as my girl. My loneliness was as deep as that mirror. What could I do but feel self-pity because the one life I had was gone?”

EXTEND

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

Seeing Rachel is the first time that Chuy feels loneliness and regret about his life ending. Do you think money, food, or drugs can cure loneliness? **Write an argumentative paragraph defending your position. Include your opinion on what can cure loneliness. Provide three reasons to support your position.**

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

1. What do you do when you feel lonely?
2. How can you help others not feel lonely?

Character Based Literacy Program Lesson Plan

The Afterlife, Day 6



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 different types of cemeteries?

- A church cemetery - Often located near the church and is private church property.
- A public cemetery - Owned by a town, city or county and open to the public.
- A private cemetery - Owners and/or caretakers are usually listed at the cemetery entrance. This restrictive cemetery could be owned and operated by a lodge, a community organization, the military, or a specific family.
- An ethnic cemetery - Could be private or public and overlap one of the other types but owned and operated to support one religion.
- A mass grave - A common grave for a group of people, often victims of a disaster.
- Commercial cemetery - These are for profit and are nondenominational.

Source: <http://www.pbs.org/opb/historydetectives/educators/technique-guide/cemetery-information/>

In today's reading, Chuy visits his grandfather's grave in the cemetery. Ask the students about their experience with visiting cemeteries and why some people visit their dead family and friends.

To begin (or continue) a discussion about the afterlife, ask the students their views of what happens when you die and does heaven exist? If so, what's it like?

Chuy also makes a confession while at the cemetery. Discuss what it means to confess wrongdoing.

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

stride (52)	brooded (50)	confessed (52, 53)	repent (52)	cringed (57)
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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.

Read *The Afterlife* p. 49-60 Stop on p. 6, "had to get out of there."

Setting	Characters	Pages
Fulton Mall	Chuy, Sales clerk	50-52
Cemetery	Chuy, Grandpa's grave	52-54
Parents' house	Chuy, Mom and Dad, Uncle Richard, Carmen, Eddie	54-60

RESPOND

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

Students might mention:

- Confesses stealing lighter to Grandpa at cemetery.
- Stole lighter to sell for candy.

- Visited family, who was preparing for his funeral.
- Chuy's mom wants his cousin, Eddie, to do something, but he refuses.
- He is losing his legs and hands.

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

Open Mind Portrait

New character information can be added to an Open Mind Portrait.

KWL Chart

An answer can be added to a question from the KWL Chart.

Map

A new location or change can be added to the map.

Change Poster

Collaborate with students create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Changes" and the other side "Effort".
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the "Changes" column.
- For all of the items in the "Changes" column, have students describe the effort that was made to create that change. Write the effort in the "Effort" column.
- Keep in mind some of the themes of the novel: life, death, love, forgiveness, grieving, etc.
- Discuss the additions as a class.

EXPLORE

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

Open Mind Portrait

Make an Open Mind Portrait of Chuy's grandfather. Use pictures, words, and symbols to show how Chuy feels now about stealing the pennies and lighter from his grandfather. Use pictures, words, and symbols to show what you think the grandfather's response to the confession would be.

Character Profile Chart

Fill out the Character Profile Chart on Chuy.

1. Write Chuy in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that Chuy has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions, p. 49-60

1. What does Chuy do at the cemetery?
2. What else might Chuy feel guilty about?
3. Why did Chuy steal?
4. Would you consider this event a big deal?
5. Describe how Chuy's family was preparing for his funeral.
6. What is Chuy's family doing with medals and newspaper clippings?
7. What does Chuy's mother try to convince Eddie to do?
8. How is Chuy's mother grieving?
9. What is the purpose of revenge?
10. Do you think Eddie made the right decision? Why or why not?
11. What is the difference between *confess* and *repent*?

9. Analyze Analyze the key paragraph.

Key Paragraph

"Grandpa, I'm the one, I confessed in my heart. You know-the lighter, the pennies"

EXTEND

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

Chuy feels guilt or remorse for having stolen the lighter and pennies from his grandfather, even after all these years. He knows he was naughty and shouldn't have stolen them. Chuy offers a sincere apology to his grandfather's grave.

Pretend you are Chuy. **Write an argumentative letter to prove to your grandfather that you are sorry for stealing from him. Include three reasons why you were sorry and what you do next time if you had a second change. End your letter with a sincere apology.**

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

1. What do you think is happening to Chuy's ghostly body?
2. What do you think will happen when it is all gone?

Character Based Literacy Program Lesson Plan

The Afterlife, Day 7



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 the history behind the song, *Taps*?

The languid, melancholy sound of a bugle call is a fixture at military funerals. But it wasn't always that way. The song taps used to signal 'lights out' for soldiers to go to sleep. Taps historian Jari Villanueva, a former ceremonial bugler at Arlington National Cemetery, discusses the evolution of the song and the meaning of Memorial Day. Find out more: <http://www.npr.org/2011/05/30/136721508/historian-explains-the-origin-of-taps>

Often when a student dies, his/her high school will acknowledge the loss with a memorial ceremony, moment of silence, or even a plaque of some kind. Teachers should ask the students if they have ever seen a high school memorialize a student's

death. What have they seen done? How did the other students respond? Were they respectful?

Teachers should mention what it means when taps is played at a funeral. Maybe play the song on a CD, or hum the tune, or even introduce the lyrics. During this chapter, it is played on the trumpet, in Chuy's honor.

*Day is done, gone the sun
From the lakes, from the hills, from the sky
All is well, safely rest, God is nigh*

The following link has a recording of the song: <http://www.niehs.nih.gov/kids/lyrics/taps.htm>

2. Word Wall

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

exhibition (61)	meager (62)	spectator (65)	possessed (61)	envisioned (71)
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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.

Read *The Afterlife* p. 60-73, end on p. 73 "heavy as the hammer in his hand"

Setting	Characters	Pages
High school basketball game	Chuy, The four J's-Jamal, Jaime, Jonathon, Jared	60
Between parents' house and school	Chuy	60-61
High school basketball game	Chuy, The four J's-Jamal, Jaime, Jonathon, Jared, Coach Silva, Miss Escobedo, Sara, Mr. Laird, vice principal, trumpet player	61-65
In front of 7-Eleven	Chuy, vato in Yellow Shoes (different one), Poodle in Honda	66-69
Eddie's apartment	Chuy	69-70
Old Lady's junky backyard	Chuy, Eddie, fireman	70-71
Eddie's apartment	Chuy, Eddie, woman in pumps	71-73

RESPOND

5. Timeline

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

Students might mention:

- Chuy visits his high school basketball game to watch friends play.
- There is a moment of silence, banner, and taps played in his honor.
- Another guy in yellow shoes steals a Honda.
- He remembers a time when he and Eddie set a fire in a backyard.

- Someone leaves a gun in a towel on Eddie's doorstep.

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

Open Mind Portrait

New character information can be added to an Open Mind Portrait.

KWL Chart

An answer can be added to a question from the KWL Chart.

Map

A new location or change can be added to the map.

Change Poster

Collaborate with students create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column “Changes” and the other side “Effort”.
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the “Changes” column.
- For all of the items in the “Changes” column, have students describe the effort that was made to create that change. Write the effort in the “Effort” column.
- Keep in mind some of the themes of the novel: life, death, love, forgiveness, grieving, etc.
- Discuss the additions as a class.

EXPLORE

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

Figurative Language Chart

Note: Objectives of the suggested activity:

- Allow students an opportunity to explore language that communicates ideas beyond the literal meaning of the words (figurative language).
- Students will identify the types of figurative language of simile, metaphor, imagery, alliteration, assonance, and repetition.
- Allow students to work with classmates to build social skills and develop conversational skills.

Students will find one example of figurative language in today's reading. Each student will keep track of the quotation on a sheet of paper or in a notebook, identify the page number where it can be found, state the type of figurative language, what is being compared or what particular image is conveyed (this will be at least two sentences). The following template (example provided) can be used:

Character Interaction Chart for Chuy, Yellow Shoes and Eddie.

- Choose 3 characters you have profiled and wish to analyze. Fill the name of each character in one of the 3 boxes.

- Each character box has another character box on each side. On the side of the first character box near the second character box, write down what the first character thinks about the second character, and how the first character interacts or gets along with, the second character.
- Then do the same thing for how the second character thinks about and interacts with the first, in the second characters box.
- Continue doing this until you have filled out each box: the second for the third, the third for the second, the third for the first and the first for the third.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions, p. 60-73

1. Why does Chuy visit his high school?
2. How was Chuy's high school mourned his death?
3. How do you think this makes Chuy feel?
4. How do you think his high school friends and teachers remember Chuy?
5. What do you suppose high school had been like for Chuy?
6. Describe the behavior of another guy wearing yellow shoes?
7. Why does he keep seeing guys in yellow shoes?
8. Describe Chuy's memory of him and Eddie.
9. What was on Eddie's doorstep?
10. Who do you think put it there?
11. What do you think it means?
12. How would you respond if you were Eddie?
13. Have you ever felt the self-pity that Chuy did? That notion of "why me?"

9. Analyze Analyze the key paragraph.

Key Paragraph

"The kid from my childhood played beautifully. I felt terrible that I couldn't go back in time and try to beat up the bully for him. We could have done it together"

EXTEND

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

Chuy, when he sees the trumpet player at the basketball game who plays taps, wishes that he had helped the kid stand up to a bully. He surmises that, together, they could have taken the bully (although, beating him up, may not have been the most responsible choice). Write about an event in your life when you should have taken action. Did you act, even if it was difficult? Or did you not act, like Chuy?

Write an argumentative letter to persuade your *past self* to act. Provide three convincing reasons explain why you should take the most responsible action. Consider the following when writing your letter:

- Tell about the circumstances of the event, and what the problem was.
- Tell what actions you took and what obstacles you faced.
- What would have been the most responsible action in that situation?

- Provide three reasons why you chose (or should have chosen) the most responsible action.

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

1. Did you ever have someone stand up for you when you were being teased or picked on?
2. What do you think you will be remembered for?

Character Based Literacy Program Lesson Plan **The Afterlife, Day 8**



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 the difference between revenge and avenge?

Avenge and revenge both refer to inflicting pain or harm in return for pain or harm inflicted on oneself or causes harm to which one is loyal. The two words were formerly interchangeable, but have been differentiated so that they now convey widely diverse ideas. Avenger is now restricted to inflicting punishment as an act of retributive justice or as a vindication of propriety: *to avenge a murder by bringing the criminal to trial*. Revenge implies inflicting pain or harm to retaliate for real or fancied wrongs; a reflexive pronoun is often used with this verb: *Iago wished to revenge himself upon Othello*.”
Source: <http://dictionary.reference.com/browse/avenge?s=t>

Talk with students about the differences between revenge/avenge. Revenge is getting even. Avenger is getting even on behalf of someone else. Up until now, Chuy hasn't met any other ghosts. But people are dying every day. Where are they? Can they not see each other?

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

crave (74)	squint (78)	churning (81)	hideous (82)	dilapidated (82)
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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.

Read *The Afterlife* p. 73-84

Setting	Characters	Pages
Eddie's apartment	Chuy, Eddie, Eddie's mom	73-74
Fausto's street	Chuy, Crystal	74-82
Fausto's house	Chuy, Crystal	82-84

RESPOND

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

Students might mention:

- Chuy's mom wants Eddie to get revenge for Chuy's death.
- Crystal appears.
- Chuy teaches her about moving around.
- Together, they break the door at Fausto's house to foil Fausto's and Yellow Shoes' plans.

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

Open Mind Portrait

New character information can be added to an Open Mind Portrait.

KWL Chart

An answer can be added to a question from the KWL Chart.

Map

A new location or change can be added to the map.

Change Poster

Collaborate with students create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column “Changes” and the other side “Effort”.
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the “Changes” column.
- For all of the items in the “Changes” column, have students describe the effort that was made to create that change. Write the effort in the “Effort” column.
- Keep in mind some of the themes of the novel: life, death, love, forgiveness, grieving, etc.
- Discuss the additions as a class.

EXPLORE

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

Descriptive Language Leaves *The Afterlife* takes place in the fall and therefore leaves are mentioned many times in Soto’s description of the scenes. The leaf rubbings can be used to create a border around the timeline, adding themed décor and putting descriptive writing in an easy to see location, which will help to reinforce the concept of “show, don’t tell.” Students will likely be interested in Soto’s many descriptions of blood and other red objects.

Materials: leaves, crayons in fall colors (yellow, red, orange, brown), plain white copy/printer paper

1. Place a leaf under a sheet of paper, and rub it with the side, not tip of the crayon. This will leave an imprint of the leaf. Students should make several leaves and either tear roughly around their shape or cut them out.
2. Students search the text read so far for examples of descriptive language and write one example on each leaf, using a black crayon or marker. They are looking for words and phrases that are examples of “show, don’t tell.” The leaves can be displayed as the border around the time line.

Examples students may find: The author describes blood and other red things in many ways. Pomegranate juice, gashes that resembled gills of a fish gasping for air, moon...dented as a hubcap

Venn Diagram

Compare and contrast life and the afterlife.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions, p. 73-84

1. Why do you think Chuy's mother wants revenge?
2. Why do you think Chuy's mother is unwilling to do it herself?
3. Why do you think Eddie is unwilling?
4. Who is Crystal?
5. What does Chuy teach her?
6. What does it mean to have someone trust you?
7. Why do you think Chuy wanted Crystal to trust him? What would that look like?
8. Why do you suppose he even cared what she thought of him?
9. What did Chuy and Crystal do to Fausto's house?
10. Did Chuy do the right thing to Fausto's house, knowing full well that the bikes would be "restolen" by neighborhood kids?

9. Analyze Analyze the key paragraph.

Key Paragraph

"Don't be scared,' I said in a slow, deliberate manner. I wanted to be understood, trusted"

EXTEND

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

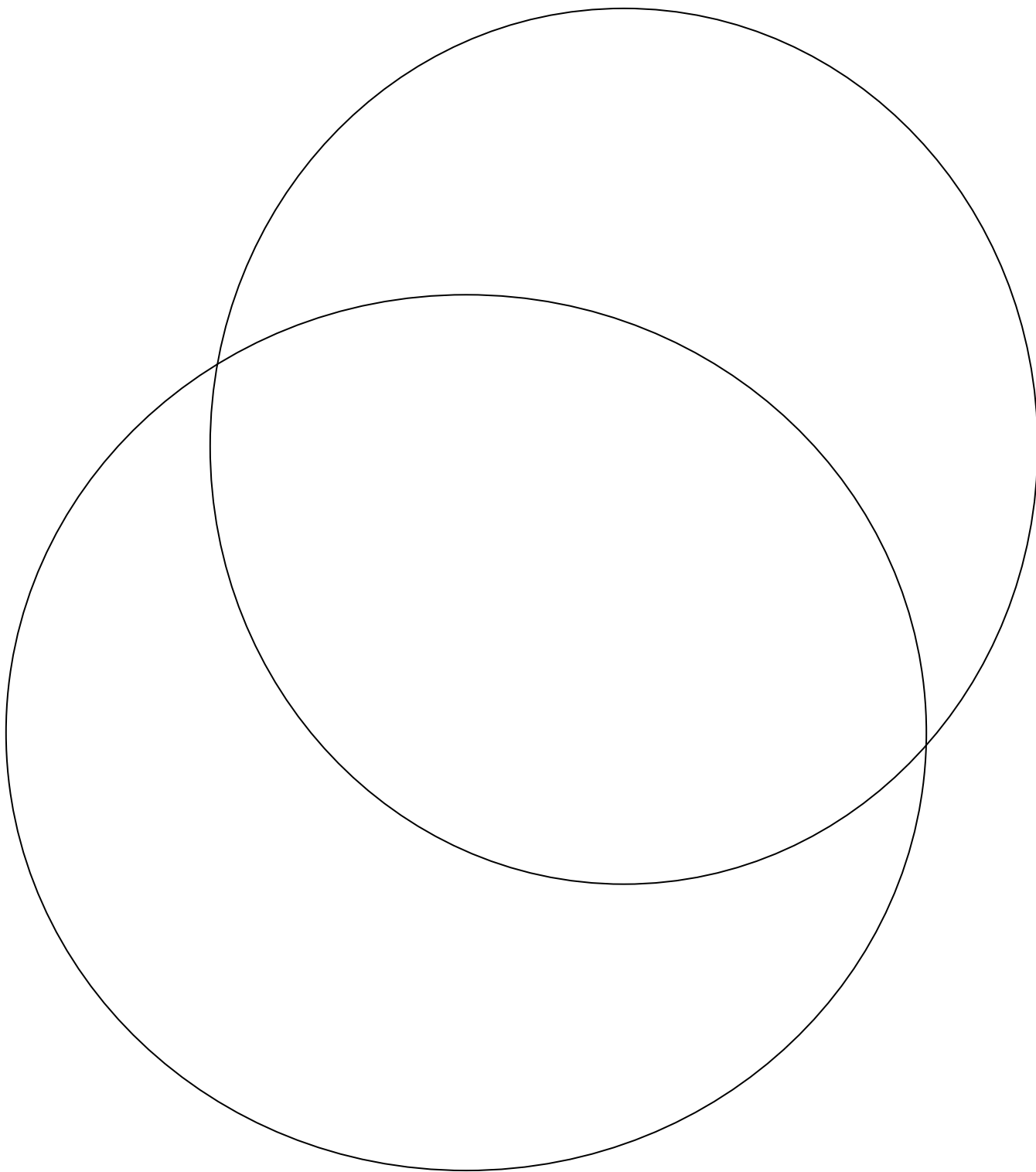
Chuy wanted Crystal to trust him and feel safe with him. He tried to impress her with letting the car drive through him. He tried to be confident, so she would be secure. Another person's trust must be earned. It may or may not come easily, but if broken, takes a long time to mend.

Write about a time when you wanted to be trusted, either by a person (or animal). How did you show and prove your trustworthiness? In an argumentative paragraph, explain how you prove to be trustworthy. Include three ways in which you showed that you were trustworthy. How did the other person respond? Did they eventually trust you?

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

1. Who do you trust?
2. Do you think you are trustworthy? Why or why not?
3. How can you be more reliable?

6g6 Venn Diagram Chart



Character Based Literacy Program Lesson Plan

The Afterlife, Day 9



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

How to talk to someone who is thinking about suicide?

Talking to a friend or family member about his or her suicidal thoughts and feelings can be extremely difficult for anyone. But if you're unsure whether someone is suicidal, the best way to find out is to ask. You can't make a person suicidal by showing that you care. In fact, giving a suicidal person the opportunity to express his or her feelings can provide relief from loneliness and pent-up negative feelings, and may prevent a suicide attempt.

Ways to start a conversation about suicide:

- I have been feeling concerned about you lately.
- Recently, I have noticed some differences in you and wondered how you are

doing.

- I wanted to check in with you because you haven't seemed yourself lately.

Questions you can ask:

- When did you begin feeling like this?
- Did something happen that made you start feeling this way?
- How can I best support you right now?
- Have you thought about getting help?

What you can say that helps:

- You are not alone in this. I'm here for you.
- You may not believe it now, but the way you're feeling will change.
- I may not be able to understand exactly how you feel, but I care about you and want to help.

The best thing to do if you are concerned about someone you care about is to direct them to resources and professionals who can help them. For more Suicide Prevention information: http://www.helpguide.org/mental/suicide_prevention.htm

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

grimaced (84)	gazelles (87)	horizon (84)	eucalyptus (89, 90)	holler (84)
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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.

Read *The Afterlife* pgs. 84-91; stop reading on pg. 91, "and applied them again."

Setting	Characters	Pages
Fausto's house	Chuy, Crystal	84-87
Streets of Fresno, Roding Park	Chuy, Crystal, Homeless man	87-91

RESPOND

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

Students might mention:

- Crystal committed suicide by taking pills.
- They stop in the park and see her body.
- Finding a homeless man with a fever, Chuy applies cold arms to his chest.

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

Open Mind Portrait

New character information can be added to an Open Mind Portrait.

KWL Chart

An answer can be added to a question from the KWL Chart.

Map

A new location or change can be added to the map.

Change Poster

Collaborate with students create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column “Changes” and the other side “Effort”.
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the “Changes” column.
- For all of the items in the “Changes” column, have students describe the effort that was made to create that change. Write the effort in the “Effort” column.
- Keep in mind some of the themes of the novel: life, death, love, forgiveness, grieving, etc.
- Discuss the additions as a class.

EXPLORE

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

Character Trait Suitcase

Students will create a suitcase out of a card. The cover will look like a suitcase. The inside of the suitcase will contain character traits they would like to have in the afterlife. On the backside, students will explain how they plan to develop some of the traits they don't have. This activity will begin today and will be completed on day 15.

Objectives:

- Students will reflect on their own good qualities
- Students will consider where they could use some growth in terms of personality and characteristics and make an action plan for how they can develop these skills.

Day One: Fold a sheet of paper in half, horizontally. On the outside cover, draw a suitcase, so that it fills nearly the entire cover. Decorate it with pictures of places you have been to or would like to visit, e.g. Eiffel Tower, Winchester Mystery House, the beach. On the inside of the suitcase, begin a list of character traits that you would like to have to take with you into your own afterlife. Would you like to be honest? Responsible? Thoughtful? Generous? Punctual?

Day Two: Finish adding traits to the inside of the card. Choose two or three traits from your list, which you would like to improve on. Write a sentence or two about each of those traits detailing how you intend to develop or perfect each of the character traits

Materials:

- Paper or oak tag
- Crayons, markers
- Construction paper
- Paste or glue stick

- Pencil

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions, p. 84-91

1. How did Crystal commit suicide?
2. What do you think Crystal's life was like? at home? at high school?
3. What reason could Crystal possibly have for committing suicide?
4. What advice would you give Crystal if you could have met her before her suicide?
5. What do Chuy and Crystal see in the park?
6. Do you think Chuy would have helped the homeless man if he was still alive?
7. Why did Chuy want to help the homeless man?
8. Was there a reward for helping him?
9. Would it help him earn Crystal's trust?
10. Do you think he would feel good about himself because he helped a fellow human? Or is this only a quality human beings have?

9. Analyze Analyze the key paragraph.

Key Paragraph

"I stepped back, scared. His ghost was starting to peel away from his body. It started to rise, but I quickly got down on my knees and applied my stumps to cool the man's fever. *Don't die*, I begged. *Please don't die*. I touched his face with my stumps, pulled them away, and applied them again"

EXTEND

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

Chuy came across a sick and dying homeless man in the park, who may not have showered in a long time. Yet, he tried to help the sick man's fever by sticking the ghostly chill of his stumps (arms) in the man's chest. Chuy tried to help a total stranger. There was no reward or prize for this act; he just did it. Or maybe he did have a reward: the admiration, respect, or love of a girl he wanted to trust him. Or was the act of helping the homeless man its own reward?

In an argumentative paragraph, explain why you think Chuy helped the homeless man. Describe what truly motivated his actions. Provide three reasons to support your position.

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

1. Describe a time when you helped someone in need.
2. Were you rewarded? Did you do it for the reward?

Character Based Literacy Program Lesson Plan

The Afterlife, Day 10



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 the meaning behind the song, *"It's a Small World"*?

Sing the song "It's a Small World" (or at least mention it and the lyrics) and talk about what the phrase "small world" means. For example, you might see people you know from work or your school while on vacation at Disneyland. Another example, someone who goes to school with you, may be your cousin's best friend. Ask the students about coincidences of meeting people you know from one part of your life at a different time or place in your life. Have they ever had small world experiences?

"Don't burn your bridges behind you." This saying could be sage advice. Talk about what it means.

Afterlife- it's the title of the book, but what is an afterlife? Talk with students about their notions of "life after death."

2. Word Wall

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

afterlife (92)	hovered (91)	thrashing (92)	outburst (95)	gawked (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.

Read *The Afterlife* p. 91-99; stop pg. 99, "icy soda at her side."

Setting	Characters	Pages
Roeding Park	Chuy, Crystal, homeless man	91-94
On the road to Selma	Chuy, Crystal	94-97
Crystal's home	Chuy, Crystal	98-99

RESPOND

5. Timeline

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

Students might mention:

- Chuy saved a homeless man and the ghost goes back into his body.
- They find Crystal's body in her car, not discovered yet.
- Chuy realizes he worked on Crystal's family farm as a child and saw her back then.
- Chuy's body has disappeared up to his knees and Crystal is losing her toes.

6. Map

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

Open Mind Portrait

New character information can be added to an Open Mind Portrait.

KWL Chart

An answer can be added to a question from the KWL Chart.

Map

A new location or change can be added to the map.

Change Poster

Collaborate with students create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Changes" and the other side "Effort".

- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the “Changes” column.
- For all of the items in the “Changes” column, have students describe the effort that was made to create that change. Write the effort in the “Effort” column.
- Keep in mind some of the themes of the novel: life, death, love, forgiveness, grieving, etc.
- Discuss the additions as a class.

EXPLORE

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

Figurative Language Chart

This is an on-going activity that allows the student to explore the types of figurative language used by Soto in his writing. The suggested activity will be repeated frequently during the entire unit.

Note: Objectives of the suggested activity:

- Allow students an opportunity to explore language that communicates ideas beyond the literal meaning of the words (figurative language).
- Students will identify the types of figurative language of simile, metaphor, imagery, alliteration, assonance, and repetition.
- Allow students to work with classmates to build social skills and develop conversational skills.

Students will find one example of figurative language in today’s reading. Each student will keep track of the quotation on a sheet of paper or in a notebook, identify the page number where it can be found, state the type of figurative language, what is being compared or what particular image is conveyed (this will be at least two sentences). The following template (example provided) can be used:

Quotation	Type	Comparison/or Image	Meaning
“Angel was my friend on the dance floor, circling like a shark and resembling a shark- he had pointed teeth and hair that stood up like a fin.” Pg 8	Simile	A young man on the dance floor to a predatory fish	A young man has physical features like a shark. He chases the girls as if he were hunting for prey.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions, p. 91-99

1. Describe what Chuy and Crystal find in her car.
2. Why do you think her body has not been discovered yet?
3. How do you think this makes Crystal feel?
4. When did Chuy and Crystal first meet?
5. What has changed since they first met?

6. How were their lives similar and different?
7. Describe the changes happening to Chuy's body.
8. What does the phrase, "Don't burn bridges behind you" mean?
9. Chuy and Crystal save a homeless man from dying of a fever. They took care of him. Have you ever been someone's caretaker or helped someone out of a serious situation?
10. What did that feel like after helping someone in need?

9. Analyze Analyze the key paragraph.

Key Paragraph

"I remember Dad saying that life is a journey that ends in the same place where you begin. He was philosophizing after the Raiders lost a playoff game-the attempted field goal that would have put the team up by one point hit the uprights and bounced left, also bouncing the air out of every Raider fan from Oakland to Los Angeles...."

EXTEND

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

Chuy met up with Crystal as ghosts. But he soon realizes that he had met her many years ago, when he worked on her family's farm. Of all the farms in Fresno, it had been hers. What a small world. Chuy's dad says that life brings you back to the same place. What does that mean?

Write an argumentative paragraph explaining how the world is a small place. Provide a "small world experience" where you met up with someone from your past or had an interesting connection to another person. What was the connection and how did you discover it?

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

1. Describe a time when you burned a bridge.
2. What could you have done to prevent it from happening?

Character Based Literacy Program Lesson Plan

The Afterlife, Day 11



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



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 envy?

Talk about envy and jealousy in terms of being envious of someone's life, possessions, and lifestyle. What kind of behavior does envy lead to? Often a person can become less nice, snappy or impatient when faced with someone else having what you wish you had.

What is irony?

Irony is a type of humor. It is when something other than what is expected occurs. In today's reading, there is an ironic situation. Two characters get into a fight and end up swapping jackets, which means that the adversaries will need to meet again to trade jackets. But if they don't notice they have the wrong one, they will end up out in public wearing their adversary's jacket.

What does it mean to be a “little fish”?

As a first grader, a student is a “little fish” in the elementary school pond. By the time he/she is a 5th grader, he/she is the big man on campus, so to speak, the big fish in the little pond. But the next year, in middle school, he /she is the bottom of the totem pole, the little fish again. A similar circumstance occurs when a small town athlete moves to a larger school or city. The competition level is higher and he/she is no longer THE athlete. He/she becomes the little fish again. Talk with students about what it means to be the big fish compared to the little fish and their experiences as the big or little fish. Do they remember recognizing this idea at the time?

2. Word Wall

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

manufactured (101)	somber (103)	squawk (103)	envy (107)	battered (108)
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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.

Read *The Afterlife* pg. 99-113; stop on pg. 113 “I got rejected!”

Setting	Characters	Pages
Crystal’s family farm	Chuy, Crystal	99-105
On the way to Eric’s house	Chuy, Crystal	105-106
Eric’s car	Chuy, Crystal, Eric	106-107
Jason’s house	Chuy, Crystal, Jason, Eric, neighbor	107-111
Horse pasture	Chuy, Crystal	111-113

RESPOND

5. Timeline

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

Students might mention:

- Chuy told Crystal that he remembers her.
- Jason called, worried about Crystal—her parents had been to visit.
- They Ride with Eric to Jason’s house; Crystal had 2 boyfriends.
- The fighting boyfriends leave with the wrong letterman jacket.
- Crystal killed herself over rejection.

6. Map

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

Open Mind Portrait

New character information can be added to an Open Mind Portrait.

KWL Chart

An answer can be added to a question from the KWL Chart.

Map

A new location or change can be added to the map.

Change Poster

Collaborate with students create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column “Changes” and the other side “Effort”.
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the “Changes” column.
- For all of the items in the “Changes” column, have students describe the effort that was made to create that change. Write the effort in the “Effort” column.
- Keep in mind some of the themes of the novel: life, death, love, forgiveness, grieving, etc.
- Discuss the additions as a class.

EXPLORE**7. Activity** Explore the reading more deeply with a visual or oral language activity.**Dear Abby Radio Program**

Students will write advice for Crystal’s problems in the format of a call-in radio advice program.

Objectives of the suggested activity: Allow students to work with classmates to build social skills and develop conversational skills.

- Brainstorm solutions to deal with rejection and success
- Practice good public speaking skills with a dramatic reading

Students will pretend to be radio talk show announcers who perform a call-in advice program. Crystal has called in and shared her deep concerns about failure and rejection, not being accepted to her favorite universities, and not “making it big.” In partners, students will write, and then perform for the class, Crystal’s call and the advice she receives. The advice should be respectful and encouraging. The performance of the call should be dramatic, with appropriate pauses, and inflection. The performances could be recorded on video or just audio, if the appropriate equipment is readily available.

8. Discussion Ask discussion questions of all 9 types (see Day 1).**Key Questions, p. 99-113**

1. Why does Chuy act irrationally when he is in Eric’s car?
2. Where was Eric going?
3. Who is Jason? Who is Eric?
4. Why do you think Crystal was dating two boys?
5. What was Crystal doing with two boyfriends—one with a giant house and one with a house like Chuy’s?

6. How do you think Crystal felt when she was rejected from her first and second choice school?
7. Why do you think she committed suicide?
8. Have you ever been rejected?
9. What was it like for you the first year of middle or high school, compared to the last year of middle school or a later year in high school?
10. How did you change during those years?

9. Analyze Analyze the key paragraph.

Key Paragraph

“Crystal fumed. ‘Don’t you understand? I got rejected!’”

EXTEND

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

Crystal has always been the successful over-achieving student: excellent grades, extracurricular activities, and cheerleading rounded out her resume. But they weren’t enough to get her into Harvard and Stanford. She was accepted to USC. Crystal was devastated that she didn’t get into her first choice schools, so much so that she was willing to kill herself over it.

Write an argumentative letter to Crystal to encourage her to focus on the positive things that she has experienced. What other things did Crystal have to look forward to in her life? Provide Crystal with three positive aspects about attending USC over Harvard and Stanford.

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

1. Have you ever felt like the little fish in the big pond?
2. How can you help others feel connected in the *big pond*?

Character Based Literacy Program Lesson Plan

The Afterlife, Day 12



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 does it mean to be homeless?

A homeless individual is defined as an individual who lacks housing, including an individual whose primary residence during the night is a supervised public or private facility (e.g., shelters) that provides temporary living accommodations, and an individual who is a resident in transitional housing. A homeless person is an individual without permanent housing who may live on the streets, stay in a shelter, mission, single room occupancy facilities, abandoned building or vehicle; or in any other unstable or non-permanent situation.

Source: <http://www.nhchc.org/faq/official-definition-homelessness/>

Life for homeless people is difficult. Ask the students to imagine what it is like for homeless people. Ask them to reflect on how most passersby see and respond to homeless people, homeless life, and feeling invisible.

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

pivoted (116)	insulted (122)	envisioned (119)	discreet (120)	bellowed (123)
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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.

Read *The Afterlife* p. 113-123; stop on pg. 123, "It was Yellow Shoes!"

Setting	Characters	Pages
Horse pasture	Chuy, Crystal	113-115
Riding Parks	Chuy, Homeless guy/Robert Montgomery	115-122
Bus	Chuy, Homeless guy/Robert Montgomery, Yellow Shoes	122-123

RESPOND

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

Students might mention:

- Crystal remembers that Chuy was cute as a kid.
- Chuy's arms are gone.
- He meets the homeless man's ghost, Robert Montgomery.
- The homeless man saw Crystal's suicide.

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

Open Mind Portrait

New character information can be added to an Open Mind Portrait.

KWL Chart

An answer can be added to a question from the KWL Chart.

Map

A new location or change can be added to the map.

Change Poster

Continue to add to the change poster.

EXPLORE

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

Descriptive Language Leaves

Students will use rubbings of leaves to record and display the author's descriptive language. *The Afterlife* takes place in the fall and therefore leaves are mentioned many times in Soto's description of the scenes. The leaf rubbings can be used to create a border around the timeline, adding themed décor and putting descriptive writing in an easy to see location, which will help to reinforce the concept of "show, don't tell." Students will likely be interested in Soto's many descriptions of blood and other red objects.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions, p. 113-123

1. What does Crystal remember about Chuy?
2. Now Chuy's body is really disappearing. What is happening to him?
3. How do you think Chuy feels once his arms are gone?
4. Why did Chuy tell Crystal about the cemetery where his grandfather is buried, and where he will be buried, too?
5. Who is Robert Montgomery?
6. How did he respond to becoming a ghost?
7. Describe how Chuy meets Robert's ghost.
8. How is Robert connected to Crystal?
9. Why does the homeless guy repeat himself when he talks to Chuy?
10. Predict what will happen next.

9. Analyze Analyze the key paragraph.

Key Paragraph

"His longing was familiar. Crystal suffered from that longing, and I had suffered it, too. Home is what ghosts seek out after they die—it was just natural"

EXTEND

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

Robert Montgomery asks Chuy about going home. They refer to it as a longing they suffer from and say that ghosts go in search of home. But the homeless guy doesn't have a house or apartment. What does it mean to go home? Is it the place you lived or somewhere else that you felt most comfortable?

Write an argumentative paragraph defending your definition of *home*. Is home simply the place where one sleeps? What is home? Include three reasons to support your answer.

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

1. What would you want your family/friends to do with your body after you pass away (cremated, buried, etc.)?
2. Describe a time when you attended a funeral.

Character Based Literacy Program Lesson Plan

The Afterlife, Day 13



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 a rosary funeral?

The proper terminology for the service the night before the Funeral is "Vigil." It has been a longstanding custom that the a few decades or the complete Rosary is prayed, but this is not mandatory. It is the family's choice. [As an aside...should a family--with Catholic "roots"--be having a non-Catholic Funeral Service, the parish will not provide someone to "do" a rosary the night before, as the family itself can take care of this]. Normally a Vigil includes readings from the Scriptures and prayers for the deceased—focusing our attention on our obligation to express our love for the deceased through prayer. It is during the Vigil that—should a family member(s) wish to speak (eulogize) or offer some memories and thoughts—this is the proper place to do so. Again...the Vigil is the place for family members to speak and reflect...it will not be

done during the Funeral Mass. In most cases the deacon of the parish will be the presider, in others, when he is not available, the priest or even a representative of a society or parish organization may lead it.

Source: <http://stj catholic church.com/funeral-guidelines>

In popular culture, there are many references made to crossing over to the other side. As if it were an entrance with a smoky doorway into an unseen magical world. Talk about what it means when we refer to “the other side.”

Final good-byes to dead loved ones are done differently in different cultures and religions. Chuy is Catholic. Ask students to share about what happens at a rosary and a funeral. Encourage students with a different tradition to share as well.

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

bawled (124)	mayhem (125)	rosary (129, 130)	segregated (131)	self-pity (131)
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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.

Read *The Afterlife* p. 123-134

Setting	Characters	Pages
Bus	Chuy, Homeless guy/Robert Montgomery, Yellow Shoes, Bus driver, 2 kids w/skateboards	123-128
Eddie's apartment	Chuy, Chuy's mom	128-130
Everlasting Light Mortuary	Chuy, Mom, Uncle Richard and his girlfriend, The 4 J's	130-131
Chuy's home	Chuy, teacher, Mom, Dad, Angel	131-132
Everlasting Light Mortuary	Chuy, Aunt Sara, Eddie, Chuy's mom	132-133
Oakland Coliseum	Fans at tailgate party	134

RESPOND

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

Students might mention:

- Seeing Yellow Shoes on the bus.
- Robert Montgomery wants to help Chuy with revenge.
- Chuy's mom begs Eddie to take revenge, but Eddie gives back the gun.
- At his rosary, he sees his friends and family.

6. Map

Open Mind Portrait

New character information can be added to an Open Mind Portrait.

KWL Chart

An answer can be added to a question from the KWL Chart.

Map

A new location or change can be added to the map.

Change Poster:

Continue to add to the Change Poster.

EXPLORE

7. Activity

Figurative Language Chart

Students will find one example of figurative language in today's reading. Each student will keep track of the quotation on a sheet of paper or in a notebook, identify the page number where it can be found, state the type of figurative language, what is being compared or what particular image is conveyed (this will be at least two sentences). The following template (example provided) can be used:

8. Discussion

Key Questions, p. 123-134

1. Where does Chuy see Yellow Shoes?
2. Where do you think Yellow Shoes is going?
3. Why does Robert Montgomery want to help Chuy?
4. Why did Robert Montgomery slide into Yellow Shoes' body?
5. What do you think Robert Montgomery will do?
6. Do you think Robert is making a good decision?
7. Chuy's mom really wants Eddie to avenge Chuy's death. How does a mom become so determined on revenge?
8. How has Chuy's mom change since Chuy has died?
9. Do you think Eddie considered revenge seriously?
10. Describe Eddie's character.

9. Analyze

Key Paragraph

"The telephone began to ring...*Beep*. Then my mother's voice in a whisper. 'Eddie, you can find him, *mi'jo*. Please find him. I have more bullets if you need more. I'll see you at the rosary in a little bit.' There was the sound of a television in the background. Then the final prodding. '*Mi'jo*, he loved you a lot. He would do it for you'"

EXTEND

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

Eddie is receiving a lot of pressure from his aunt to find Chuy's killer. He's trying to get his own life together and go to school and doesn't want to get into any more trouble. What makes his predicament more difficult is that his aunt is family and an authority figure, who he feels obligated to obey and be respectful towards. She even attempts to use guilt to convince him to do it by saying "He loved you a lot. He would do it for you".

Pretend you are Eddie. **Write an argumentative letter to your aunt convincing her that taking revenge would not be a good solution. Provide three reasons to support your answer that will motivate your aunt to see things more clearly and to keep her from holding a grudge. End your letter encouraging your aunt to forgive her son's murder and explain holding a grudge only keeps anger within and does not solve any problems.**

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

1. Describe a time when you wanted revenge.
2. What did you do?
3. Do you think you made the responsible choice?

Character Based Literacy Program Lesson Plan

The Afterlife, Day 14



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

How are some deathbed wishes granted?

Often, when someone is known to be close to death, family, friends, and physicians will ask him/her if he/she has any final requests or wishes. The intention is to help fulfill a dying person's wish, so he/she may pass on with a sense of completion. There are even established procedures for inmates on death row. They are given a special last meal on the night of their execution.

Make a Wish Foundation is an organization that grants last wishes to terminally ill children. They are given opportunities to meet celebrities, go on trips with their families to places like Hawaii and Disneyland, and other activities. It is a non-profit organization that is supported by fundraisers and donations.

2. Word Wall

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

fester (136)	gaffed (137)	culprit (142)	injustice (142)	giddy (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.

Read *The Afterlife* pgs. 134-147; stop on pg. 147, “as a sign of peace”

Setting	Characters	Pages
Fausto’s block	Chuy, 2 kids on bikes	134-135
Fresno street	Chuy	135-136
Van	Chuy, Hector, Manuel, and the garbage guys	136-137
Oakland Coliseum	Chuy, Raider Nation fans, Raiderettes, Teams: Oakland Raiders, Kansas City Chiefs, Raiders head coach, Ref	137-143
Flying to Fresno	Chuy, Geese	143
Truck	Chuy, Dolores, husband	143-144
St. John’s Cathedral	Chuy, Priest	145-146
St. John’s Cathedral	Chuy, Chuy’s mom	146-147
St. John’s Cathedral	Chuy, Yellow Shoes	147

RESPOND

5. Timeline

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

Students might mention:

- The Raiders game.
- Chuy disappearing—he has no arms, legs, and his abs are fuzzy.
- He returns to Fresno for his funeral mass.
- Yellow Shoes turns up at the church.

6. Map

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

Open Mind Portrait

New character information can be added to an Open Mind Portrait.

KWL Chart

An answer can be added to a question from the KWL Chart.

Map

A new location or change can be added to the map.

Change Poster:

Continue to add to the Change Poster.

EXPLORE

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

Postcard

Imagine that you have just gotten your wish from the Make a Wish Foundation. Make a postcard and on one side, draw a picture of you getting your wish. On the other side, write about what your last wish was, and why that was your last wish. This is an imaginary task, so dream big, but within the realm of things possible.

2g6 Beginning-Middle-End Chart

Fill out the Beginning-Middle-End Chart

1. Decide what the most important events in the story are. You may want to jot down a list.
2. Decide whether each event is part of the beginning, middle or end of the story. Then write a phrase describing each event in the correct column. 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.
3. If the events in a column are not in the order they took place, number the items in the column.
4. If you analyzing a chapter or segment of a larger story, all of the events might be in 1 or 2 columns, understood as part of the larger story. Or it might work to analyze the beginning, middle and end of just this part.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions, p. 137-147

1. The garbage men that Chuy rides with have an interesting conversation about their routes. The third guy doesn't talk about his route. What do you think his route is like?
2. What kind of trash does he collect and is it worth anything?
3. How was Chuy's experience at the ball game even better than when he was alive?
4. What did he get to do during this game that he couldn't have done watching the game on TV?
5. Describe Chuy's disappearing body.
6. Why does Chuy return to Fresno?
7. Who unexpectedly attends Chuy's funeral mass?
8. Do you think Yellow Shoes feels guilty? Why or why not?
9. Do you think Yellow Shoes will turn himself into the police? Why or why not?
10. Do you think Chuy will forgive Yellow Shoes? Why or why not?

9. Analyze Analyze the key paragraph.

Key Paragraph

“A roar burst forth from the soul of every man and woman who wanted to go home winners. They wanted a good memory of the evening, something to say tomorrow at work, ‘Yeah, I was there last night. Stacked up the Chiefs good.’ That roar had a powerful spirit to it and it sent me sailing from the coliseum. I rose laughing, rose tumbling like a poorly thrown football, rose and slowly descended into the parking lot. I had seen enough”

EXTEND

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

Chuy had a great time at the Raider game. Seeing them play in person was one of his all time goals and he was able to fulfill it before his body completely disappeared. Being a ghost made it even better! What is one of your wishes that you wish to have fulfilled before your death?

Write an argumentative letter to yourself explaining why you should accomplish this wish in the next year. Include reasons why you should accomplish this wish in the next year.

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

1. Have you ever been to a professional ball game (baseball, soccer, basketball, football)? Compare it to the game Chuy watched.
2. How was it similar to Chuy’s experience and how was it different?

Character Based Literacy Program Lesson Plan

The Afterlife, Day 15



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



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 *The Inferno* by Dante?

Several references are made to Dante's *The Inferno* and his descriptions of the Rings of Hell. There are 9 concentric rings, and each dead person who goes to the underworld is assigned to be in one of the categories, which get increasingly miserable as you move to the center. Satan himself is held in the center of the circle. More info can be found at the link below. <http://www.sparknotes.com/poetry/inferno/summary.html>

Talk again about students' perceptions of the afterlife. Has it changed during the course of the book? What will happen to Chuy after the book ends?

2. Word Wall

spooked (147)	beckoning (152)	unwittingly (152)	bashful (156)	methodically (156)
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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.

Read *The Afterlife* p. 147-158

Setting	Characters	Pages
St. John's Cathedral	Chuy, Yellow Shoes, Homeless Guy/Robert Montgomery	147-150
Middle grade English class	Chuy, Teacher	150-151
Tree in fifth grade	Chuy, Peter, Peter's dad	151
Chuy's home	Chuy, Mom, Dad	152
Outside St. John's	Chuy, Manuel	152-153
En route to Selma	Chuy, Llama	153-154
Crystal's home	Chuy, Crystal's dad, Man from funeral home, Crystal, Crystal's mom	154-157
Flying south	Chuy, Crystal	158

RESPOND

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

Students might mention:

- Richard Montgomery was in Yellow Shoes' body.
- Chuy only has upper torso and head left; Crystal has lost legs and arms.
- He wishes he had paid attention to Dante in English class.
- He picks up Crystal and they float away on the wind.

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

Open Mind Portrait

Complete the Open Mind Portraits you have been working on.

KWL Chart

Complete the KWL Chart you have worked on.

Map

Finish the Map.

Change Poster:

Complete and review the Change Poster.

EXPLORE

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

Character Trait Suitcase

Students will create a suitcase out of a card. The cover will look like a suitcase. The inside of the suitcase will contain character traits they would like to have in the afterlife. On the backside, students will explain how they plan to develop some of the traits they don't have. This activity will begin today and will be completed on day 15.

Day One: Fold a sheet of paper in half, horizontally. On the outside cover, draw a suitcase, so that it fills nearly the entire cover. Decorate it with pictures of places you have been to or would like to visit, e.g. Eiffel Tower, Winchester Mystery House, the beach. On the inside of the suitcase, begin a list of character traits that you would like to have to take with you into your own afterlife. Would you like to be honest? Responsible? Thoughtful? Generous? Punctual?

Day Two: Finish adding traits to the inside of the card. Choose two or three traits from your list, which you would like to improve on. Write a sentence or two about each of those traits detailing how you intend to develop or perfect each of the character traits

Fill out the 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 (see Day 1).

Key Questions, p. 147-158

1. Do you think Yellow Shoes realized he was at the funeral of the guy he murdered?
2. Did Manuel know the funeral was for the kid he read about in the paper?
3. Describe Crystal and Chuy's ghost bodies.
4. What do you think will happen to them once they completely disappear?
5. What does Chuy regret about his English class?
6. What do you think Chuy learns during his time as a ghost?
7. What do you think Crystal learns during her time as a ghost?
8. What do you think is the major lesson of this book?
9. Describe the last scene of the book.
10. What do you think the afterlife will hold for Chuy and Crystal?

9. Analyze Analyze the key paragraph.

Key Paragraph

“They say autumn is the color of death, and for Crystal and me, it was true. We were like the tint of fallen leaves, grass burnt by the first frost, and the ashen-colored fog that sometimes rises from the valley floor and smothers our dream. My dream had been to grow up, work a regular job, nothing special, hang out with friends, and be with someone special like Crystal. I received a portion of that dream and felt grateful for it. I loved her like no other. She flew at my side, southward toward what, I now knew, is called the afterlife”

EXTEND

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

Chuy dreamt that he would grow up, work a regular job, hang out with his friends, be with someone special. **As the last entry to your autobiography, write about your dreams and wishes for your future. What do you hope to accomplish? How will you measure your success?**

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

1. What did you like and dislike about this book?
2. Would you recommend this book to a friend? Why or why not?

Character Based Literacy Program Lesson Plan

The Afterlife, Final Assignment



Unit: Change Requires Effort

Novel: *The Afterlife* by Gary Soto

Final Assignment: Argumentative Essay

Task: Write an autobiographical essay.

Directions: Over the past three weeks, you have read the novel *The Afterlife* by Gary Soto. In the novel, Soto guides the reader through the experience of Chuy, a Mexican-American Fresno, California native, whose life only really gets interesting once he is dead. In Soto's novel, Chuy wanders invisibly through town, observing his family and friends and how they respond and mourn his death. He meets the ghost of a girl and thinks he has found true love, but can he hold onto it as his ghostly body begins to disappear? Through the story the reader is given insight into Chuy's views through his reflections and commentary on the happenings around him. He shares who he is and what he hopes for through the story.

Review the writing argumentative assignments from the past three weeks. Choose one prompt to expand and write an argumentative essay.

Remember that one paragraph should flow into the next. In order to produce this effect, you may have to re-write some sentences or paragraphs from your daily snapshots. You may also need to add leading or unifying sentences at the beginning or end of paragraphs to aid your reader in following the direction of your essay.

- Type your essay.
- Spell-check it.
- Save it.
- Print it and trade with a peer. Edit each other's essay using the rubric discussed in class.
- Revise your essay.
- Save and print again.

If you have a portfolio, place the final autobiographical writing inside the folder.