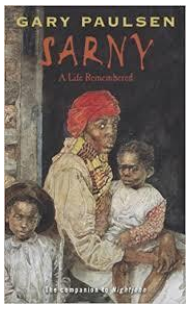
Sarny



ISBN-10	0-440-21973-6
ISBN-13	978-0-440-21936-1
Author	Paulsen, Gary
Publisher	Laurel Leaf
Copyright	1993
Lexile	840L
Genre	Historical Fiction
Synopsis	Sarny fled the plantation in the last days of the Civil War, suddenly a free woman in search of her sold-away children, until she found them and began a new life. Sarny's story gives a panoramic view of America in a time of trial, tragedy, and hope-for change, until her last days in the 1930s.
Themes	Human Rights, Prejudice
Protagonist	Female, African-American
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**

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Character Based Literacy Program Lesson Plan *Sarny*, Introduction

Outcomes for the Novel

***Sarny* by Gary Paulsen**

Focus and goals for this unit: Our goal for this unit is for students to write a biography.

Unit Roadmap

- Unit's big idea or theme **= Courage Requires Fortitude**
- **Definition: Courage is risk for a reason, not risk for a thrill; courage requires I moderate my impulses and emotions. Courage leads me to consider the heroic journey in which people live for purposes bigger than themselves and their want and needs.**
- Ideally this would be posted in your classroom.
- **Major written product**: W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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Character Based Literacy Program Lesson Plan *Sarny*, Day 1

Outcomes for Today

Standards Focus: W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Can one person's courage inspire a whole nation to step up for what is right?

Many Northerners, both white and black, argued that slavery was a source of strength to the Confederacy. Black activist Frederick Douglass urged the North to "turn this mighty element of strength into a weakness" by pursuing a policy of emancipation—freedom for the slaves.

By 1862, Union leaders were beginning to see Douglass's point. There was a growing belief that the fate of the nation could not be separated from the fate of slavery. In a speech on January 14, 1862, Republican senator George Julian noted that the Confederacy's four million slaves "cannot be neutral . . . they will be the allies of the Rebels, or of the Union." By summer, key pieces of antislavery legislation began arriving before Congress. On March 13, 1862, a new Article of War was passed forbidding army officers to return fugitive slaves to their masters. On April 10, Congress passed a resolution offering aid to any state that agreed to abolish slavery. Congress also voted in April to abolish slavery in Washington, D.C., prompting Frederick Douglass to exclaim, "I must be dreaming."

One of the most important early pieces of antislavery legislation was the Confiscation Act of July 1862. This bill ordered that slaves of anyone "engaged in rebellion against the United States" must be freed. To free slaves as a military measure against the South struck at the heart of the Confederacy, and paved the way for the Emancipation Proclamation.

Behind the Lines: A Source Book of the Civil War

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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

signifies (2)	splinter (3)	cast-iron (3)	bound (2)	sprite (5)

•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.

p. 1-5

Setting	Characters	Pages
Dallas, 1930	Sarny at 94	1-5

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

- Sarny is 94 and living in Dallas.
- She was married and her husband died.
- She lives in a place where people take care of her.
- She has been encouraged to write about her life.

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

Questions Map: After reading the designated pages for this day's lesson plan, write down a list of at least 3 questions that you have about the characters, plot, historical facts, or any other questions that arise from reading. As you continue to read the book, if any of these questions are answered, go back and write down the answers under the questions.

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EXPLORE

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

KWL Chart- What have we learned about Sarny since reading *Nightjohn?* What else would you like to know about her life? Fold a piece of paper into 3 columns, Know, Would like to Know, and Learned. Fill in the first two columns with what you know and would like to know about Sarny. Fill in the last column as you read the story.

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

Key Questions

1. How old is Sarny when she starts telling this story?
2. What polite phrase that Sarny learned from Miss Laura means that a woman is old?
3. What simile does Sarny use for how she remembers things that Miss Laura told her?
4. What does the word 'signifies' mean?
5. Who was Martin? What happened to him?
6. Where is Sarny while she is writing her story? What is her life like?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 5:

Ain't that something? That a sprite everybody looked right over, clean over the top when they were busy to see something, would be the one to live and live and write it all down. Ain't that something?

EXTEND

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

In this paragraph, Sarny is describing herself. She is amazed that someone who seems so insignificant, especially to herself, would be known by many in the present and future because she is the one that told their story. It takes courage to tell your story. What would you write about if you were to write about your family, your community, your group of friends, or your culture?

Write a short narrative (1-3 paragraphs) telling your story. Remember that a narrative is when you tell a story.

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

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

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Character Based Literacy Program Lesson Plan *Sarny*, Day 2

Outcomes for Today

Standards Focus: W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Can someone's life be a source of courage for others?

A Memoir (from French: *mémoire*: *memoria*, meaning *memory* or *reminiscence*), is a literary nonfiction genre. More specifically, it is a collection of memories that an individual writes about moments or events, both public or private that took place in the author's life. The assertions made in the work are understood to be factual. While memoir has historically been defined as a subcategory of autobiography since the late 20th century, the genre is differentiated in form, presenting a narrowed focus. Like most autobiographies, memoirs are written from the first-person point of view. An autobiography tells the story *of a life*, while memoir tells *a story from a life*, such as touchstone events and turning points from the author's life. The author of a memoir may be referred to as a *memoirist*.

http://en.wikipedia.org/wiki/Memoir

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

molasses (9)	emancipation (17)	stammer (9)	resounding (18)	auction (13)

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.

p. 9-21

Setting	Characters	Pages
plantation	Sarny, Martin, Tyler	9-21

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RESPOND

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

Students might mention

- Sarny goes back in time and talks about becoming a woman.
- She was still at Waller's and ended up marrying a man named Martin.
- They had a baby boy whom they named Tyler.
- A year later she had a baby girl whom she named Delie after her friend.
- Martin died because Waller overworked him.
- Then her friend Delie died.
- Waller started drinking heavily.
- 1861- "a war" started and Sarny and others read about the North wanting to free the slaves.
- Waller got desperate after losing all his money in card games.
- He started selling slaves and ended up selling both of Sarny's children.
- She vowed to herself that she would find them.

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

Continue adding at least 3 questions to your Questions Map. Refer to instructions in Day 1 Map section if necessary.

EXPLORE

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

Nightjohn's Gift: For the rest of Sarny's life she will ever remember and be grateful for the gift that Nightjohn gave to her and other slaves of learning to read and continuing a noble course in the face of fear. Nightjohn's gift is far greater than any tangible object he could have given them. Think about gifts that you can't touch that you have been given, such as the ability to read. Make a list of all of these kinds of gifts you can think of.

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

Key Questions

1. What simile does Sarny use to describe how slowly the idea of learning to read caught on with the slaves at first?
2. Why did reading catch on better with the women at first?
3. What simile did Sarny use to describe how the reading amongst the slaves accelerated as they continued with it?
4. What happened as slaves started learning to read?
5. Why didn't Sarny run away until later in her life?
6. What happened to Delie (Sarny's mammy)?
7. What happened to Sarny's family at the end of Chapter 1?

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9. Analyze Analyze the key paragraph.

Key Paragraph
Page 20:

I ran to the wagon and said things, wild things, said I would do anything for him only please don't take my children, not my heart, not all of me, not that.

EXTEND

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

In the above paragraph, Sarny pleads her heart out for Waller not to sell her children away from her. She is a desperate woman in this moment. There is little she wouldn't do to save her children. She knew Waller was a cruel man, but she used courage to do the only thing she was able to do, beg. Think of a time when you were in a desperate situation, a time when you were willing to do just about anything for something.

Write a short narrative (1-3 paragraphs) describing that moment.

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

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

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Character Based Literacy Program Lesson Plan *Sarny*, Day 3

Outcomes for Today

Standards Focus: W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Who were the courageous Bluecoats? How did they get their name?

When nations go to war, they must make sure companies and factories produce clothing and equipment for their soldiers for as long as the fighting lasts. During America's Civil War, factories in the North did just that, producing blue wool uniforms, rifles, pistols, swords, ammunition, and camp equipment, as well as tools to repair all these things. To make the items quickly, they used standardized parts and many workers mass-produced them. In the Confederate states, there were fewer factories and workers, so the South's fighting men often went into battle wearing homemade uniforms and carrying weapons imported from Europe or brought from arsenals in their handmade Northern factories. When these things wore out or broke, though, there was little or nothing with which to replace them. Many of the Confederate troops ended the war wearing rags and carrying weapons taken from Union army prisoners.

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

rumble(22)	bayonet (23)	whined (24)	shackles	bracing(25)

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.

p. 22-26

Setting	Characters	Pages
plantation	Sarny, Waller	22-26
	Soldiers	

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RESPOND

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

Students might mention

- Waller tied Sarny to a brace and she couldn't break free.
- Soldiers came and one of them ran a bayonet through Waller.
- Sarny asked for the key to the shackles and was released.

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

Continue adding at least 3 questions to your Questions Map. Refer to instructions in Day 1 Map section if necessary.

EXPLORE

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

Soldier Savior: On page 24 Sarny describes the boy soldier who cut her chains and told her she was free. Draw a picture of that soldier based on her description.

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

Key Questions

1. What was the rumble or the sound of thunder that Sarny heard while she was chained?
2. What did it mean that the soldiers were wearing blue?
3. How did Waller die?
4. Who let Sarny free?
5. What did Sarny do as soon as she was released from the chain? Where was she going?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 26:

I never looked back.

I left the house, left the buildings and the fields, left Waller dying in the dirt and the white women in the house and never once looked back. The other slaves—no, free people—would have to care for themselves now. Bluecoats coming, bringing freedom to everyone, sweeping clean all the dirt there was, but I didn't look back.

Had to find my children.

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EXTEND

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

Sarny had never been off the plantation before in her life. Although her yearning for her children gave her motivation, it still took courage to go out into the unknown. Think of a time when you or someone you know did something for the first time in your life that was scary or adventurous.

Write a short narrative (1-3 paragraphs) describing that experience.

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

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

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Character Based Literacy Program Lesson Plan *Sarny*, Day 4

Outcomes for Today

Standards Focus: W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

In how many ways did Sarny show courage in leaving the plantation?

One Southern citizen who suffered the Union occupation wrote, "When the war closed in 1865, the South presented a spectacle of wreck and prostration without parallel in modern times. The people had shared in the general wreck, and looked poverty-stricken, careworn, and dejected." After lamenting the loss of the South's genteel lifestyle, the diarist Mary Chestnut mused, "Now we have only burned towns, deserted plantations, and sacked villages. Yes, poverty, with no future and no hope. We are exiles in our own land."

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

trotted (28)	rebel (30)	renegade (30)	scavengers (30)	looting (30)

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.

p. 27-34

Setting	Characters	Pages
On the road and in town	Sarny, Lucy	27-34
	soldiers	

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RESPOND

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

Students might mention

- Sarny runs into town looking for her children.
- Lucy catches up with her.
- They run into soldiers on the road and they tell Sarny to be careful—it is still dangerous.
- Sarny asks about her children in town and finds out they may be at the slave yards.

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

Continue adding at least 3 questions to your Questions Map. Refer to instructions in Day 1 Map section if necessary.

EXPLORE

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

New Things!: Sarny has never been off the plantation before. If she weren't so pre-occupied looking for her children, she would probably be looking at all the new sights around her with awe and great interest. Write a list of things that Sarny **sees** for the first time. Also, write a list of things that she **does** for the first time in this section.

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

Key Questions

What does Sarny see for the first time in her life?
2. Why does Sarny not believe everything Billy says?
3. How long had Sarny's children been gone when she started searching for them?
4. Who caught up with Sarny?
5. What did Sarny describe Lucy?
6. How does Sarny know how to measure approximately one mile?
7. What supplies did Sarny and Lucy have with them?
8. What did the Union officer warn them about?
9. What new word did Sarny learn from the officer?
10. What is a hex sign? Why did Lucy make the hex sign over the dead soldier's bodies?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 30:

"But there are still dangers. We are just an advanced unit. There are bands of renegade scavengers—rebel deserters—that we haven't rounded up yet, killing and looting."

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EXTEND

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

In the paragraph above, a union officer warns Sarny and Lucy of the danger they put themselves in by travelling as two lone women. The officer represents heroism, not only by giving his advice, but by being a soldier fighting for the rights of others. Do you know any men or women who served in the military?

Write a short narrative (1-3 paragraphs) telling a story about someone you know in the military. If you don't know anyone, make it up.

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

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

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Character Based Literacy Program Lesson Plan *Sarny*, Day 5

Outcomes for Today

Standards Focus: W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Is there such a thing as fake courage? What does it look like?

Citizens of occupied areas were often forced to tolerate lawlessness and disrespect from invading troops. New Orleans, the South's largest city, was not known for its genteel manners. One local paper described the street gangs of New Orleans as "the most godless, brutal, and ruthless Ruffian[s] the world has ever heard of."

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

dim (41)	chutes (35)	cleaver (36)	dawn(40)	hickory (40)

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.

p. 35-42

Setting	Characters	Pages
In town	Sarny, Lucy	35-42

RESPOND

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

Students might mention

- Sarny and Lucy find the bill of sale that locates her children.
- They plan on going to New Orleans to find him.

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

Continue adding at least 3 questions to your Questions Map. Refer to instructions in Day 1 Map section if necessary.

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EXPLORE

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

Bill of Sale: Make a copy of what you imagine the receipt or bill of sale for Sarny's children looked like. Refer to pages 40-41 and make sure it reads exactly what she says it reads.

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

Key Questions

1. What was happening to Mr. Greerson when Sarny found him?
2. Why didn't Greerson tell Sarny where her children were?
3. What did Lucy suggest Sarny could do to find where her children went?
4. When did they find the papers that told where Tyler and Dellie were sold?
5. Where had they been sold and to whom?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 42:

"It's where we are going." Had hope now, had a name, had a place. Had hope. Had something. "It's where we are going."

EXTEND

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

Hope is a key component in courage. Without hope, would you be able to have courage? Think of a time when you had a lot of hope which gave you the courage to do something.

Write a short narrative (1-3 paragraphs) describing that experience.
If you can't think of a time in your life, make it up.

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

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

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Character Based Literacy Program Lesson Plan *Sarny*, Day 6

Outcomes for Today

Standards Focus: W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How does taking a long journey require courage?

It took approximately 300 years from 1500 to 1800 for European population to extend from the East Coast of America to the Mississippi River. Popular wisdom at the beginning of the 19th century hypothesized it would take at least another 300 years, or most likely longer, to fill the area between the Mississippi and the Pacific coast.

Of course, it didn't take 300 years to settle the West. A number of factors accelerated the pace of change. Beginning with the Louisiana Purchase in 1803, the US government acquired domain over the land to the west of the Mississippi through war, treaty or purchase. The discovery of gold in California and the promise of fertile land lured an estimated 300,000 to the Pacific Coast prior to 1860. In the midst of the Civil War, Congress enacted the Homestead Act entitling any head of family, anyone over the age of 21, or any veteran of military service to 160 acres of land. With the end of the war, many took advantage of the offer filling the westward trails with wagon trains loaded with all their worldly possessions. Before the end of the century America's frontier had been extended to the Pacific and then officially declared closed.

http://www.eyewitnesstohistory.com/plains.htm

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

specters (44)	feeble (46)	homespun (45)	recollect (49)	abomination (50)

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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.

p. 43-54

Setting	Characters	Pages
On the road	Sarny, Lucy	43-54

RESPOND

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

Students might mention

- Sarny and Lucy find out that New Orleans is 350 miles away.
- They have no maps or trains.
- It will take them at least 10 days to walk there if they can walk 35 miles a day.
- They witnessed a battle.

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

Continue adding at least 3 questions to your Questions Map. Refer to instructions in Day 1 Map section if necessary.

EXPLORE

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

Chart the Course: The soldier that Sarny asks directions from on page 50 tells her that New Orleans is about 350 miles due southwest. Print out a map of the United States and chart the course from where they are to New Orleans.

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

Key Questions

1. Why did Sarny and Lucy know it would be hard to get to New Orleans?
2. What method did Sarny use to know which direction was South?
3. What did Lucy wake Sarny up to see?
4. What was different about the two armies on the battlefield?
5. What did Lucy mean when she said, "Freedom sure costs a heap, don't it?"
6. Why did the officer on the horse recommend they don't go to New Orleans?
7. How far and in what direction was New Orleans from where they were?

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9. Analyze Analyze the key paragraph.

Key Paragraph
Page 47:

Lucy her smile was gone and she must have been thinking like me because she said, “Freedom sure costs a heap, don’t it?”

EXTEND

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

What does Lucy mean by this statement? Think about the heroes who have paid the price for our freedom. It is easy to take the things we enjoy for granted. Now think of a time when you didn’t appreciate something until you didn’t have it anymore.

Write a short narrative (1-3 paragraphs) describing that experience.
If you can’t think of a time in your life, make it up.

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

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

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Character Based Literacy Program Lesson Plan *Sarny*, Day 7

Outcomes for Today

Standards Focus: W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What does reconstruction mean? How is it like picking yourself up after you've been beaten?

At the end of the war, an important part of the South was in ruins. Much of the war had been fought on its territory. Many of its cities had been burned or destroyed. Many of its railroads had been torn up. Many of the fields only had weeds growing in them.

There was no American money anywhere in the South. The people only had worthless Confederate money. The Southern banks could not loan out any money because they didn't have any. To make matters worse, the price of cotton fell drastically on the world market. Before the war, most of the world cotton supply was grown in the South. During the last year of the war, the Black people stopped growing cotton, so England began looking for places in its colonies where it could grow cotton. The British planted very much cotton in their colonies, especially in Egypt and India. As a result, there was too much cotton on the world market. The price of cotton fell. Everybody in the South became poor. The economy of the South was in ruins. During the next eighty years, the world market price for cotton remained low. The South had nothing but cotton, so the South remained poor until World War II.

http://www.cs.unm.edu/~sergiy/amhistory/ch21.html

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

brook (55)	whimper (59)	paddock (56)	elms (55)	fetched

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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.

p. 55-60

Setting	Characters	Pages
On the road	Sarny, Lucy	55-60
	Tyler Two	

RESPOND

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

Students might mention

- Sarny and Lucy come across a wealthy home and Sarny wants to enter.
- They notice all the things the slaves have done for the rich people to make their home comfortable.
- They hear a whimpering sound and find a young boy.
- Sarny thinks it would be wrong to leave the boy behind.

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

Continue adding at least 3 questions to your Questions Map. Refer to instructions in Day 1 Map section if necessary.

EXPLORE

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

Sunacres: What a nice name for a plantation. Based on the descriptions Sarny gives of this place, draw a picture of Sunacres.

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

Key Questions

1. What was "Sunacres?" Why did Lucy and Sarny go there?
2. Why did Sarny go in the house at Sunacres?
3. What did Sarny say about all the pretty things in the house?
4. What did they find in the house?
5. Why did they decide to take the little white boy with them?

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9. Analyze Analyze the key paragraph.

Key Paragraph
Page 59:

"How far do you think we'll get carrying a white child?"

I shook my head. "I don't know but he's needing help and it don't matter what color he is, does it? Might be we could take him to a white family along the way. Just take him down the road a bit—"

EXTEND

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

In this paragraph we see another example of Sarny's courage as well as her integrity. She didn't care about what other people would think. She only cared about what was right. Think of a time when you cared so much about something that you didn't care what other people would think about it.

Write a short narrative (1-3 paragraphs) describing that experience. If you can't think of a time in your life, make it up.

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

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

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Character Based Literacy Program Lesson Plan *Sarny*, Day 8

Outcomes for Today

Standards Focus: W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Who earned the lavish lifestyle of the Southern plantation owners?

The bedrooms upstairs all had canopied beds with fluffy, goose-feather mattresses and thick throw-rugs on the floors. As in every other room, draped windows reached nearly to the ceilings, letting in the main source of interior lighting: sunlight. Mirrors magnified the little light that made it in, the frames of which served as further ornamentation. Handy near every bed stood the ceramic chamber set, a large bowl with a wide-mouthed pitcher for washing, a cup for brushing teeth. . . The upstairs rooms might have contained a writing table with quill pens . . . There was often a three-way folding screen behind which to dress, a mirrored vanity, perhaps a Boston rocker or a straight-back chair, or a wooden rocking cradle if there was a new baby in the home. The children's rooms usually had a toy chest or a rocking horse. All the bedrooms had to have brass bed warmers. . .

Life in the South during the Civil War
James Reger

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

gant (62)	vittles (63)	midday (66)	armor (67)	churned (66)

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.

p. 61-67

Setting	Characters	Pages
On the road	Sarny, Lucy, Tyler Two	61-67

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RESPOND

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

Students might mention

- Sarny and Lucy find some supplies at the plantation.
- They put Tyler Two in a wheelbarrow and continue on.
- It starts raining and makes it difficult to travel.

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

Continue adding at least 3 questions to your Questions Map. Refer to instructions in Day 1 Map section if necessary.

EXPLORE

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

Postcard: Make a postcard from Sarny to Nightjohn. What would she tell him? Is she grateful to him?

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

Key Questions

1. Who was Tyler Two? What was wrong with him?
2. What additional supplies did they bring with them from Sunacres for their trip?
3. Why didn't Lucy and Sarny share their food with the other hungry people?
4. Why did Sarny say "Crazy life." on page 64? What did she mean?
5. Sarny reflects on the way her life has changed so much. What are some things she mentions to that effect on page 65?
6. What happened that slowed down their journey at the end of the chapter?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 64:

Thought on Nightjohn. Just as my thinking closed down for the night I thought on Nightjohn and how he really started it all. Saved me. Hadn't we been able to read we wouldn't have found the paper about New Orleans…

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EXTEND

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

In this paragraph, Sarny is reflecting on how much Nightjohn has affected her life by teaching her to read. Think about someone who has deeply affected your life.

Write a short narrative (1-3 paragraphs) telling about how that person affected your life. If you can't think of a time in your life, make it up.

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

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

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Character Based Literacy Program Lesson Plan *Sarny*, Day 9

Outcomes for Today

Standards Focus: W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is worth dying for?

After the Battle of Shiloh, General William Tecumseh Sherman wrote that he gazed upon the "piles of dead soldiers' mangled bodies . . . without heads and legs" and thought "the scenes of this field would have cured anybody of war."

But they did not. It was April 1862 and the country had been at war for one year. At Shiloh alone, there were twenty thousand casualties, and the killing would continue for three more years. By April 1865, 623,000 men had died in the War Between the States.

For Home and Country

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

pitiful(74)	distraction (69)	speck (69)	rut (70)	prime (73)

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.

p. 68-76

Setting	Characters	Pages
On the road	Sarny, Lucy, Tyler Two	68-76

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RESPOND

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

Students might mention

- After two days the rain finally stopped and they start walking in the dark.
- They witness death and destruction.
- They try to help the men that are dying.

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

Continue adding at least 3 questions to your Questions Map. Refer to instructions in Day 1 Map section if necessary.

EXPLORE

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

Open Mind Portrait: Sarny
Fill out the Open Mind Portrait for with words, phrases and pictures of what is going through Sarny's mind up to this point in the story.

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

Key Questions

1. How long did it rain?
2. What did Sarny mean when she said "Young are tough."?
3. What did Sarny do when she woke up and realized it had stopped raining?
4. How did Sarny, Lucy, and Tyler Two almost die from gunshots? How did they survive?
5. Why did Sarny and Lucy stay with the blue soldiers for hours?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pages 69-70:

Stupid. But I just couldn't sit any longer. Mud was still some bad and the wheelbarrow proved evil in the dark. Found every rut there was. But we started and I couldn't stop and by light we had made two good miles, maybe more…

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EXTEND

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

Sarny's determination to keep going despite how hard it was showed her courage. Think of a time when you were determined to do something and wasn't going to let hardship stop you. Write a short narrative (1-3 paragraphs) describing that experience. If you can't think of a time in your life, make it up.

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

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

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Character Based Literacy Program Lesson Plan *Sarny*, Day 10

Outcomes for Today

Standards Focus: W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How did being free take courage?

Sharecropping was a system of agriculture instituted in the American South in the period of Reconstruction after the Civil War. It essentially replaced the plantation system which had existed, with slave labor, in the years before the war.

In sharecropping, a poor farmer who did not own land would work a plot belonging to a landowner. The farmer would receive a share of the harvest as payment.

Generally speaking, sharecropping doomed freed slaves to a life of poverty.

Following the elimination of slavery, the plantation system in the South could no longer exist. Landowners, such as cotton planters who had owned vast plantations, had to face a new economic reality. They may have owned vast amounts of land, but they did not have the labor to work it, and they did not have the money to hire farm workers.

The millions of freed slaves also had to face a new way of life. Though freed from bondage, they had to cope with numerous problems in the post-slavery economy.

Many freed slaves were illiterate, and all they knew was farm work. And they were unfamiliar with the concept of working for wages.

Indeed, with freedom, many former slaves aspired to become independent farmers owning land. And such aspirations were fueled by rumors that the U.S. government would help them get a start as farmers with a promise of "forty acres and a mule."

In reality, former slaves were seldom able to establish themselves as independent farmers. And as plantation owners broke up their estates into smaller farms, many former slaves became sharecroppers on the land of their former masters.

http://history1800s.about.com/od/1800sglossary/g/Sharecropping-def.htm

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

fidgeted (78)	sass (79)	liberated (81)	suitable (80)	moral (80)

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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.

p. 77-83

Setting	Characters	Pages
On the road	Sarny, Lucy, Miss Laura	77-83
	Tyler Two	

RESPOND

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

Students might mention

- Along the road Lucy and Sarny met Miss Laura.
- Miss Laura offered them employment and they accepted.
- Sarny told Miss Laura everything.
- Miss Laura promised to help Sarny find her children.
- Sarny was very grateful.

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

Continue adding at least 3 questions to your Questions Map. Refer to instructions in Day 1 Map section if necessary.

EXPLORE

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

Sketch the Scene: This chapter contains a very important event in the story. It is when Sarny and Lucy meet Miss Laura. They are amazed at the sight of Miss Laura and her fancy carriage. Draw a picture of this scene using the descriptions Sarny gives in this chapter.

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

Key Questions

1. What slowed them down to a "frog crawl"?
2. What food did they find in a field by a house as they continued going south?
3. What did Sarny say about the carriage they saw coming while they were cooking in the fire?
4. Who was in the carriage? What was that person like?
5. Why were Sarny and Lucy so lucky to run into Miss Laura?

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9. Analyze Analyze the key paragraph.

Key Paragraph
Page 82:

Told her all of it even the name of the man took my children and all the time I was sitting there talking I thought on how it couldn't be happening. Never talked to a white woman except to say Yes ma'am and No ma'am, and here I was sitting in a fine carriage with this beautiful white woman that talked like molasses telling her everything. Everything. And she nodded and smiled and cried, a touch of a white hankie to the corner in her eye, and all the time I thought this ain't so, this can't be happening. But it was. All of it.

EXTEND

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

In this paragraph Sarny is not only surprised the new experience she is in, but she is also surprised by herself, that she is telling this strange woman everything. It must have taken her courage to talk so freely to and to trust a white woman after her lifelong bad experience with white people. Think of a time when you couldn't believe something that was happening.

Write a short narrative (1-3 paragraphs) describing that experience. If you can't think of a time in your life, make it up.

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

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

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Character Based Literacy Program Lesson Plan *Sarny*, Day 11

Outcomes for Today

Standards Focus: W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Does it take courage just to be who you are? Why?

Octoroon, and the associated words quarteron, quadroon and quintroon are terms that, historically, were applied to define the ancestry of people of mixed-race, generally of African and European ancestry in the slave societies of the Americas, but also, within Australia, to those of Aboriginal and European ancestry. The societies incorporated the terms in law and government to define rights and restrictions. The use of such terminology is a characteristic of hypodescent, which is the practice within a society of assigning children of mixed unions to the ethnic group which is perceived by the dominant group as being subordinate.[1] The racial designations refer specifically to the number of full-blooded African ancestors or equivalent, emphasizing the quantitative least, with quadroon signifying that a person has one-quarter black ancestry, etc.

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

disruptive (84)	gala (86)	octoroons (86)	eunuch (87)	relish (91)

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.

p. 84-94

Setting	Characters	Pages
In the carriage	Sarny, Lucy, Miss Laura	84-94

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RESPOND

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

Students might mention

- Miss Laura charms some soldiers into giving her carriage an escort to New Orleans.
- Sarny discovers that Miss Laura is actually black but passes for white.
- Sarny doesn't let Lucy know.
- They arrive at a plantation and bed down for the night.
- Miss Laura shares with the young women how to eat with utensils and a plate.

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

Continue adding at least 3 questions to your Questions Map. Refer to instructions in Day 1 Map section if necessary.

EXPLORE

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

Character Chart: Miss Laura
Using the diagram at the end of this day's lesson plans, make a character chart for Miss Laura. Consider four of her most dominant personality traits and find examples from the text to support it.

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

Key Questions

1. In what two ways does Miss Laura get them past the officer on road with the big bay horse?
2. What did Sarny learn about the power of women through this experience?
3. What surprising thing did Sarny notice about Miss Laura when she turned her head to look out the window?
4. Who is Bartlett?
5. Why did Sarny hope there was a hell?
6. What was Albemarle? What was it like?
7. What did Miss Laura mean when she said "We all have our own quarters."?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 92:

"We each live in our own time." Her voice was soft. Like she was talking to a little girl. Soft with love. "And we must do the best we can with our time. Those who came before weren't as lucky as us and we aren't as lucky as some who may come later. We must live in our own time and do the best we can…we all have our own quarters."

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EXTEND

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

What does Miss Laura mean when she says *we each must live in our own time and we each have our own quarters?* All of us have difficulties we have had to overcome. Think of a time when you suffered a very bad hardship.

Write a short narrative (1-3 paragraphs) describing that experience. If you can't think of a time in your life, make it up.

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

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

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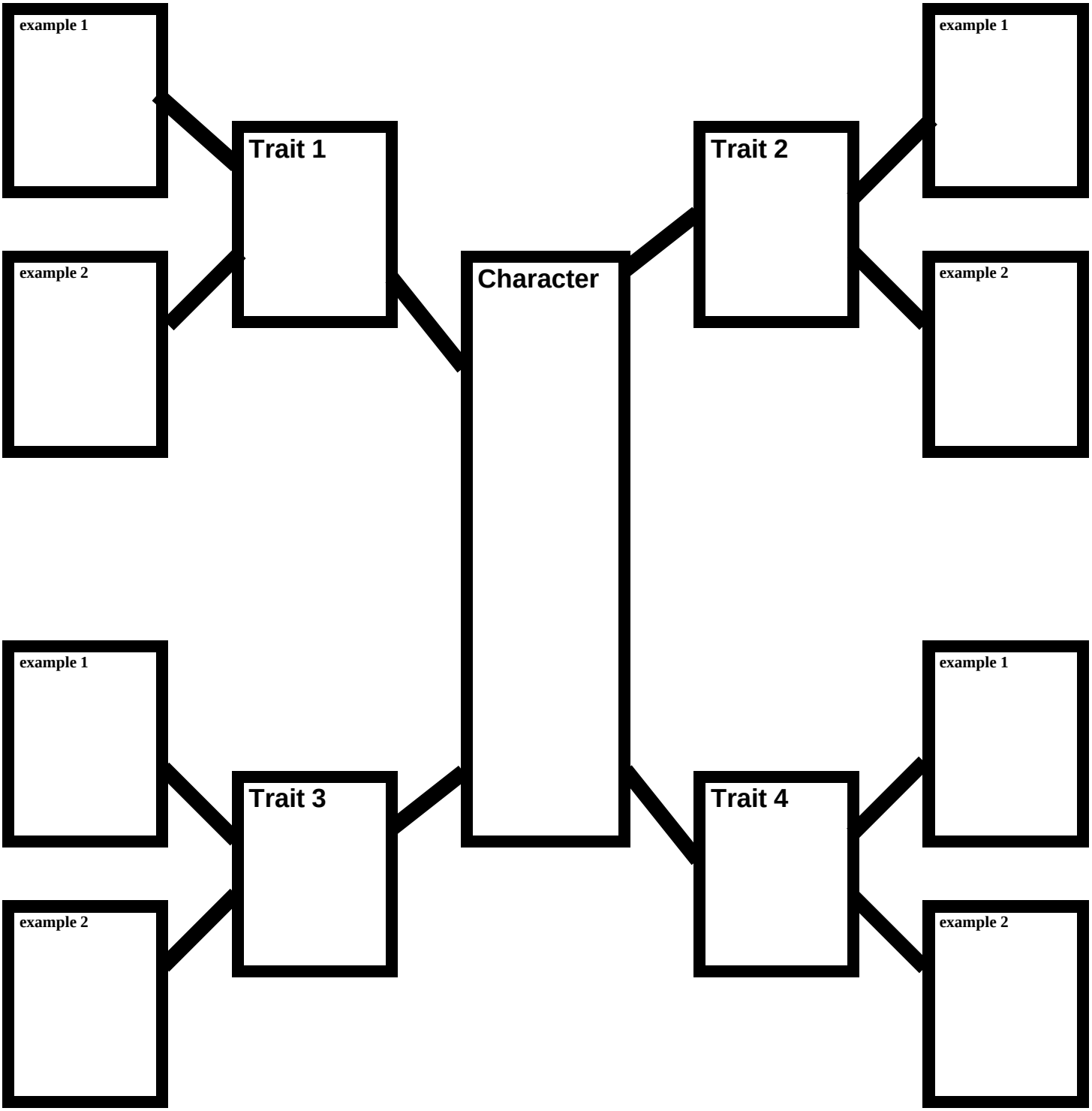

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Character Based Literacy Program Lesson Plan *Sarny*, Day 12

Outcomes for Today

Standards Focus: W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How do you know when to give up a fight?

The **Battle of Appomattox Court House**, fought on the morning of April 9, 1865, was the final engagement of Confederate States Army General Robert E. Lee's Army of Northern Virginia before it surrendered to the Union Army under Lt. Gen. Ulysses S. Grant, and one of the last battles of the American Civil War. Lee, having abandoned the Confederate capital of Richmond, Virginia, after the ten-month Siege of Petersburg, retreated west, hoping to join his army with the Confederate forces in North Carolina. Union forces pursued and cut off the Confederate retreat at Appomattox Court House. Lee launched an attack to break through the Union force to his front, assuming the Union force consisted entirely of cavalry. When he realized that the cavalry was backed up by two corps of Union infantry, he had no choice but to surrender.

The signing of the surrender documents occurred in the parlor of the house owned by Wilmer McLean on the afternoon of April 9. On April 12, a formal ceremony marked the disbandment of the Army of Northern Virginia and the parole of its officers and men, effectively ending the war in Virginia. This event triggered a series of surrenders across the south, signaling the end of the war.

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

whooping (95)	hollering (95)	foregone (96)	faucets (102)	marveled (99)

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.

p. 95-107

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Setting	Characters	Pages
New Orleans	Sarny, Lucy, Miss Laura	95-107
	Tyler Two	

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 war ends three days later.
- They continue traveling to New Orleans and develop of a plan for getting information about Sarny's children.
- Lucy and Sarny are stunned when they see Miss Laura's castle.
- Miss Laura draws them each a bath, feeds them and they feel so taken care of.

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

Continue adding at least 3 questions to your Questions Map. Refer to instructions in Day 1 Map section if necessary.

EXPLORE

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

Character Interaction Chart: The three main characters in this novel are Sarny, Miss Laura, and Lucy. Consider how they each interact with one another. Fill out the Character Interaction chart at the end of this day's lesson plans accordingly.

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

Key Questions

1. What did Sarny think of New Orleans?
2. What did the officer in charge of the escort say was a "foregone conclusion"? Why?
3. What did Miss Laura say about Mr. Chivington?
4. What was Miss Laura's home like?
5. What are some things that Sarny and Lucy did that night that they had never done before?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 103:

Miss Laura she held up her hand. "There are no more quarters. Ever. From now on you won't speak of them, and tonight you will both have a hot bath with French perfumed bubble soap."

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EXTEND

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

Can you imagine how happy Sarny and Lucy were to go from living in the horrors of slavery to living in a luxurious home working for a kind and generous woman? Miss Laura was a real hero to them. Think of a time when something that started really bad for you turned out really good in the end.

Write a short narrative (1-3 paragraphs) describing that experience. If you can't think of a time in your life, make it up.

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

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

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Sarny to Miss Laura

Sarny to Lucy

1

Miss Laura to Sarny

Miss Laura to Lucy

2

Lucy to Sarny

Lucy to Misss Laura

3

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Character Based Literacy Program Lesson Plan *Sarny*, Day 13

Outcomes for Today

Standards Focus: W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What does New Orleans owe the slaves? How can it repay them?

The history of New Orleans is one of uninterrupted growth. In the 1850 census, New Orleans ranked as the 6th largest city in the United States, with a population reported as 168,675. It was the only city in the South with over 100,000 people. By 1840 New Orleans had the largest slave market in the nation, which contributed greatly to its wealth. During the antebellum years, two-thirds of the more than one million slaves who moved from the Upper South in forced migration to the Deep South were taken in the slave trade. Estimates are that the slaves generated an ancillary economy valued at 13.5 percent of the price per person, generating tens of billions of dollars through the years.

Antebellum New Orleans was the commercial heart of the Deep South, with cotton comprising fully half of the estimated $156,000,000 (in 1857 dollars) exports, followed by tobacco and sugar. Over half of all the cotton grown in the entire United States passed through the port of New Orleans (1.4 million bales), a full three times more than at the second leading port of Mobile, Alabama. The city also boasted a number of Federal buildings, including the New Orleans Mint (a branch of the United States Mint) and the U.S. Customs House.

http://en.wiki.org/wiki/New_Orleans_in_the_American_Civil_War

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

vanished (115)	singular (115)	bustle (115)	awnings (117)	parcel (120)

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READ

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

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

p. 108-120

Setting	Characters	Pages
New Orleans	Miss Laura, Stanley, Bartlett, Sarny, Lucy	108-120
	Tyler Two	

RESPOND

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

Students might mention

- Sarny and Lucy learn their new chores around the house.
- Bartlett shows Sarny how to go to the market.
- Sarny meets her future husband but doesn't know it.

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

Continue adding at least 3 questions to your Questions Map. Refer to instructions in Day 1 Map section if necessary.

EXPLORE

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

Poster: Referring to the descriptions Sarny gives about the market scene in New Orleans on pages 115-120, make poster of what you imagine it to look like.

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

Key Questions

1. What did Miss Laura hire Sarny to do? What did she hire Lucy to do?
2. What new skills did Sarny have to learn?
3. Who did all these things for Miss Laura before Sarny and Lucy came along? What happened to that person?
4. Who is Stanley?
5. What was Stanley like?

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9. Analyze Analyze the key paragraph.

Key Paragraph
Page 118:

Found myself looking on a man ‘bout as big as Nightjohn had been. Carried himself straight up and down. Deep black with a wide smile and eyes that seemed on the edge of laughing. Found myself looking on my next husband. But I didn’t know it then.

EXTEND

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

In the above paragraph, Sarny is reflecting on the first time she met her husband, Stanley. She was nervous, but had the courage to talk to him and to try to learn how to be a good marketer. Think of a time in your life when you first met a person that would later be a very close friend of yours.

Write a short narrative (1-3 paragraphs) describing that experience. If you can’t think of a time in your life, make it up.

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

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

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Character Based Literacy Program Lesson Plan
Sarny, Day 14

Outcomes for Today

Standards Focus: W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How does courage pay off?

"When the people saw me coming with the paper in my hand they raised a shouting cheer that was almost deafening. As many as could get around me lifted me to a great platform, and I started to read the proclamation. . . Men squealed, women fainted, dogs barked, white and colored people shook hands, songs were sung, and by this time cannons began to fire at the navy yard. . . Great processions of colored and white men marched to and fro in front of the White House and congratulated President Lincoln on his proclamation."

Reverend Henry M. Turner
African-American minister
Washington, D.C., January 1, 1863

Scholastic Encyclopedia of the Civil War

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

aside (121)	caviar (122)	bulged (125)	stout (129)	bellered (129)

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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.

p. 121-132

Setting	Characters	Pages
Miss Laura's house	Sarny, Miss Laura, Bartlett, Lucy	121-132
	guests	

RESPOND

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

Students might mention

- Sarny and Lucy learn a lot about cooking and entertaining.
- Miss Laura throws a big end of the war party.
- Sarny is reunited with her children.

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

Continue adding at least 3 questions to your Questions Map. Refer to instructions in Day 1 Map section if necessary.

EXPLORE

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

Open Mind Map: Sarny and Lucy
A lot has happened in the past few chapters. Lucy and Sarny's lives have completely changed. Fill out the Open Mind diagram for with words, phrases and pictures of what is going through Lucy and Sarny's minds up to this point in the story.

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

Key Questions

1. How many people were expected to come to Miss Laura's party?
2. How did Sarny get started into learning? (p. 123)
3. What big surprise did Sarny get when she greeted one big man at the door?
4. How did Sarny reclaim her children from Mr. Chivington?
5. What was the party for?

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9. Analyze Analyze the key paragraph.

Key Paragraph
Page 132:

"To the end of the war," Miss Laura said, "and the end of slavery but mostly to Sarny's babies coming home."

Drank to that and then went into my room and laid down next to little Delie and Tyler and closed my eyes.

Happiest day of my life.

EXTEND

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

How was Sarny's heroic journey to find her children rewarded? What has been the happiest day of your life so far?

Write a short narrative (1-3 paragraphs) describing that experience. If you can't think of a time in your life, make it up.

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

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

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Character Based Literacy Program Lesson Plan *Sarny*, Day 15

Outcomes for Today

Standards Focus: W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What do education and courage have in common?

Shakespeare was born in Stratford-upon-Avon, Warwickshire, in 1564. Very little is known about his life, but by 1592 he was in London working as an actor and a dramatist. Between about 1590 and 1613, Shakespeare wrote at least 37 plays and collaborated on several more. Many of these plays were very successful both at court and in the public playhouses. In 1613, Shakespeare retired from the theatre and returned to Stratford-upon-Avon. He died and was buried there in 1616.
What did he write?

Shakespeare wrote plays and poems. His plays were comedies, histories and tragedies. His 17 comedies include *A Midsummer Night's Dream* and *The Merry Wives of Windsor*. Among his 10 history plays are *Henry V* and *Richard III*. The most famous among his 10 tragedies are *Hamlet*, *Othello*, and*King Lear*. Shakespeare's best-known poems are *The Sonnets*, first published in 1609.

http://www.bl.uk/treasures/shakespeare/basics.html

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

suckling (133)	gunnysacks (137)	wage (134)	primer (134)	colty (137)

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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.

p. 133-137 (mid-page)

Setting	Characters	Pages
home	Miss Laura, Sarny, Lucy, kids	133-137

RESPOND

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

Students might mention

- Sarny was very accomplished now at marketing and knowing how to please Miss Laura.
- She began reading more and more and learning about ideas and the world.
- She loved reading Shakespeare aloud to her children by the river bank.

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

Continue adding at least 3 questions to your Questions Map. Refer to instructions in Day 1 Map section if necessary.

EXPLORE

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

Letter to the Past. If you were Sarny and could write a letter to people from the past and tell them about the future, what would you say in a letter to either Martin or old Delie?

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

Key Questions

1. What were Miss Laura's meals like?
2. How much did Sarny get paid?
3. Who was Sarny talking about when she said he "made words so good I thought it must have come from God in some way"?
4. What did Tyler tell Sarny later in his life was one of his finest memories from his childhood?
5. What did Miss Laura and Sarny agree they had to do for Lucy soon?

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9. Analyze Analyze the key paragraph.

Key Paragraph
Page 135:

Started learning on the world. It went everywhere, went on forever. Read about other places, other times, other people. Read things made me laugh and some made me cry. Read on great men and some so downright bad they made Waller look good. Read every night when I could, when I didn't have to work, sitting by the milk-glass lamp with the book while my babies slept.

EXTEND

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

All of the risks that Nightjohn and Sarny courageously took to educate the slaves is paying off everyday of Sarny's life. Sarny is describing how much she is learning. Think of a time when you learned something that affected you profoundly.

Write a short narrative (1-3 paragraphs) describing that experience. If you can't think of a time in your life, make it up.

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

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

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Character Based Literacy Program Lesson Plan *Sarny*, Day 16

Outcomes for Today

Standards Focus: W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How can cowardice be disguised as courage?

Once supported by the public and the government, wife beating is nothing new in society. From punishment for miscarriages to not cooking the ideal supper, women have suffered tyrannical men for centuries. In modern day, women have more of a voice and may choose to remove themselves from the monsters who call themselves husbands while beating their wives. However, this has not always been the case. Taking a look from the 1700s to modern day, it is horrifying to digest the history and reality of wife beating through time.

In the 1800s, English law allowed women to separate from their husbands because of abuse, but did not allow them do get divorced. The Bible was cited in the United States to allow husbands to publically chastise and beat their wives. Husbands were still allowed to abuse their spouses as long as it could not be seen. This meant abuse on the back, where clothing would cover wounds caused by abuse. It was not until the late 1800s that men were not allowed to chastise or abuse their spouses under any circumstances, according to law.

http://womenshistory.answers.com/issues/the-history-of-domestic-violence-towards-women

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

chicory (137)	dainty (138)	derby (138)	cordial	salon (141)

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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.

p. 137-142

Setting	Characters	Pages
Miss Laura's	Miss Laura, Sarny, Lucy	137-142

RESPOND

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

Students might mention

- Lucy marries a man from the market and moves to Chicago.
- She ends up leaving him and remarrying and having 3 kids.
- She dies at age 60.
- Sarny marries Stanley and Miss Laura buys them a honeymoon boat trip and a small house as a wedding gift.

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

Continue adding at least 3 questions to your Questions Map. Refer to instructions in Day 1 Map section if necessary.

EXPLORE

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

Character Chart: Lucy
Using the diagram at the end of this day's lesson plans, make a character chart for Lucy. Consider four of her most dominant personality traits and find examples from the text to support it.

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

Key Questions

1. Who was Carl Jefferson?
2. What was Carl like?
3. Why did Lucy leave?
4. Who was Buddy? How was he different than Carl?
5. What happened to Lucy?
6. What big news did Sarny tell Miss Laura when they were drinking coffee at breakfast one morning?

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9. Analyze Analyze the key paragraph.

Key Paragraph
Page 137:

Later Tyler he told me, later when he was a man and doing man thinks, studying on being a doctor, later than that when he was married and giving me grandchildren, that later he told me once he thought the finest thing that ever happened to him was sitting by the river having me read Shakespeare on a summer day.

EXTEND

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

Sarny was a hero to her children in many ways. One way was in how she raised them and helped them enjoy life. In the paragraph above, she mentions how Tyler described one of his favorite childhood memories. Think of one of your favorite memories.

Write a short narrative (1-3 paragraphs) describing that experience. If you can't think of a time in your life, make it up.

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

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

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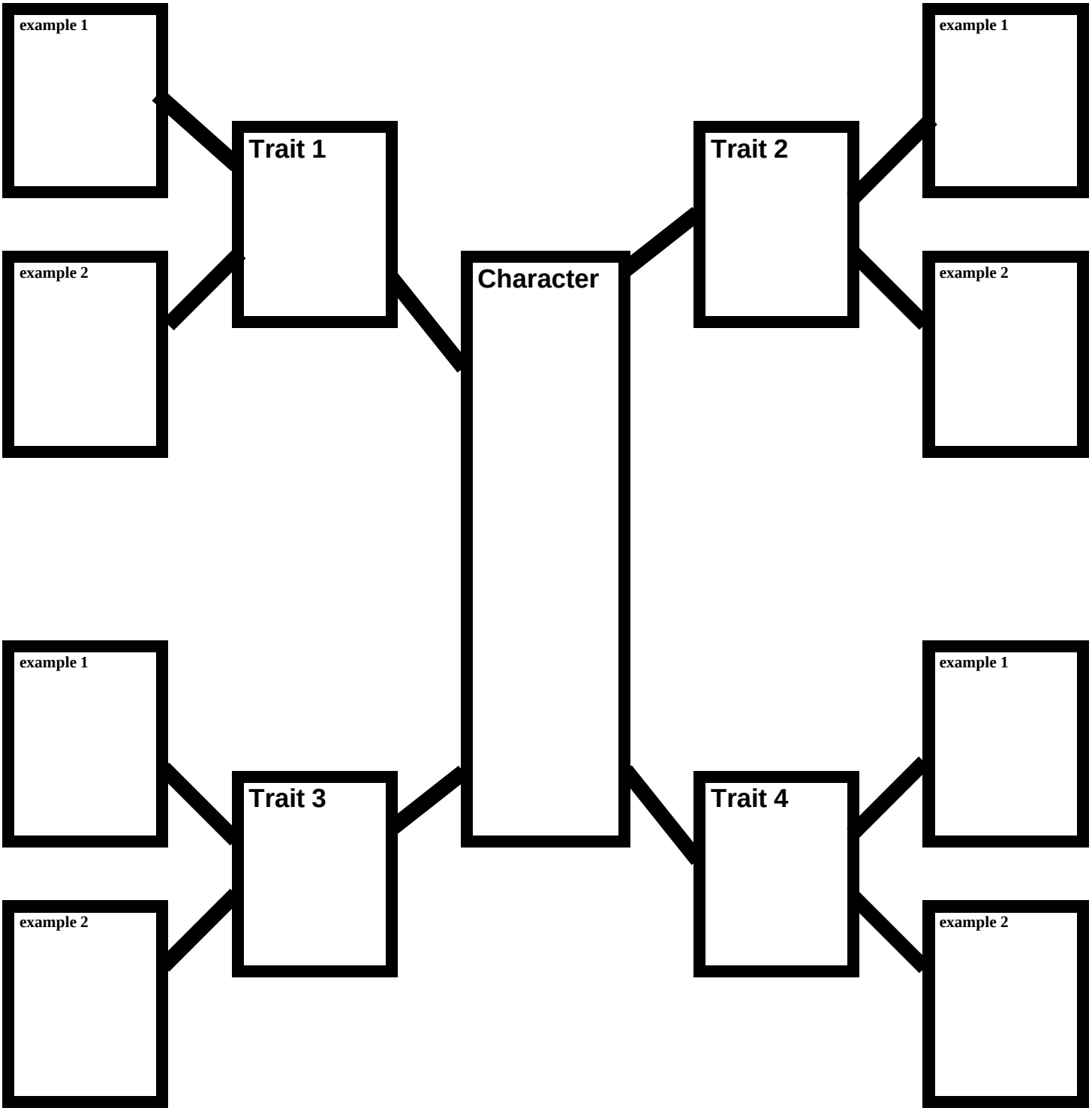

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Character Based Literacy Program Lesson Plan
Sarny, Day 17

Outcomes for Today

Standards Focus: W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

The Aftermath

The Civil War had cost 620,000 soldiers their lives—320,000 Federals and 260,000 Confederates. Hundreds of thousands more were wounded, and the lives of millions of people were changed forever.

In the South, people struggled to find their way in a world so different than before—the Confederacy was broken, their slaves were free, and their cities and plantations lay in ruins. It would take decades to recover.

In the North, where few battles had been fought, there was far less physical destruction and recovery came quickly. In influx of immigrants brought new energy and hope with them. Northern industry was booming, and people looked with optimism to the West, where the government would give land to anyone willing to make a five-year commitment to clearing and farming it.

For Black Americans, who had finally won freedom from slavery, the coming years brought a new fight—to attain equal status in a country that still viewed them as second-class citizens.

And so, with the war behind them, Americans—north and south—turned to the new challenges of reuniting, rebuilding, and expanding as a nation.

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

investing (144)	arithmetic (144)	sprites (145)	grudge (145)	fractions (148)

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.

p. 143-150

Setting	Characters	Pages
Miss Laura's	Sarny, Miss Laura, kids	143-150

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RESPOND

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

Students might mention

- Miss Laura gave Sarny and raise.
- Sarny started a school with Miss Laura's help.
- The school was so successful it was overcrowded.
- After about a year someone burned it to the ground.
- Sarny rebuilt it within a week.
- One night two men approached her and threatened her and hit her.
- They told her to close the school.
- Sarny doesn't want to and Miss Laura told her she would support her but couldn't protect her against these people.

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

Continue adding at least 3 questions to your Questions Map. Refer to instructions in Day 1 Map section if necessary.

EXPLORE

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

One possible activity: Advertisement. If Sarny could advertise for her school in a newspaper or magazine, what would that look given that the people she wants to help can't read?

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

Key Questions

1. How much was Sarny's raise?
2. Why do you think Sarny never asked Miss Laura how she made her money?
3. What simile did Sarny use to describe Delie's mind?
4. What idea did Stanley suggest Sarny do? Why was Miss Laura against it?
5. What was Sarny's decision about teaching?
6. What happened to Sarny's school?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 149:

Won't have anybody lay a hand on me. "We burned you once, and if you don't shut it down we'll burn you again. And maybe we'll throw you in the fire when we do it. You understand?"

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EXTEND

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

Sarny continues to show courage in the face of prejudice and oppression. In the above paragraph, she is threatened by hateful people. Yet she never gives up. Think of a time when you were threatened.

Write a short narrative (1-3 paragraphs) describing that experience. If you can't think of a time in your life, make it up.

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

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Character Based Literacy Program Lesson Plan *Sarny*, Day 18

Outcomes for Today

Standards Focus: W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How long can a battle go on?

From 1867 onward, African-American participation in public life in the South became one of the most radical aspects of Reconstruction, as blacks won election to southern state governments and even to the U.S. Congress. For its part, the Ku Klux Klan dedicated itself to an underground campaign of violence against Republican leaders and voters (both black and white) in an effort to reverse the policies of Radical Reconstruction and restore white supremacy in the South. They were joined in this struggle by similar organizations such as the Knights of the White Camelia (launched in Louisiana in 1867) and the White Brotherhood. At least 10 percent of the black legislators elected during the 1867-1868 constitutional conventions became victims of violence during Reconstruction, including seven who were killed. White Republicans (derided as “carpetbaggers” and “scalawags”) and black institutions such as schools and churches—symbols of black autonomy—were also targets for Klan attacks.

http://www.history.com/topics/ku-klux-klan

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

fretting (155)	harness (152)	stalls (158)	presently (155)	scuffed (158)

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.

p. 151-158

Setting	Characters	Pages
New Orleans	Sarny, Miss Laura	151-158

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RESPOND

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

Students might mention

- Stanley got angry about the school and sought revenge.
- He beat up one of the white men that Sarny had recognized.
- A few days later, in the middle of the night, men in robes came and dragged Stanley out of the house with a rope around his neck, tied to a horse. He was dead.

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

Continue adding at least 3 questions to your Questions Map. Refer to instructions in Day 1 Map section if necessary.

EXPLORE

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

One possible activity: Historical Collage. Using sketches or magazines or other materials, create a collage depicting what was going on during this time in history in relation to the events of the chapter and race relations.

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

Key Questions

1. Why was Sarny confident no one would bother the school again?
2. Who was Haggerty?
3. Why was Sarny worried that Stanley wanted to talk to Haggerty?
4. What happened at the docks when Stanley talked to Haggerty?
5. What happened to Stanley?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 152:

Should have kept my mouth shut. Knew it later and wish to God I had but I went home and Stanley he was just getting ready to go to work and I swore and told him.

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EXTEND

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

While Stanley showed courage by going to talk to Haggerty, it was a bad decision. Sarny deeply regretted telling Stanley that she saw Haggerty burn her school. Think of a time when you regretted doing something.

Write a short narrative (1-3 paragraphs) describing that experience. If you can't think of a time in your life, make it up.

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

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

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Character Based Literacy Program Lesson Plan
Sarny, Day 19

Outcomes for Today

Standards Focus: W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How important are the memories of the people who have lived before us?

The custom of above-ground burial in New Orleans is a mixture of folklore and fact. New Orleans is certainly not the only city with a high water table, but it has, at 90%, the largest percentage of above-ground burials. New Orleans' first formal cemetery, the St. Peter Street Cemetery, was located in what is now the French Quarter. According to accounts of the time, all deceased were buried in the ground. Accounts of the time also stated that when graves were dug, they frequently filled up with water, resulting in watery graves.

When St. Peter Street graveyard was close to capacity, city officials established St. Louis Cemetery #1. At the time, Esteban Miro was the governor of New Orleans, and his allegiance was to Spain. Therefore, when the St. Louis Cemetery was developed, the wall vault system that was popular in Spain at the time was adopted for those who wished to be buried stylishly above ground. Ground burial also continued at St. Louis Cemetery.

Following a series of nasty epidemics in the early 1830s, which were often blamed on noxious fumes emitted by corpses, the city council passed an ordinance requiring all further burials to take place on land purchased on the Bayou St. John. But an important exemption was made: burials could continue at the existing cemeteries if they were in tombs and vaults in existing above-ground structures.

http://www.experienceneworleans.com/deadcity1.html

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

hearse (159)	lynching (160)	upholding (161)	grieved (162)	sunken (163)

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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.

p. 159-169

Setting	Characters	Pages
New Orleans	Miss Laura, Sarny, Bartlett, kids	159-169

RESPOND

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

Students might mention

- Miss Laura helps get Stanley's murderers sent to jail.
- Miss Laura encourages Sarny to keep teaching people but just to move around the town more.
- Sarny is distraught.
- Miss Laura calls for the doctor and finds out she is going to die.
- She is leaving most of her money to Sarny.
- Miss Laura dictates to Sarny and starts planning her funeral.
- She dies.

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

Continue adding at least 3 questions to your Questions Map. Refer to instructions in Day 1 Map section if necessary.

EXPLORE

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

Sarny, Young and Old: At the beginning of the novel, when Sarny starts writing this book about her life she is 94 years old. Make a T-chart and on the left side write words and phrases that describe Sarny as a young girl before she was freed from slavery. On the right side write words and phrases that describe her as an old woman after all her life's experiences.

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

Key Questions

1. Why couldn't they bury Stanley in New Orleans?
2. What was the conversation between Miss Laura and Sarny regarding teaching about?
3. What happened to Haggerty?
4. Where did Sarny move to after Stanley's death?
5. What bad news did Miss Laura tell Sarny?
6. What was the conversation between Miss Laura and Sarny regarding money about?
7. What happened to Miss Laura?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 164:

"Bartlett won't be able to handle this. He will fall apart. You have always been the strong one, and I need your strength now. Will you help me?"

"Anything." Meant it too. Would have died for this woman. Right now, instead of her I'd die. Take me, not her. "Just tell me what to do."

EXTEND

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

Miss Laura is asking Sarny to have courage and take on her responsibilities because she knows she is strong and can handle it. Think of a time when someone believed in you and trusted you to do something.

Write a short narrative (1-3 paragraphs) describing that experience. If you can't think of a time in your life, make it up.

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

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

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Character Based Literacy Program Lesson Plan *Sarny*, Day 20

Outcomes for Today

Standards Focus: W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

PREPARE

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

Courage Requires Fortitude. Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What can we learn about courage from the lives of others?

A **wake** is a ceremony associated with death. Traditionally, a wake takes place in the house of the deceased with the body present; however, modern wakes are often performed at a funeral home. In the United States and Canada it is synonymous with a viewing. It is often a social rite, which highlights the idea that the loss is one of a social group and affects that group as a whole.

The term originally referred to a late-night prayer vigil but is now mostly used for the social interactions accompanying a funeral. While the modern usage of the verb "wake" is "become or stay alert", a "wake" for the dead harks back to the antiquated "watch" or "guard" sense. This is contrary to the misconception that people at a wake are waiting in case the deceased should "wake up."

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

influenza (175)	shrewd (172)	estate (172)	substantial (172)	edgy (175)

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.

p. 170-180

Setting	Characters	Pages
New Orleans	Sarny, Bartlett, lawyers	170-180
St. Louis		

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RESPOND

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

Students might mention

- Sarny inherits a huge amount of money.
- She stays in New Orleans for a year and then takes the kids to St. Louis.
- She doesn't like the city at all and comes home.
- Delie marries and has a child and tells her mom she needs to teach again.
- Sarny moved to Texas to teach.
- Sarny kept moving from town to town, starting schools.
- Sarny teaches for 40 years and then retires.
- Her son Tyler dies.
- She puts herself in a nursing home outside Dallas.
- She waits to meet up with her deceased friends and family.

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

Continue adding at least 3 questions to your Questions Map. Refer to instructions in Day 1 Map section if necessary.

EXPLORE

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

Plot Diagram: Fill out the plot diagram at the end of this day's lesson plans with the events that created the plot.

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

Key Questions

1. What kind of a funeral did Miss Laura ask for?
2. Who took Miss Laura's death harder than everyone else?
3. Who was Brune? Why did he have the children leave so that he could talk to her?
4. Where did Sarny and her kids move to after New Orleans?
5. Where did Tyler suggest they move next?
6. What happened to each of Sarny's kids by the time she was telling this story?

9. Analyze Analyze the key paragraph.

Key Paragraph

Page 179-180.

See entire Afterword.

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EXTEND

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

The author of this book, Gary Paulsen, says that although this story is fiction, it is a true in the sense that many of the things the characters experienced were really things that some people did experience. This story was the slaves' story. Think of a conflict that many people face in our time.

Write a fictional narrative (1-2 pages) about a character or characters who face that conflict. Like the book Sarny, you will write a fictional story about a real conflict people face.

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

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

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