

Character Based Literacy Program

Independent Study Lesson Plan

Bread Givers, Week 1



PREPARE

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



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is an autobiography?

What is the Talmud?

What is poverty?

What is the Torah?

What is a tsar or czar?

Word Wall Here are vocabulary words to add to the Word Wall.

dismayed (vii)	elusive (ix)	ambivalence (x)	resonated (xiii)	secular (xvi)
shtetl (xxvi)	pious (xxii)	anachronistic (xxiv)	annulled (xxvi)	aspire (xxxiii)
weary (1)	roused (2)	calico (5)	wrung (7)	herring (7)
pious (11)	dowry (13)	boarders (14)	tottered (15)	bargaining (21)
leech (27)	independent (28)	Sabbath (29)	boilers (30)	fiddlers (31)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

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

Read Read the selection.

Read p. vii-34

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Timeline

This section describes how Alice discovered Anzia Yeziarska's work and was able to get it republished. It also describes Alice's journey to discover who Anzia really was. Keep a timeline that keeps track of the most critical events in the foreword for you to understand how this work was re-discovered.

Family Timeline

This book describes the lives of the Smolinsky's after they came to America, especially Sara's life. Keep a timeline that keeps track of the most critical events that occur in Sara's and the family's life like weddings, new jobs, and moves.

EXPLORE

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

KWL Chart

Complete a KWL chart for the Jewish culture.

Materials:

- KWL Chart

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

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

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

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

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

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

1. As you read more of the story, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?

2. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column.

Step Five: Review the chart when it is complete

Variations of the KWL Chart

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

Variations for Writing

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

10c12 Cubing Biography

Complete a cubing biography for Anzia Yezierska from the information you learned about her in this reading.

Materials:

- Desired cubing formats 1c1-1c12 copied on 8.5 x 11 or 11 x 17 paper
- Cubing format 1c2 for cutting and folding directions
- Pencils, pens, crayons, markers
- Scissors, glue sticks or paste

Fill out the six squares by writing about the topic in each square.

1. Six of the squares will have a question or topic listed inside the square. Six of the squares are information squares and the others are flaps that will help the cube hold together when you assemble the cube. Fill out only the information squares: the ones that have something already printed in them.
2. In regard to your overall subject, answer the question in each box or write about the topic in each square. For example, if you are writing about an event, like a news story, you would use the 4c12 Cubing Who, What, When, Where, Why form. In the *Who* square write about who the story is about; in the *What* square write about what happened; in the *When* box write about when it happened; in the *Where* box, write about where it happened; in the *Why* box, write about why you think it happened.
3. In each square write the basic, important information you know about this question or topic. Depending on the size of the box, this might be anywhere from 1 to 5 sentences.

Step Two: Cut out the cube and assemble it following the directions on 2c12.

1. Cut out the cube along all dotted lines on the form; this will sometimes mean cutting between squares. One of these might be an information square and one might be a flap.
2. Fold the cube on all lines to make it easier to assemble. Fold the form back – all the folds should be behind, instead of above, the printed side.

3. Use a glue stick or paste to apply the adhesive to every shaded square. In you can't make out the shading, use the glue stick on every flap. None of the information squares should have glue or paste on them.
4. Fold the cube carefully following the directions on 2c12.

Variations for Cubing

1. If all the extra flaps are confusing, use the Basic Cube forms instead, and fill in the appropriate questions or topics. After you cut the cube out, use tape to hold together each side. This will work, but it will not be as durable as the cubes with flaps. This means it cannot be handled as much.
2. You can put together many cubes you have done over a period of time, or combine yours with cubes that other people have done. You could create a wall of cubes, connect the cubes together in a mobile, or make an archway above a door.
3. You could put something in the middle of the cube to give it more weight and stability. You could stuff it with tissue paper or construction paper, for example.

Variations for Writing

1. In order to create a research or term paper, the cube can be used as an outline. Each side of the cube can be turned into one or more paragraphs by expanding and further explaining what is written on the cube, gathering more information and finding quotes and primary sources to back up your information.
2. Any side of the cube can be used to write a paragraph.

Open Mind Portrait

Using the information in today's reading, create an open mind portrait for Sara. Try to think about how she feels about each family member.

Create an open mind portrait for Mother based upon what we have learned about her in this reading. What do you think she is thinking about while she retells her past?

4g6 Character Profile Chart

Fill out one for Sara based upon what we have learned about her so far.

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

Discussion

Key Questions p. vii-xvii

1. How did Alice Kessler-Harris come across Anzia Yezierska's work?
2. In what ways did Alice connect with Anzia?
3. What did Alice have to do to get a copy of *Bread Givers*?
4. Why did Alice want to republish the book?

5. Why weren't editors interested in the book?
6. What did Alice need to do to write a successful introduction?
7. Who did Alice contact first to help her with the introduction?
8. What was Louise skeptical about?
9. Why did Louise think there was not much to reprint?
10. How did Anzia's friends and family describe her?
11. What company began to republish many of Anzia's works?
12. Why did Anzia's work become more popular?
13. What did Louise want to say in the afterword?
14. Why do you think Anzia exaggerated and never told the complete truth in her writing?
15. What was Anzia's home life really like?
16. Who did Louise live with?
17. What was Louise's purpose for reading her mother's books?
18. Is *Bread Givers* an accurate account of Anzia's real life?
19. How did Louise feel about her mother leaving her to be raised by her father?
20. What does the modern reader see when they read *Bread Givers*?
21. What struggle does *Bread Givers* demonstrate? Do you think that, even though it was written many years ago, people are still able to relate to the book today?
22. What did Alice continue to search for after reading *Bread Givers*?

Key Questions p. xxi-xxxvi

1. In what way were all of Anzia's books somewhat autobiographical?
2. How does she talk about women in *Bread Givers*?
3. Where was Anzia born? When?
4. What does a shtetl wife do for her husband?
5. How were girls and boys raised?
6. When some Russian women broke away from tradition, what did they come to America to look for?
7. Why did men need a new reason to keep women home?
8. Why did daughters of immigrants often rebel?
9. What kind of person was Anzia?
10. What was Anzia's love life like?
11. How did Anzia feel when she got rich and moved to Hollywood?
12. How did Anzia begin to discover her work again when she was older?
13. Why was Anzia not a unique immigrant woman? Why was she atypical?
14. What did Alice think Anzia's work reconciled?
15. What did Anzia think about Americanization?
16. What did Anzia think was the best part of America?
17. What does Anzia bring to life through her book?
18. What did Anzia want to seek resolution for through her book?
19. What idea was the key to this book? Is this idea still alive today?

Key Questions p. 1-10

1. How do you think the family is dressed?

2. What problem is the family currently facing?
3. What is Sara determined to do for her family? Why does she not enjoy doing this?
4. How would you describe Mashah's personality? What is her goal in life?
5. How are Mashah and Sara similar? How are they different?
6. What privileges do men have in this household that women do not? Why is this so?
7. What can you tell about this family from the way their house is organized?
8. "But from always it was heavy on my heart the worries for the house as if I was mother." What does Sara mean?
9. The theme for this novel is Leadership Requires Engagement. Who do you think is the best leader in the family?
10. Do some members of the family show more leadership than others?
11. Is Sara a leader who shows engagement? Refer to the CBL theme to help answer this question.

Key Questions p. 11-23

1. In the beginning of the reading, Father tells mother a story. What is the lesson of the story?
2. Why is Father against having boarders at first?
3. What do you think Mother means when she says "Only Millionaires can be alone in America"?
4. Do you agree that adequate living space is a luxury that only the wealthy can afford?
5. What efforts do Mother and Sara make to have the room ready for a boarder? Who helps them out?
6. How do you feel about what Father did to the landlord? Do you think he had a right to do so?
7. How might Father have reacted differently if the landlord were a man?
8. What insight into Sara's personality was exposed when she volunteered to go peddle?
9. When the discussion of crazy-head came up, what did Sara end up providing the family with?
10. What kind of personality does Mashah have? Has it changed at all?
11. How did others feel about Mashah? What reaction does her family have toward her?

Key Questions p. 24-34

1. What was the community's response to Reb's trial?
2. What was the importance of Father going to trial and the outcome?
3. Why was Reb discharged from the case?
4. After receiving being discharged from court, what kind of good fortune came to Reb's family?
5. In today's justice system, do you think a case like Reb's would receive a different verdict?

6. Do you personally think that Reb should have been given a more severe punishment?
7. How has Mother's attitude changed towards her husband?
8. Describe the realization that Sara came to with this new flow of income and popularity that had come to her family.
9. Describe Mother's physical appearance, socio-economic status, and personality when she was young? How is it different from now?
10. Describe in detail how Mother's suitor was chosen when she was a teenager. How is this different from marriage today?
11. How did Mother almost lose her husband? What did she have to do to keep him?
12. As an educated man, what was Reb's plan on running his father-in-law's business? How did that plan go for him?

EXTEND

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

Key Passage, p. xi

"In a generation eager to find the meaning of ethnicity and to uncover the roots of individual identity, Sara Smolinsky's search took on a new life. Because she so effectively captured the tension between an America that longed to maintain the community of a traditional old world and yet sought the material goods and individual satisfactions of the new, Smolinsky reached beyond the specifically Jewish situation into the heart of the shared immigrant experience..."(p. xi).

Writing Prompt

In the introduction of *Bread Givers*, the reader learns many details about the author, Anzia Yezierska. Think about how, even though she was a struggling immigrant, Yezierska was able to publish her book and gain success as an author. How does her rise reflect the CBL theme Leadership Requires Engagement, especially "Leaders develop and dedicate their talents to promote the common good... It is making sure that the communities I am part of are better because I am in them and that I am better because of the communities I choose to be part of"?

Write an explanatory paragraph that explains how Yezierska shows Leadership and Engagement. Be sure to provide details from the introduction to support your explanation. Maintain a formal tone in your writing, and be sure to provide a conclusion that summarizes your explanation.

Key Passage, p. xxvi

"In her life and in this book, Yezierska questioned the limited roles offered to women by traditional families. She rejected the constraints that community pressure imposed on her freedom. She presented the possibility of men and women who could acknowledge each other's legitimate needs. *Bread Givers* makes no judgments of people who choose other paths. For freedom is at the pivot of this book as it was the driving force of Yezierska's life. Three quarters of a century after she wrote, the power and intensity of her message remain intact" (p. xxvi).

Writing Prompt

Yezierska had to overcome many obstacles as an immigrant and as a woman when she came to the United States. This reading mentions some of those obstacles. How did Yezierska change and overcome these challenges to emerge as a leader? How did she show engagement and promote the common good of the communities she was a part of?

Create 1-2 informational paragraphs that describe the changes Yezierska underwent—including her Americanization—that led to her success. Use details and quotes from the introduction and be sure to use transition words and phrases (then, next, also, finally, etc.) to link your information together logically. Maintain a formal tone throughout your writing, and provide headings when switching paragraphs or topics to be as clear as possible.

Key Passage, p. 1

"I was about ten years old then. But from always it was heavy on my heart the worries for the house as if I was mother. I knew that the landlord came that morning hollering for the rent. And the whole family was hanging on Bessie's neck for her wages. Unless she got work soon, we'd be thrown in the street to shame and laughter for the whole world" (p. 1).

Writing Prompt

In the first chapter of *Bread Givers*, we receive a glimpse of the Smolinsky household. We are introduced to Mashah, Bessie, Fania, Mother and Father. Each member of the family deals with their poverty differently. At this point in the novel, who is showing leadership and engagement in the family? **Pick one character who is showing leadership and, in an informative paragraph, provide details and quotations that supports that character's position as a leader. How do they lead the family? What do they contribute? Are they showing engagement? If so, how? Be sure to introduce your information clearly and use transitions (first, then, next, last, also, etc.) to create cohesion within your writing. Maintain a formal tone throughout your paragraph, and be sure to end with a concluding sentence that supports the information you have provided.**

Key Passage, p. 22-23

"It began dancing before my eyes, the twenty-five herring that earned me my twenty-five cents. It lifted me in the air, my happiness. I couldn't help it. It began dancing under my feet. And I couldn't stop myself. I danced into our kitchen. And throwing the fifty pennies, like a shower of gold, into my mother's lap I cried, "Now will you yet call me crazy-head?" (p. 22-23).

Writing Prompt

After the arrest of her father, Sara takes it upon herself to make money so her family can eat. At first, her mother scolds her and calls her crazy-head for thinking she can earn money for the family. Even though she is only ten years old, Sara, the narrator seems to provide more than her share to alleviate the family's sufferings. Do you think

she has the power to be a leader within the family, even though she is the youngest? Can one person, even a child, help lift a family out of poverty? Remember the CBL theme for this novel: Leadership Requires Engagement. Does Sara use her talents to help promote the common good of her community?

In 1-2 explanatory paragraphs, explain why you think Sara is a leader even though she is the youngest and some members of her family do not believe in her. What does she do to show leadership? Use quotes and details from the text as well as the CBL theme to develop your topic thoroughly. Maintain a formal tone in your writing and use at least one simile, metaphor or analogy in your writing to help build up your topic.

Key Passage, p. 29

“The more people get, the more they want. We no sooner got used to regular towels than we began to want toothbrushes, each for himself like Mashah. We got the toothbrushes and we began wanting toothpowder to brush our teeth with, instead of ashes. And more and more we wanted more things, and really needed more thing the more we got them” (p. 29).

Writing Prompt

In today’s key passage, Sara explains the effect of wealth on her family’s habits. She claims that the more they got the more they wanted. Does this attitude promote leadership with engagement? Or does it work against it? How can one promote the common good with their wealth instead of acting selfishly? **In 1-2 explanatory paragraphs, explain ways that people can use their wealth to improve their communities. Use details from the text as well as your own life to present your ideas clearly. Be sure to maintain a formal tone in your writing, and use transitions (first, next, then, last, finally, however, also, etc.) to link your ideas together. Be sure to provide a conclusion that summarizes your explanation.**

KWL Chart

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

**10c12
Cubing
Biography**

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

4g6 Character Profile Chart

example 1	Trait 1	Trait 2	example 1
example 2			example 2
example 1	Trait 3	Trait 4	example 1
example 2			example 2

Character Based Literacy Program

Independent Study Lesson Plan

Bread Givers, Week 2



PREPARE

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



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is a synagogue?

What is Sabbath?

What is Coney Island?

What is a ghetto?

Word Wall Here are vocabulary words to add to the Word Wall.

burden (35)	lame (42)	bashfulness (43)	conscience (46)	bluff (50)
withered (58)	anxiously (59)	wailing (60)	brute (61)	tyrant (65)
starvation (68)	phonograph (69)	eagerness (74)	impudence (75)	contradictions (75)
envy (80)	tenement (80)	reproached (82)	swindler (83)	disgrace (85)
mite (81)	commission (82)	guaranty (94)	foretold (95)	stingy (96)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

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

Read Read the selection.

Read p. 35- 97

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Family Timeline

This book describes the lives of the Smolinsky's after they came to America, especially Sara's life. Keep a timeline that keeps track of the most critical events that occur in Sara's and the family's life like weddings, new jobs, and moves.

EXPLORE

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

Open Mind Portrait of Bessie

Create an open mind portrait of Bessie. Think about all the different thoughts she may have had in this chapter from beginning to end.

4g6 Character Profile Chart

Fill out character profile chart for Mashah based on what we have learned about her recently.

3g6 Plot Profile Chart.

Take 5 key events from today's reading and create a plot profile chart. You will add the next 5 events after the next reading.

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

Open Mind Portrait of Bessie

Add bubbles to your open mind portrait of Bessie based upon today's reading.

Discussion

Key Questions p. 35-52

1. Why is Mother so concerned about Bessie? Who does she compare Bessie to?
2. Who does Fania find interest in? How do you think this makes Bessie feel?
3. Why does Bessie beg Mashah to stay home one night?
4. What is Bessie's reasoning behind decorating the house? What's her mother's response? Who do you agree with?
5. Why does Bessie tell Mashah to go out? Why is Mashah suspicious about this action?
6. What do you think Sara is thinking about when Besse grabs the dress?
7. Do you think Bessie is making a good choice when she borrows Mashah's dress without asking? How would Mashah react if she found out?
8. What kind of questions does Father ask Berel? Is Father happy with the responses he is getting?
9. What is Berel's long-term plan? Do you think this is a wise plan?
10. What is Berel looking for in a wife? Do you agree with his reasoning?
11. Father looks at Bessie like a business. Why is this? What does he tell Berel he needs in return for giving him his daughter?
12. What are Berel's counterarguments to Father?
13. Who do you agree more with, Berel or Father?
14. What does Berel propose to Bessie the next day? How does she respond? Would you have responded the same way?
15. What happens six weeks later? How do you think Bessie feels?
16. How does Sara respond to Berel's engagement?

Key Questions p. 53-66

1. Who does Mashah begin showing interest in?
2. Describe Jacob Novak using examples from the text.
3. How has Mashah changed since she's met Jacob?
4. What kinds of things does she do for Jacob that she doesn't do for anyone else?
5. Why do you think it is important for Mashah to make everything perfect for Jacob when he comes over?
6. Why do you think Father did not question Jacob? What doesn't he like about Jacob?
7. How does Father feel about Mashah getting married?
8. Why was Jacob dedicated to playing the piano? How did Mashah feel about this?
9. How did Jacob's father react to Mashah's home? What was the result of his reaction?
10. Why didn't Jacob return? What did Mashah go through because of this?
11. What did the letter to Jacob from Mashah say? What was Jacob's reaction?
12. How did Father react when he saw Jacob? Do you agree with his reaction and what he told Jacob?
13. What ultimatum did Father give Mashah?

14. How does Sara feel about her father? Because of this, what does she want to do differently in her life?

Key Questions p. 67-77

1. Why is father upset about Fania's letter?
2. Do you think Father did the right thing by opening the letter? Does Fania have a right to be upset?
3. What kinds of questions does Father ask Fania about Morris?
4. Do you think that a steady source of income is an essential requirement for a potential spouse? Why or why not?
5. How does Father contradict himself when it comes to talking about the poor?
6. How do Mother and Sara feel about Father's attitude towards Morris?
7. What is Father's new plan? Who does he go to for help?
8. What does Morris come to talk to Fania about?
9. Who does Father bring? Describe the new character.
10. How does Father treat Morris when he comes home with Moe?
11. How does each daughter react to Moe Mirsky?
12. What do Fania and Father argue about? Whose side would you be on in the argument?
13. What ultimatum does Father give Fania?
14. Who does Moe end up taking to Coney Island with him?
15. How does the relationship between Mashah and Moe grow after their date to Coney Island?

Key Questions p. 78-88

1. Why is Bessie bitter? Do you think Father notices that she is bitter?
2. Who else does Father bring home? Describe the new character.
3. Who is Abe interested in?
4. What did Sara wonder about when it came to her sisters and these men?
5. Do you think Fania really likes Abe? Why or why not? Describe their relationship.
6. Why does Fania have a nervous fit one day? What does she reveal during this fit?
7. How were people in the community responding to the Smolinsky's after the double wedding?
8. Why does Mashah look worried? What does she reveal to the family?
9. When Mashah told her family everything happening in her married life, how did Father react?
10. Did you predict Mashah's problem with her husband? Why or why not?
11. After Mashah comes home, how does Father react to her presence in the house? Who does he blame for these problems?
12. How does Father treat Mashah when she comes back home?
13. Who comes to get Mashah and why?
14. How is Fania's relationship with her husband?
15. What does Fania ask Father and how does he react?

16. Leadership requires Engagement and consideration of the common good. Describe the ways that Bessie and Mashah's husbands lead their households.
17. Now that Sara's sisters are married and gone from the house, whom does she start to take an interest in?
18. What qualities does Morris have that are attractive to Sara?
19. What does Sara start doing so she can see Morris?
20. How does Morris react to Sara when she tells him she loves him?

Key Questions p. 89-97

1. Do you think it is fair or unfair that Sara does not get to keep any of her wages? Why do you feel this way?
2. What do the children's wages go to? Would this kind of child labor be allowed today?
3. How does Mother feel about the way Father uses the wages?
4. What did Mother beg Father to do? How did Father respond to Mother's request?
5. What do people begin to pay Father to do?
6. What gave Father the reputation of being a good matchmaker?
7. Who goes to Father for his matchmaking services?
8. Why did Zalmon want a wife so quickly after his wife's death? Do you think he should wait longer before looking for a wife?
9. How much is Zalmon worth?
10. What is Zalmon looking for in a wife?
11. How does Mother feel about Father's plan to marry off Bessie? Do you agree with Mother?
12. What are all the reasons why Father wants to marry Bessie off?
13. How does Zalmon react when Father tells him about the perfect match he has found?
14. What agreement does Father make with Zalmon?
15. Do you think that Bessie and Zalmon will make a good match? Why or why not?

EXTEND

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

Key Passage, p. 45

"'Why don't you ask me first what I want?' cried Father. 'Don't forget when she gets married, who'll carry me the burden from this house? She earns me the biggest wages. With Bessie I can be independent. I don't have to grab the first man that wants her. I can wait a few years'" (p. 45).

Writing Prompt

In today's reading, Father disapproves of Bessie marrying Berel because of the loss of wages it would cost the family. Bessie is devastated when Berel moves on and becomes engaged to someone else. Father is clearly the leader of the Smolinsky family.

In 1-2 explanatory paragraphs, explain what you think would have happened if Bessie were allowed to be the leader of the family and made her own decisions. What would she choose? Would she be showing engagement and promoting the common good of the family with her decisions? Provide details and quotations from the text and the CBL theme to help strengthen your topic. Be sure to maintain a formal tone in your writing. Introduce the topic you are writing about thoroughly and use headings when introducing new information.

Key Passage, p. 64-65

“More and more I began to see that Father, in his innocent craziness to hold up the Light of the Law to his children, was as a tyrant more terrible than the Tsar from Russia. As he drove away Bessie’s man, so he drove away Mashah’s love. And each time he killed the heart from one of his children, he grew louder with his preaching on us all” (p. 64-65).

Writing Prompt

After Father pushes away Jacob, Sara decides that he is worse than a tyrant. He ran off Bessie’s man and now Mashah’s. Sara describes him as a tyrant. A tyrant does not make decisions that promote the common good.

In 2 or more explanatory paragraphs, explain why (or why not) Father is a tyrant. Does he lead with engagement? Or with only himself in mind? In your introduction, provide the definition of ‘tyrant,’ and follow with details and quotations from today’s reading that support your topic. Maintain a formal tone in your writing, and be sure to use transitions to create unity and cohesion among the ideas in your writing.

Key Passage, p. 76

“In the stillness that followed Mother’s words, I was thinking: Suppose Mother had not felt like marrying Father, then where would all of us children be now? And here, in America, where girls pick out for themselves the men they want for husbands, how grand it would be if the children also could pick out their fathers and mothers. But my foolish, flying thoughts were stopped by an angry cry from Fania” (p. 76).

Writing Prompt

In today’s key passage, Sara dreams about being able to pick out her own parents the way people choose a husband or wife for themselves. **In 1-2 informational paragraphs, describe what kind of parents Sara would pick for herself if she had the choice. How would they treat their children? What kind of rules would they have for their family? Inform your audience as to the qualities these parents would have, and explain how they would be different from the parents Sara was born with. Introduce your topic clearly, and be sure to provide details and quotations from the text that support your ideas. Provide at least one simile, metaphor or analogy in your writing and conclude your writing with a summary of the information provided.**

Key Passage, p. 81

“It made me feel bad to see how everybody began to hate us because we had a little luck. Dogs envying another dog a bone. They were only bread-and-butter marriages, like in Europe, and all the neighbors eating themselves out with envy” (p. 81).

Writing Prompt

Father thought he was doing the girls a great favor by finding them husbands. Little did he know that the girls are entering into relationships that are not exactly what he—or they—were expecting. **In two explanatory paragraphs, explain the leadership styles of Fania and Mashah’s husbands. Dedicate one paragraph to each husband. What do they spend money on? Are they concerned with the common good or in improving the quality of their communities? How are their leadership styles similar to Father’s? Be sure to provide details and quotations from the text that support your explanations. Provide an introductory and concluding sentence for each paragraph that clearly states your ideas. Use headings to separate your topics, and maintain a formal tone throughout your writing.**

Key Passage, p. 95

“So you’ll want the old maid to remain in my house and torture my life with her crankiness? She’s not any more what she used to be. Before, she use to hand me her wages with the highest respect. But now, the devil got into her and she’s jumping out of her skin finding fault with me. I’m not a good father to her. No wonder it says in the Torah, ‘Woe to a man who has females for his offspring’” (p. 95).

Writing Prompt

In this reading, Father makes many references to how women are perceived in the Torah. Do you think he needs to change the way he thinks of a woman’s place in the household and the world? Do you think women can be just as effective leaders as men? Remember, Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good.

Write 1-2 paragraphs explaining whether you think women can be successful leaders. Introduce your writing by explaining what Sara’s father believes about women. Then, provide your own explanation regarding women leaders. Use details and quotations from the text to support your ideas, and link your ideas together using transitions (i.e. first, next, then, also, however, etc.) Be sure to conclude your writing with a summary of your topic.

4g6 Character Profile Chart

example 1	Trait 1	Trait 2	example 1
example 2			example 2
		Character	
example 1	Trait 3	Trait 4	example 1
example 2			example 2

3g6 Plot Profile Chart

10										
9										
8										
7										
6										
5										
4										
3										
2										
.										
Intensity										
Description										
Event	1	2	3	4	5	6	7	8	9	0

Character Based Literacy Program

Independent Study Lesson Plan

Bread Givers, Week 3



PREPARE

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



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is Fifth Avenue?

What is a prophet?

Who is Rockefeller?

What is blasphemy?

What is a famine?

Word Wall Here are vocabulary words to add to the Word Wall.

galling (102)	garter (106)	elastic (106)	prattle (107)	crochet (110)
sacred (111)	seize (112)	clerks (113)	bookkeeper (116)	pyramid (118)
haste (120)	wailed (120)	bewilderment (123)	mooning (123)	flax (126)
wither (129)	idleness (131)	drudgery (132)	martyr (137)	cripple (137)
haggling (141)	sprawling (143)	bulged (144)	imploringly (145)	misery (148)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

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

Read Read the selection.

Read p. 98- 151

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Family Timeline

This book describes the lives of the Smolinsky's after they came to America, especially Sara's life. Keep a timeline that keeps track of the most critical events that occur in Sara's and the family's life like weddings, new jobs, and moves.

EXPLORE

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

Open Mind Portrait of Bessie

Add new bubbles on your Johnny open mind portrait based on today's reading

5g6 Character Interaction Chart

Complete a character interaction chart to discuss the interactions in this reading between Father, Mother, and the grocery store owner.

1. Choose 3 characters you have profiled and wish to analyze. Put the name of each character in one of the 3 boxes.
2. Each character box has another character box on each side. On the side of the first character box near the second character box, write down what the first character thinks about the second character, and how the first character interacts or gets along with, the second character.
3. Then do the same thing for how the second character thinks about and interacts with the first, in the second characters box.
4. Continue doing this until you have filled out each box: the second for the third, the third for the second, the third for the first and the first for the third.

3g6 Plot Profile Chart

Plot the most important parts of chapter 7 on the chart.

5g6 Character Interaction Chart

Complete a character interaction chart to discuss the interactions in this reading between Father, Mother, and Sara.

Create a collage

Create a collage that represents Sara's personality. Decorate it with images that would be symbolic of Sara's experiences and thoughts.

Discussion

Key Questions p. 98-110

1. How does Bessie react to Father's plan?
2. Why does Father buy Bessie a velvet dress? What is her initial reaction to the dress?
3. What does Zalmon look like when he comes to see Bess for the first time?
4. Why does Bessie refuse to look at or speak to Zalmon when he visits the house?
5. What does Zalmon offer Bessie? What is her response?
6. Zalmon misunderstands Bessie's silence and lack of enthusiasm. Why does he think she is acting this way when he offers her gifts?
7. How do Mother and Father treat Zalmon when he comes over?
8. What does Mother tell Zalmon about the dress? Why does she do this?
9. After Zalmon leaves, what do Mother and Father tell Bessie?
10. Who does Zalmon bring to the Smolinsky's house the next time?
11. Describe the difference in Bessie's behavior when she sees Benny.
12. What feelings does Bessie express to Sara when they go on a walk?
13. Who stops Sara and Bessie when they are walking? What does he tell them?
14. What does the doctor say is wrong with Benny?
15. Does Zalmon really need a wife to look after the children? Or do you think he could take care of them on his own?
16. What does Zalmon tell the doctor?
17. How did Bessie change from that evening on? Do you think she has changed her mind about Zalmon?

Key Questions p. 111-118

1. Do you think Father is too hasty in wanting to start a business right away?
2. Why does he want a business with short hours?
3. Mother is hesitant to allow Father to be a businessman. What are her reasons for being hesitant?
3. Why does Mother want to go with Father to see the grocery store? What's Father's response?
4. What news does the family receive during supper?
5. What did the grocery store look like when Mother and Sara arrived?
6. What question does Mother ask Father when she arrives to the store?
7. Why do you think Mother wanted to count the stock?
8. How did the owner reply when Mother wanted to count the stock?
9. How does Mother feel about the purchase Father has just made? Would you agree or disagree with her feelings if you were in her position?
10. Why did Father hurry up and make the deal without his wife?
11. What great things do Father and Mother think will come to them with this new venture?

12. What does Father want to do first with the money they make?
13. What great things does Sara think about doing with the money that will be coming in?
14. Why do you think Mother looks bewitched at the end of the reading?

Key Questions p. 119-127

1. What does the family begin to realize about the store?
2. Why were so many customers attracted to the bargains in the store's windows?
3. Remember leadership requires engagement. How can one of the family members step up use leadership to solve the problem?
4. Describe why mother cannot have the storeowner arrested for what he has done.
5. What does Father try to sell the customer that comes in?
6. What does the customer admit to Father?
7. Why can't Mother arrest the man who came into the store?
8. Do you think the previous owner had tricked other people before he tricked the Smolinsky's?
9. How does Mother feel about their new business?
10. What is Father's reaction to Mother?
11. Who is being more reasonable in this situation, Mother or Father?
12. What does Father threaten Mother with?
13. What do you think would have happened if Father walked out on Mother?

Key Questions p. 128-138

1. Where is the family's new home?
2. How is mother trying to fix the issue of the empty store?
3. What does Sara miss about her old life?
4. What do Mother and Sara begin to argue about?
5. What does Father do to drive away the customer who leaves without purchasing anything?
6. What does the woman come in to complain about? How does Mother try to satisfy her?
7. A little girl comes in for a pound of rice. What does Sara do that upsets Father?
8. For Sara, this is the last straw. What does she decide to do after her disagreement with Father?
9. Do you think Sara's change will be enough to help her achieve her dreams? Or is she being foolish?
10. How does Father put Sara down?
11. Do you believe that Sara will not end up like her sisters? Why or why not? Provide evidence from the text to support your answer.

Key Questions p. 139-151

1. Who does Sara go to for help at first?

2. Describe what Sara sees at Zalmon's fish store. How is it different from Sara's expectations?
3. Where does Sara sleep at her sister's home?
4. What do Sara and Bessie talk about in the middle of the night?
5. How is Bessie feeling about her marriage?
6. Is staying with Bessie and Zalmon a feasible option for Sara? Why or why not?
7. Who does Sara run into before arriving at Mashah's house?
8. Describe Mashah's house. How is it similar to Bessie's?
9. How has Mashah's appearance changed? What has made her appearance change so much?
10. What does Sara say she will do if Mashah lets her stay with her?
11. Moe is not providing for his family. What does he decide to do with his money instead of supporting Mashah?
12. How does Sara defend her sister when Moe puts her down?
13. Why does Moe kick Sara out?
14. Sara realizes she is different than her sister Mashah. What makes them different from one-another?

EXTEND

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

Key Passage, p. 108

"In the street she began to talk. Her words clicked hard and cold and sure. 'I'll not marry him. Never! I wanted to throw myself from the roof, or dash myself under a car. But I haven't it in me to kill myself. I'm going to run away to another city'" (p. 108).

Writing Prompt

In today's readings, Bessie expresses negative feelings towards marrying Zalmon. It is only when she cares for Benny that she starts to show compassion. **Reflecting on the theme of this novel, Leadership Requires Engagement, write an informational paragraph with details about Bessie's leadership in the family and her community. Is she a good leader? How is being a mother a leadership role? Use details and quotes from the text to inform your audience. Maintain a formal tone in your writing and be sure to conclude with a summary of your topic.**

Key Passage, p. 112

"In America, there is no need to be poor, if you only got brains and money to begin something...In America the bargains are so thick the newspapers are all full of them. Other people have made fortunes in America. Why shouldn't I? It's only fools who remain poor. I'll go at once and see the place'" (p. 112).

Writing Prompt

In today's reading, Father believes that he can make a fortune by using his brains. **He believes that it is possible to change one's fortune in life, despite being born into poverty. Do you think that people living in poverty can be good leaders?**

Or should leadership roles only be given to the wealthy? Refer to the CBL theme for this unit, Leadership Requires Engagement, as well as quotations and details from the text to write 1-2 explanatory paragraphs about the topic. Can those born into poverty be relatable leaders who serve the common good? Or are the wealthy better able to lead with engagement? Explain your stance clearly and link your ideas together with transitions (first, then, however, next, also, last, etc.) to create a unified explanation. Maintain a formal tone in your writing.

Key Passage, p. 127

“Go-go!’ shrieked Mother. ‘Never come back to darken my days. At least a few years before my end I want to be free from you. If I were only a widow, people would pity themselves on me. But with you around, they think I got a bread giver when what I have is a stone giver. Go-go from me—blind lunatic—you haven’t sense enough to tie a cat’s tail’” (p. 127).

Writing Prompt

Father made a huge mistake by trusting the grocery store owner and not asking questions. However Father tries to stay optimistic about the situation. Remember that good leaders act with engagement: leaders dedicate and develop their talents to work for the common good. How can Father step up as a leader and fix the problem he got his family into? What actions can he take to spend his time and effort fixing, instead of creating, problems?

In 1-2 informative paragraphs, create a detailed plan Father can follow to show that leadership requires engagement. Be sure to introduce your plan clearly, and use details and quotations from the text to clearly present your ideas. Maintain a formal tone in your writing, and use at least one simile, metaphor, or analogy in your paragraph(s). End your writing with a summary of your plan for Father to emerge as a leader.

Key Passage, p. 135

“Oh, God! *Two cents!* My gall bust in me! For seventeen years I had stood his preaching and his bullying. But now all the hammering hell that I had to listen to since I was born cracked my brain. His heartlessness to Mother, his pitiless driving away Bessie’s only chance to love, bargaining away Fania to a gambler and Mashah to a diamond-faker—when they each had luck to win lovers of their own—all these tyrannies crashed over me. Should I let him crush me as he crushed them? No. This is America, where children are people” (p. 135).

Writing Prompt

In this reading, Sara finally gets fed up with her Father. She decides to stand up to him and speak her mind. She thinks, “Should I let him crush me as he crushed them? No. This is America, where children are people” (135). Do you think that children can be good leaders, despite being young? Can they lead with Engagement just as successfully as adults?

Write 1-2 informational paragraphs about children leaders. Can children promote the common good and improve the communities they belong to?

Provide details and quotations from the text as well as the CBL theme to inform your writing and support your topic. Be sure to use transitions (first, next, then, also, last, etc.) to clearly and logically present your ideas. Be sure to provide a conclusion statement that summarizes the information you presented about your topic.

Key Passage, p. 147

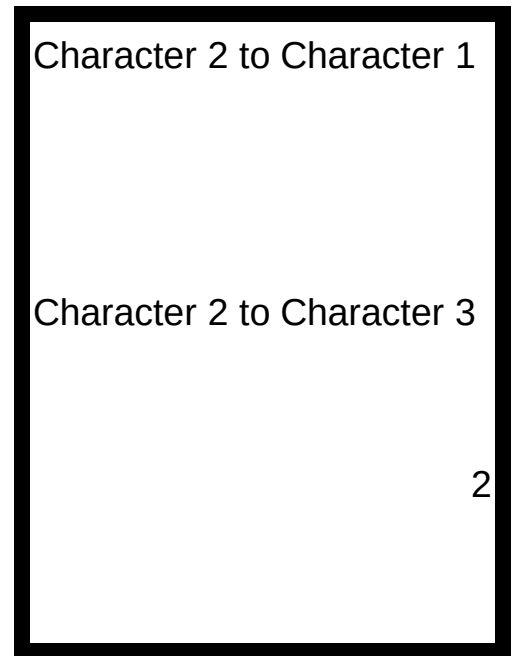
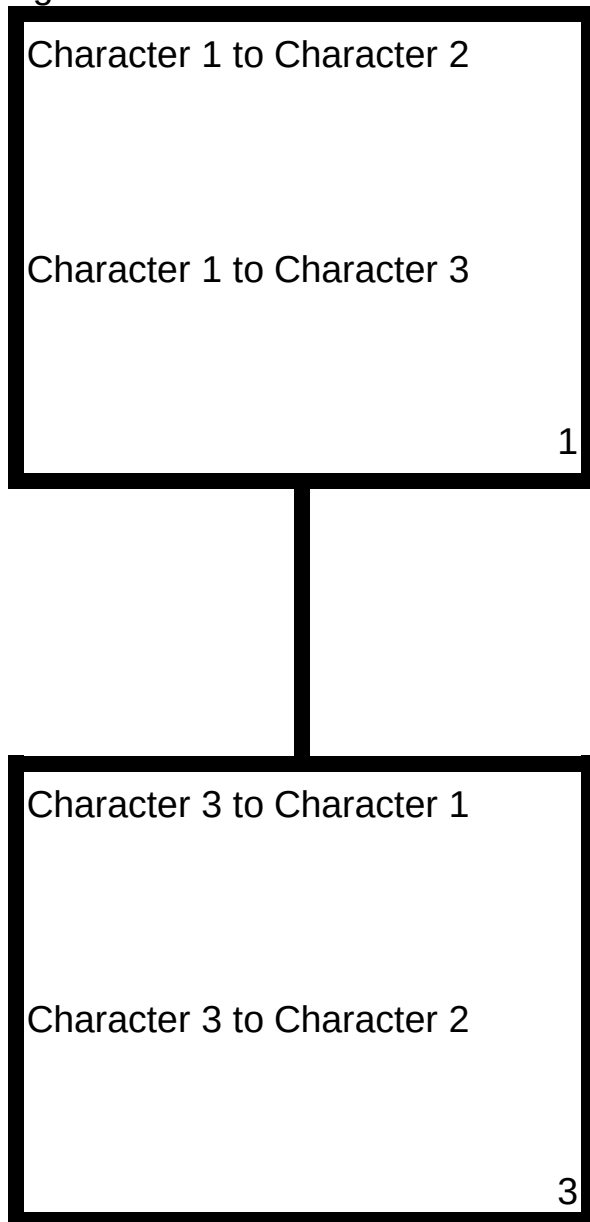
“Beauty was in that house. But it had come out of Mashah’s face. The sunny color of her walls had taken the color of her cheeks. The shine of her pots and pans had taken the luster out of her hair. And the soda with which she had scrubbed the floor so clean, and laundered her rages to white, had burned in and eaten the beauty out of her hands” (p. 147).

Writing Prompt

When Sara visits her sisters, she gets a real glimpse of their lives. Sara sees that her sisters are living in similar households like when they are growing up. The men Father had chosen for them are similar to Father in many ways. At both of Sara’s visits to her sister’s, Bessie and Mashah’s, household she made her presence known.

Pretend you are Sara. In an explanatory letter to Mother, describe the situations that you have experienced at Mashah and Bessie’s homes. Be sure to use details from the text, as well as one simile, metaphor, or analogy to explain what you encountered. Provide headings when introducing different topics to help your writing be as clear as possible. End your letter with a conclusion that summarizes your experience.

5g6 Character Interaction Chart



3g6 Plot Profile Chart

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity										
Description										
Event	1	2	3	4	5	6	7	8	9	0

Character Based Literacy Program

Independent Study Lesson Plan

Bread Givers, Week 4



PREPARE

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



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is a phonograph?

What is hunger?

What is shame?

What is a vaudeville show?

Who is Jeremiah?

Word Wall Here are vocabulary words to add to the Word Wall.

husky (161)	mangle (161)	skimpy (161)	yowling (164)	determination (164)
heaping (167)	portion (169)	titter (169)	trampled (169)	ambition (171)
dreary (173)	serge (174)	coarse (179)	instinctively (179)	beaux (180)
hollow (186)	kindled (188)	blizzard (188)	boast (191)	compelling (192)
torrent (196)	assurance (200)	ecstasy (201)	pottage (202)	revolt (205)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

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

Read Read the selection.

Read p. 155- 208

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Map

Family Timeline

This book describes the lives of the Smolinsky's after they came to America, especially Sara's life. Keep a timeline that keeps track of the most critical events that occur in Sara's and the family's life like weddings, new jobs, and moves.

EXPLORE

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

Open Mind Portrait

Create an open mind portrait of Sara based upon what she has experienced in this reading.

5g6 Character Interaction Chart

Complete a character interaction chart to discuss the interactions in this reading between Sara, the server in the cafeteria, and her mother.

4g6 Character Profile Chart

Fill out a Character Profile Chart for Fania based on this reading.

Venn Diagram

- Using a Venn diagram, compare and contrast Sara and Max.
- Using a Venn diagram, compare and contrast Sara and her Father.

Discussion

Key Questions p. 155-164

1. After Moe kicked Sara out, what was she motivated to do?
2. How does Sara work towards her dream of becoming a teacher?
3. Why is alone time so important for Sara? Is alone time important to you?
4. Why did Sara have a hard time finding a room?
5. Describe Sara's last option. Why does she like it so much?
6. What kinds of questions did the landlord ask her?
7. Why was the landlord hesitant to rent to a "teacher"?
8. How did Sara persuade the lady to rent her the room?

9. What did Sara do as soon as she woke up?
10. Where did Sara find work, and how does she get the job?
11. What classes did Sara sign up for at school? How many times a week was she going to school?
12. How does Sara try cleaning up her room?
13. Why do you think she insists on her own room? And with a door that can shut?
14. Why does Sara eventually give up and decide to accept dirt?
15. What else does she learn to accept?

Key Questions p. 165-172

1. What is Sara trying to figure out in the beginning of today's reading?
2. How much money does Sara have left for food every week?
3. Is Sara hungry for anything besides food?
4. Describe Sara's mistake at work. What does her boss decide to do about it?
5. What does Sara's hunger drive her to do?
6. Why was Sara so particular about picking the right server?
7. How much stew did Sara get versus the man right after her? Do you think this difference is unfair?
8. Describe how Sara reacts when she receives the small portion.
9. Why do you think the man got more meat?
10. Who comes to Sara unexpectedly, and what does she bring?
11. Describe the sacrifice Mother made to come visit Sara.
12. Is Sara willing to sacrifice for her mother the way she sacrificed for her daughter?
13. What is more important for Sara: college or visiting her mother?

Key Questions p. 173-184

1. Who are the unexpected visitors that burst in on Sara?
2. Why does Fania tell Sara she needs to live?
3. Does Fania think education is important? What is important to her?
4. How is Fania's actual life different from the grand life Sara and Bessie think she has?
5. Does Bessie have it worse than Fania? Or are the two equally miserable? Use evidence from the text to support your answer.
6. Why does Sara say she would rather be alone? Does Fania agree with this?
7. Why doesn't Sara go visit Mother with Bessie and Sara?
8. Fania is trying to set Sara up with a young man. Describe Fania's plan. Who is she trying to set Sara up with?
9. What does Sara decide to do for the first time at work, and how does it work for her?
10. How do Sara's coworkers react when she moves away?
11. Do you think Sara has the power to change her status as an outcast?
12. How did Sara gain respect from her peers at work?
13. After feeling good in class, what does Sara decide to do?
14. Is Sara comfortable with her new look?

15. What does Sara do as soon when she gets to work with her new look?
16. What does Sara decide to dedicate herself to?

Key Questions p. 185-194

1. Why did Sara begin to doubt herself?
2. Which subject does Sara struggle with? Is there a particular subject that you find difficult?
3. Why couldn't Sara get herself to study on that sunny Sunday afternoon?
4. Who arrived at the door? Was Sara expecting this person?
5. Describe Max using examples from the text to support your description.
6. Why do you think Sara liked him instantly? What are the first things he noticed about her?
7. Why does Max say that Sara and him are very alike?
8. How does Max begin to gain success for himself? Is he a leader who leads with engagement? Why or why not?
9. What kind of life was Max living when he was an actor?
10. What remark does Max say about college students?
11. What does Sara not like about Max that she has not realized yet?
12. Where is the first place Max takes Sara, and how does she react to it?
13. Does Sara like the second place Max takes her? How can you tell?
14. How has Sara's interaction with Max changed her overnight? Describe the way she has changed using examples from the text.

Key Questions p. 195-208

1. Why was Sara excited to see Max again?
2. What did Max usually talk about with Sara? Does she enjoy the subject of their conversations?
3. What does Sara realize about Max that starts to get on her nerves?
4. What does Sara think people would think about Max?
5. How is Max different from the other men in her life?
6. How often do Sara and Max see each other?
7. How did Sara feel when she read to Max?
8. What did Max do to ruin the night Sara read to him?
9. How does Max try to convince Sara to go back to California with him?
10. What does Sara realize about Max, and what does she tell him?
11. Why did Sara want to see Father?
12. What does Sara realize about Father when he comes to visit her?
13. Why was Father upset?
14. What does Father tell Sara about living alone?
15. What does Sara tell Father that really upsets him?
16. How can Sara promote the common good as she tries to achieve her goals? Do you think she will be successful?

EXTEND

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

Key Passage, p. 159

“Like a drowning person clinging to a rope, my tired body edged up to that door and clung to it. My hands clutched at the knob. This door was life. It was air. The bottom starting-point of becoming a person. I simply must have this room with the shut door. And I must make this woman rent it to me. If I failed to get it, I’d drop dead at her feet” (p. 159).

Writing Prompt

Sara has made a drastic change in her life that is helping her to gain independence. On her journey to become a teacher, Sara is encountering difficulties finding an affordable place of her own. The theme for this novel is “Leadership Requires Engagement.” Sometimes, leaders encounter struggles that make their journey difficult.

In 1-2 explanatory paragraphs, provide details about Sara’s journey to becoming a teacher. What kinds of obstacles has she faced so far? What challenges could be lurking in her future? Will these challenges prove to be too overwhelming for her? Or will she overcome them? What would you do in her situation? Provide details and quotations from the text to help supply explanations for your ideas. Maintain a formal tone in your writing, and be sure to provide a conclusion that summarizes the explanation you presented on the topic.

Key Passage, p. 172

“It’s because I’m young that my minutes are like diamonds to me. I have so much to learn before I can enter college. But won’t you be proud me when I work myself up for a school teacher, in America?”

‘I’d be happier to see you get married. What’s a school teacher? Old maids—all of them. It’s good enough for *goyim*, but not for you.’

‘Don’t worry. I’ll even get married someday. But to marry myself to a man that’s a person, I must first make myself for a person” (p. 172).

Writing Prompt

Sara shares what she is trying to accomplish with Mother. Her mother seems more concerned with Sara finding a husband than she does with her pursuing her dream of becoming a teacher. Why do you think Mother and Sara have such a big difference in life goals? In your opinion, who has the more fulfilling goals, Mother or Sara?

In two explanatory paragraphs, describe the differences in point of view between Mother and Sara. Compare each woman and their leadership styles: create one paragraph explaining Sara’s priorities and one paragraph explaining Mother’s perspective. Can both women be leaders in the positions they choose?

Remember that leaders make sure the communities they are a part of are better because they are in them. Be sure to provide details and quotations from the text as well as transitions (first, however, also, next, then, etc.) to link your ideas together. Provide headings that separate your explanations women’s priorities. Maintain a formal tone throughout your writing.

Key Passage, p. 183

“I threw myself more desperately than ever into my studies. My one hope was to get to the educated world, where only the thoughts you give out count, and not how you look. My longing for the living breath of a little understanding became centered more and more in my dream of going to college. Wherever I went, in the street, in the subway, by day and by night, I had always before my eyes a vision of myself in college, mingling every day with the inspired minds of great professors and educated higher-ups” (p. 183).

Writing Prompt

In this reading, people are trying to influence Sara about her decisions to be a teacher. Sara knows that the only way she can get anywhere is by going to college. She dreams of college as a place where she will have access to “inspired minds of great professors and educated higher-ups” (183). Do you agree with Sara? Do you think college is a necessary step in order to become a leader? Can a leader become successful without going to college?

Research 2-3 effective leaders who lead (or who have led) with engagement and who promote the common good (some examples of leaders are: Harriet Tubman, Mother Teresa, Martin Luther King Jr., Cesar Chavez, and U.S. presidents). Write 1-2 informative paragraphs about these leaders. Did they attend college? If so, what college did they attend and what did they study? Be sure to maintain a formal tone in your writing. Provide an introduction for each leader you write about, include details about their lives or famous quotes they have said. Be sure to maintain a formal tone in your writing, and conclude your writing with a summary of each leader you have focused on.

Key Passage, p. 191

“Every step of his struggle to rise, he painted with such colorful pictures, it was like turning the pages of a wonderful book right there with him. By the time he had finished his story, I had forgotten all about myself. I gazed up at him feeling like a tiny ant at the feet of a great lion” (p. 191).

Writing Prompt

In today’s reading, Sara meets Max Goldstein, who describes the way he was able to gain success. Even though he never went to college, he has college graduates working for him. Max is a leader, but does he lead with engagement? From what you have read today, does he dedicate his talents to promote the common good?

In 1-2 explanatory paragraphs, explain the way Max has acquired success, and determine whether or not you think he exemplifies the theme “Leadership Requires Engagement.” Refer to the key passage and details from the book, as well as the CBL theme to help support your explanation. Use transition words (first, next, then, last, also, however, etc.) to link your ideas together. Maintain a formal tone throughout your writing, and be sure to provide a conclusion that summarizes your topic.

Key Passage, p. 208

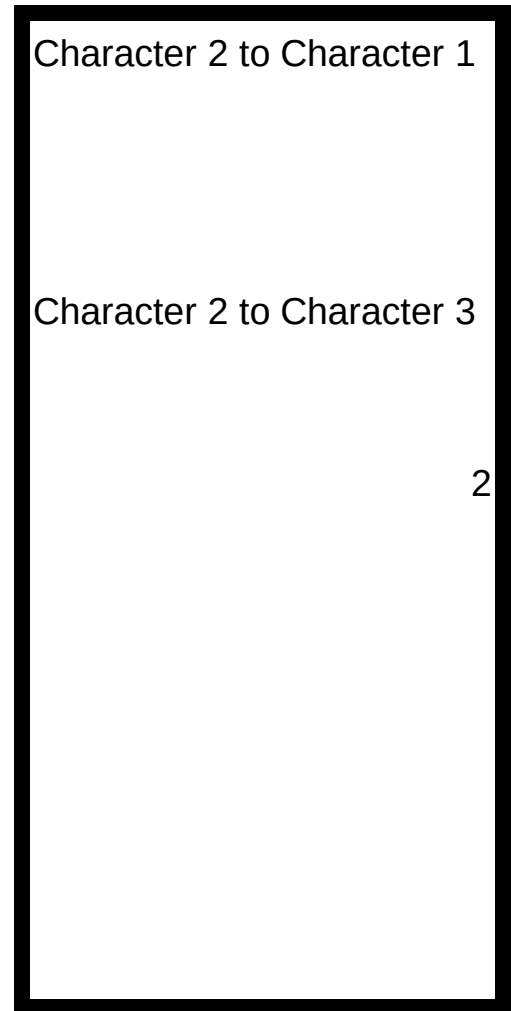
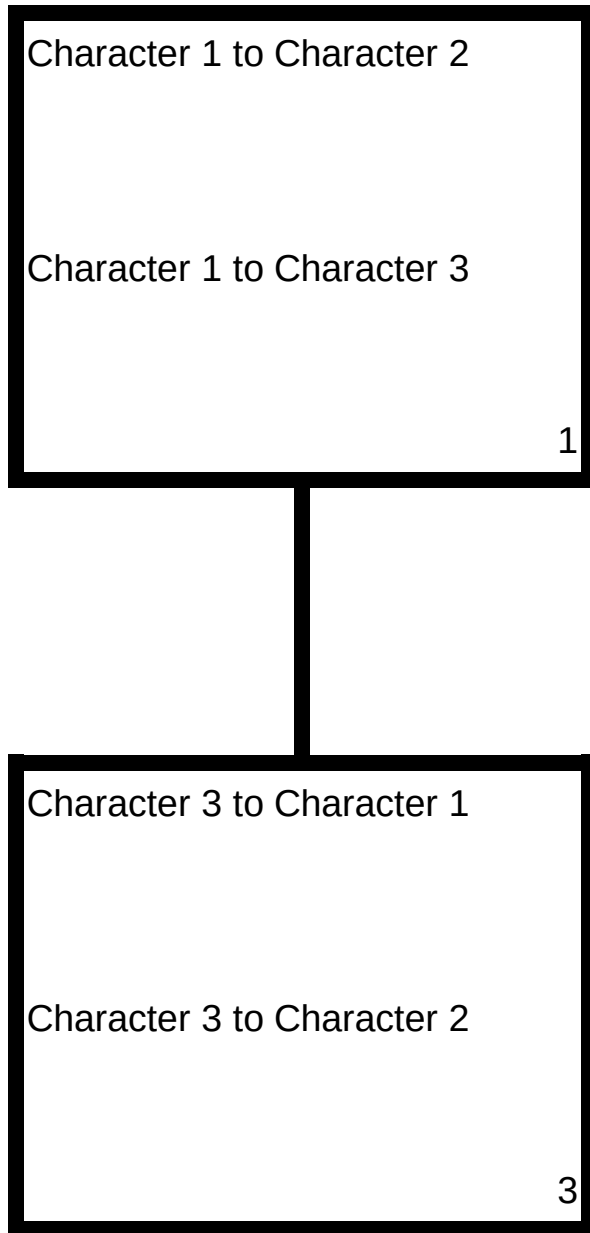
“I knew now that I was alone. I had to give up the dreams of any understanding from Father as I had to give up the longing for love from Max Goldstein. Those two experiences made me clear to myself. Knowledge was what I wanted more than anything else in the world. I had made my choice. And now I had to pay the price. So this is what it cost, daring the urge in me. Not father. No lover. No family. No friend. I must go on—alone” (p. 208).

Writing Prompt

In today’s reading, Sara decides that she must leave some relationships behind as she pursues her dream of gaining an education and becoming a teacher. Do you think this is a wise choice? Refer to the CBL theme Leadership Requires Engagement. Will Sara’s decision ultimately help her be a leader who works for the common good? Or is she ignoring, instead of improving, the community that she belongs to?

In 1-2 explanatory paragraphs, explain Sara’s choices, referring to details and quotations from the text as well as the CBL theme. Maintain a formal tone throughout your writing, and use transitions (first, then, next, last, also, however, etc.) to link your ideas together. Conclude with a summary of your explanation.

5g6 Character Interaction Chart



4g6 Character Profile Chart

example 1	Trait 1	Trait 2	example 1
example 2			example 2
example 1	Trait 3	Trait 4	example 1
example 2			example 2

Character Based Literacy Program

Independent Study Lesson Plan

Bread Givers, Week 5



PREPARE

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



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is a dean?

What is a bursar?

What is gangrene?

What does it mean to amputate?

What does Mazel tov mean?

Word Wall Here are vocabulary words to add to the Word Wall.

kin (209)	ravenously (210)	turmoil (211)	earnest (203)	timid (218)
barren (223)	thwarted (223)	hastened (223)	perish (232)	exaltation (233)
despair (238)	serge (239)	aloofness (242)	semblance (244)	atone (245)
gaiety (247)	wrath (248)	ingratiating (250)	tumult (252)	condemnation (255)
guileless (258)	sacrilege (261)	ignorant (262)	leech (263)	supplication (267)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

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

Read Read the selection.

Read p. 209-268

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Family Timeline

This book describes the lives of the Smolinsky's after they came to America, especially Sara's life. Keep a timeline that keeps track of the most critical events that occur in Sara's and the family's life like weddings, new jobs, and moves.

EXPLORE

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

Open Mind Portrait

Create an open mind portrait of Sara based upon her experiences in college thus far. What impact has college had on her thinking? What kind of realizations has she come to?

Create an open mind portrait of Father based upon what we have learned about him in this reading. How does he feel about Mother's death? About Sara? .

3g6 Plot Profile Chart.

Take 10 key events from all of chapter 16 and create the plot profile chart. This can be done whole class, in groups or individually.

5g6 Character Interaction Chart

Complete a character interaction chart to discuss the interactions in this reading between Mother, Sara, and Fania.

4g6 Character Profile Chart

Fill out one for Father's new wife based on the reading in this chapter.

Discussion

Key Questions p. 209-220

1. What does Sara bring with her as she begins her college journey?
2. Describe the college town Sara comes to.
3. How were the college students Sara ran into different from her?

4. Sara thought she would make friends in class; what rude awakening did she get?
5. How is Sara's new job different from her old job? How is it similar?
6. What was Sara's pay and how many hours can she work?
7. Why did Sara have to report to the dean's office the first time?
8. Describe the way Sara feels about having to take the P.E. class.
9. Why did Sara have to report to the dean's office the second time?
10. What did the dean tell her about the P.E. incident?
11. What leads Sara to attend the dance?
12. Does Sara enjoy the dance? Provide reasons from the text to support your answer.
13. What did Sara ask from God after her time at the dance?

Key Questions p. 221-234

1. Do you think it is fair that Sara is charged for the geometry class she failed? Why or why not?
2. How did Sara feel about psychology at first? How do her feelings change towards the subject?
3. Is there a subject that you love to learn about? If so, which subject? Why do you enjoy it?
4. What does Sara ask Mr. Edman for?
5. After Sara finished reading her first reference book, what did she want to do?
6. Why was she disappointed when Mr. Edmund did not have time to talk to her about the book she read?
7. What does Sara realize when she overhears professors talking amongst one-another?
8. Do you think Sara's efforts to see Mr. Edmund are excessive, or healthy? Explain your answer with examples from the text and your own life.
9. What did Mr. Edman tell Sara that bothered him? How did Sara feel after?
10. Who became Sara's friend?
11. What is the dean's response to Sara? Do you agree with what he tells her?
12. Describe the essay competition.
13. How did Sara feel on commencement day?
14. What was announced during the commencement ceremony? Did you expect Sara to be the winner? Why or why not?

Key Questions p. 237-246

1. Describe how Sara's plan has allowed her to get to where she is now.
2. How was the train ride up to college different from the one going back home?
3. Where did Sara walk for the first time in her life when she returned to New York?
4. What did Sara decide to buy? Why? Do you think her new purchase will help her prepare for her new job?
5. How did Sara go about looking for a place?
6. What did Sara think about before her first visit home?
7. Where does Sara's family live?

8. Why was Sara nervous about entering the house?
9. What were Sara's parents talking about when she arrived?
10. How has mother changed since the last time Sara has seen her?
11. What was Mother proud about?
12. What is the one thing Mother asks of Sara?
13. Describe mother's illness. Do you think she will be able to recover? Why or why not?
14. How do Sara's sisters react to their mother's illness?

Key Questions p. 247-256

1. Are Mashah and Bessie the way you would expect them to be after 6 years? Why or why not?
2. How did Father react when he saw Sara?
3. What does Mother begin to argue with Sara about?
4. How does Father calm Mother down?
5. What does Father tell that doctor about each of his daughters?
6. Is Father being completely honest when he talks about his daughters? If not, what does he say that is not true?
7. What news does the doctor give Fania and Sara?
8. What does Mrs. Feinstein say when she comes to visit Mother?
9. When the family gets a nurse, how does Mother feel?
10. How did Mother look before she dies?
11. What did Sara feel when Mother dies?
12. What did Sara realize for the first time when Mother dies?
13. What did Father say at Mother's funeral? Mrs. Feinstein?
14. Describe the ritual that is performed at Mother's funeral.
15. What did people think of Sara after she refused to participate in the ritual?

Key Questions p. 257-268

1. How often did Sara visit Father?
2. Does Father react the way you expected after his wife dies?
3. How did Father speak about Mrs. Feinstein?
4. How did Sara feel when Father spoke about Mrs. Feinstein?
5. How did Sara react to Father telling Sara he wanted to marry her?
6. At this point, why was it useless to argue with Father?
7. Who did Sara tell first about Father's marriage?
8. How did Sara's sisters react to the news about their father?
9. What did Sara realize about the flat Father and his wife lived in?
10. How can Father and his wife come up with a plan to change their situation?
11. What happened to Mother's lodge money?
12. What lies did Father tell his wife?
13. Do you think Father's new wife will be successful with her threats to Sara? Why or why not?
14. Why does Father's wife threaten to get him arrested?
15. Do you think Father should have waited longer to marry his new wife? Why or why not?

16. What does his wife say that really upsets Father?
17. What did Sara tell her sisters, and how do they react to her news?

EXTEND

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

Key Passage, p. 219

"I found myself walking in the darkness of the campus. In the thick shadows of the trees I hid myself and poured out my shamed and injured soul to the night. So, it wasn't character or brains that counted. Only youth and beauty and clothes—things I never had and never could have. Joy and love were not for such as me. Why not? Why not?" (p. 219).

Writing Prompt

In this section of the novel, Sara realizes that her experience of college is different from her classmates. She must work long hours to pay for her expenses, and she has old, worn-out clothes. It seems as if poverty is following her into her new life. She thinks, "youth and beauty and clothes—things I never had and could never have" (219).

Pretend you are attending the same college as Sara. Think of a club that will help bring Sara and her peers together, despite their differences in wealth. **Create an advertisement for the club. Include at least 1 informative paragraph that describe the focus of the club (i.e. service projects, art, a particular subject), provides information about where and when the club will meet, and explains what activities members will participate in. Be sure to maintain a formal tone in the paragraph, as well as an attention-getting introduction that clearly presents information about your topic. Include graphics, charts, or other multimedia that captures the audience's attention.**

Key Passage, p. 231

"Gradually, I grew up even to be friends with the dean. His house was always open to me. Once, while were chatting in his library, I asked him suddenly, 'Why is it that when a nobody wants to get to be somebody she's got to make herself terrible hard, when people like you who are born high up can keep all their kind feelings and get along so naturally well with everybody?' He looked at me with the steady gaze of his understanding eyes. 'All pioneers have to get hard to survive'" (p. 231-232).

Writing Prompt

In today's readings, Sara asks the dean why those born high up can remain calm and friendly, whereas she finds is so challenging. He responds by telling her that she, like his grandmother, is a pioneer. Is Sara truly a pioneer? How doe pioneers lead with engagement, working for the improvement of their communities?

Write 1-2 informational paragraphs about pioneers. Introduce your writing by providing a definition of pioneers, and provide research on 1-2 famous pioneers from American history. What qualities did they possess that helped them to be a leader in their communities? How are these qualities reflected in Sara's character? Be sure to maintain a formal tone throughout your writing.

Refer to details from the text, as well as the CBL theme: Leadership Requires Engagement. Use transitional phrases to link your ideas together, and be sure to provide a conclusion that summarizes your ideas on the topic.

Key Passage, p. 241

"I sat down in my easy chair and let the quiet and the sunshine flow over me. A triumphant sense of power filled me. Life was all before me because my work was before me. I, Sara Smolinsky, had done what I had set out to do. I was now a teacher in the public schools. And this was but the first step in the ladder of my new life. I was only at the beginning of things. The world outside was so big and vast. Now I'll have the leisure and the quiet to go on and on, higher and higher" (p. 241).

Writing Prompt

Sara says, "And this was but the first step in the ladder of my new life. I was only at the beginning of things. The world outside was so big and vast. Now I'll have the leisure and the quiet to go on and on, higher and higher" (241). Leaders must "develop and dedicate their talents to promote the common good." Do you believe that Sara's choice to become a teacher will help her to promote the common good? Can teachers improve the communities that they belong to?

In 1-2 explanatory paragraphs explain the ways Sara can promote the common good through her career as a teacher. Explain the changes she can make through her students and their families that will encourage positive civic engagement. What can she do to improve the lives of her students and their families? How can she lead with engagement? Be sure to use details from the text to support your ideas. Include transition words (first, next, then, last, however, also, etc.) to help explain your topic. Maintain a formal tone throughout your writing, and provide a conclusion that summarizes your explanation.

Key Passage, p. 255-256

"No," I cried. 'I feel terrible enough without tearing my clothes.'
'It has to be done.'
'I don't believe this. It's my only suit, and I need it for work. Tearing it wouldn't bring Mother back to life again.' A hundred eyes burned on me their condemnation.
'Look at her, the **Americanerin!**
'Heart of stone'" (p. 255-256)

Writing Prompt

In today's reading, Sara refuses to tear her brand new suit at her mother's funeral, even though her choice breaks the Biblical law and ages of tradition. Many people accuse her of being too American to participate in the ritual. Do you believe that Sara made the right choice not to ruin her suit at her mother's funeral?

In 1-2 explanatory paragraphs, explain if you think Sara's choice was the right one. Sometimes leaders must make decisions that people will be unhappy with. Do you think that Sara is promoting the common good through her decision to keep her suit intact? Provide details from the text as well as the CBL theme Leadership Requires Engagement to help support your ideas. Be sure to maintain

a formal tone in your writing, and conclude your writing with a summary of your topic.

Key Passage, p. 268

“But as I came back to my quiet, sunny room, my heart ached for Father. What was my duty? Was it to give my hard-earned school money to this woman healthy enough to go to work? If she married Father to have it easy was it not her own mistake?

I tried to still my conscience with reason. But my heart ached with the unceasing question, ‘What will become of Father if we abandon him to the mercy of that woman?’” (p. 268).

Writing Prompt

Sara feels torn and does not know whether she should financially support Father and his wife or not. **Pretend you are Sara, and write an explanatory letter from her point of view. Address the letter to your old friend, the dean. Explain your thoughts regarding Father’s new wife, and explain the pros and cons of helping out the couple financially. Use transitions (first, then, next, last, however, also, etc.) to link the pros and cons together. Use examples from the text to support your explanation. Maintain a formal tone in your letter, and be sure to use at least one simile, metaphor, or analogy in your writing. Be sure to conclude your letter with a summary of your thoughts about the situation.**

3g6 Plot Profile Chart

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity										
Description										
Event	1	2	3	4	5	6	7	8	9	0

5g6 Character Interaction Chart

Character 1 to Character 2
Character 1 to Character 3
1

Character 3 to Character 1
Character 3 to Character 2
3

Character 2 to Character 1
Character 2 to Character 3
2

4g6 Character Profile Chart

example 1	Trait 1	Trait 2	example 1
example 2			example 2
example 1	Trait 3	Trait 4	example 1
example 2			example 2

Character Based Literacy Program

Independent Study Lesson Plan

Bread Givers, Week 6



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



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is pronunciation?

What is Hebrew?

Word Wall Here are vocabulary words to add to the Word Wall.

ingrained (269)	reverence (269)	vernacular (272)	blundered (272)	commotion (276)
stifle (282)	deliriously (286)	feeble (289)	sanitarium (290)	gloating (292)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

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

Read Read the selection.

Read p. 269-280

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why

- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Family Timeline

This book describes the lives of the Smolinsky's after they came to America, especially Sara's life. Keep a timeline that keeps track of the most critical events that occur in Sara's and the family's life like weddings, new jobs, and moves.

EXPLORE

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

4g6 Character Profile Chart

Fill out a Character Profile Chart for Mr. Seelig based on the reading in this chapter.

5g6 Character Interaction Chart

Complete a character interaction chart to discuss the interactions in this reading between Father, Father's wife, and Sara.

Discussion

Key Questions pp. 269-280

1. How did Sara feel about being a teacher?
2. What did Sara miss and yearn for?
3. Who at her school impressed her?
4. What kind of person do you think Mr. Seelig is? Why? Use examples from the text to explain your answer.
5. What did Sara practice with her student's?
6. Who helped her realize why her pronunciation lessons were not working?
7. Do you think Sara is an effective teacher? Why or why not?
8. What did Mr. Seelig show Sara when he called her to the office?
9. How did Sara react after Mr. Seelig gives the letter to her?
10. What did Sara think was going to happen to her?
11. What did Mr. Seelig tell Sara when she thought he was going to fire her?
12. Describe what happens when Sara and Mr. Seelig walk home together.
13. Why was Sara proud to show Mr. Seelig her home?
14. What did Mr. Seelig like about her home?
15. In which ways are Mr. Seelig and Sara similar? How are they different?
16. How did Mr. Seelig feel about the letter?
17. What is Sara happy about when Mr. Seelig leaves?

Key Questions pp. 281-297

1. Who does Sara feel bad for when she is walking down the street?
2. Who did Sara want to see?
3. What did Sara realize about her own happiness?
4. Who did Sara run into on her way to see Hugo Seelig for dinner?
5. How did she realize she had run into Father?
6. Why was Father on the street?
7. Where did Sara take Father?
8. What did Father's wife tell Sara?
9. What did the doctor suggest for Sara to do?
10. Why did Father refuse to take medicine from his wife?
11. What did Sara overhear Father's wife asking Father?
12. Why did Sara take a leave of absence?
13. List Sara's reasons for disapproving of the Old Men's Home.
14. What did Sara realize about whom Father needed to live with?
15. What agreement did Sara make with Father's wife?
16. What changed about Father's home after his wife starting getting money from Sara and her sisters?
17. How did Father react when he met Hugo Seelig? What did Father ask him?
18. What does Hugo ask from Father? What is Father's response?
19. Is Father happy living at home?
20. Why does Sara ask him to live with her? How does Father respond?
21. How does Sara feel about Father moving in? How does Hugo feel?
22. What do you think it means that the weight of many generations was still upon Sara?

EXTEND

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

Key Passage, p. 279

"I stood looking at his chair feeling him still in the room for hours after, and my feeling as I closed my eyes was: I'm no longer alone. I'm no longer alone!" (p. 279).

Writing Prompt

Sara has lived most of her life alone: she never bonds closely to any of the girls she works with in the laundry, and she doesn't make any friends her age in college. When she begins to spend time with Mr. Seelig, things seem to be changing for Sara. Can friendship enhance leadership? Can one truly be a leader without a solid friend?

Write 1-2 explanatory paragraphs about the way friendships help enhance leadership and promote engagement. Do you know of a leader who has made choices because of a friendship? Explain your ideas with examples from the text as well as your own life. Be sure to maintain a formal tone in your writing, and refer to the CBL theme to help present your explanation clearly. Conclude your writing with a summary of your ideas.

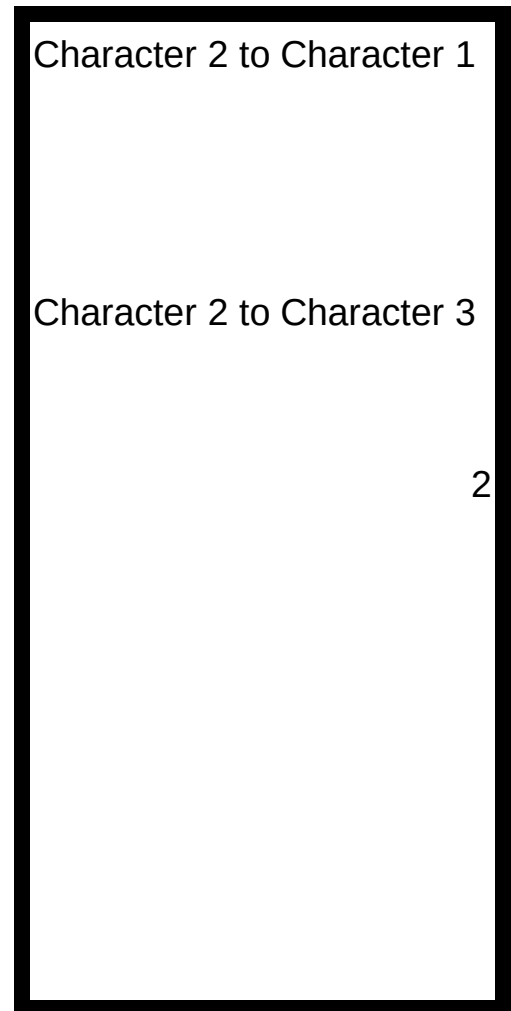
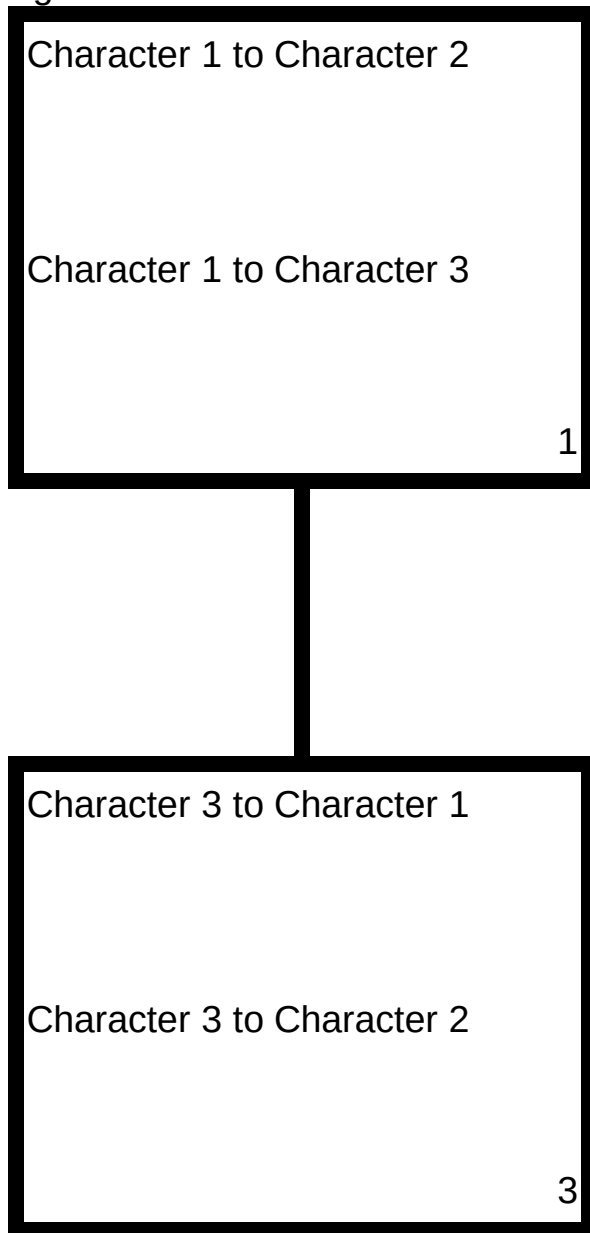
Key Passage, p. 296

“In a world where all else is changed, he alone remained unchanged - as tragically isolate as the rocks. All that he had left of life was his fanatical adherence to his traditions” (p. 296).

Writing Prompt

Pick one of the characters in this novel to study. What is their leadership style? Do they promote leadership with engagement? How did they work towards the common good in their actions? Did they focus on improving the communities they were a part of? What can we learn through their example? **After reflecting on these questions, write 3-4 paragraphs about the character. Provide an introduction in which you describe the character using quotations or details from the text. Then, explain their actions and leadership style, referring to the text and the CBL theme Leadership Requires Engagement. Be sure to link your ideas together with transitions (first, next, then, last, however, also, etc.). Maintain a formal tone in your writing that is appropriate for your audience. Use at least one simile, metaphor, and analogy in your writing. Provide a concluding statement that summarizes the character’s leadership style and actions. When you are done with your writing, allow a peer to read over your work and offer suggestions/feedback. Taking this feedback into account, edit your writing to strengthen the cohesion and unity of your ideas.**

5g6 Character Interaction Chart



4g6 Character Profile Chart

