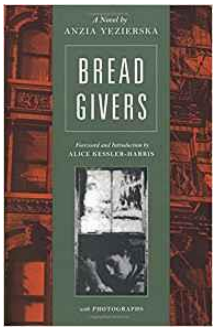
Bread Givers

Lesson Plan



ISBN-10	0892552905
ISBN-13	978-0892552900
Author	Yezierska, Anzia
Publisher	Persea
Copyright	2003
Lexile	NA
Genre	Fiction
Synopsis	This masterwork of American immigrant literature is set in the 1920s on the Lower East Side of Manhattan and tells the story of Sara Smolinsky, the youngest daughter of an Orthodox rabbi, who rebels against her father's rigid conception of Jewish womanhood. Sarah's struggle towards independence and self-fulfillment resonates with a passion all can share.
Themes	Independence, Happiness and Contentment
Protagonist	Jewish Teen Female
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 *Bread Givers*, Day 1

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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

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?
An autobiography is an account of a person's life that is written or otherwise recorded by that person. An autobiography is similar to a biography, which is a very detailed account of someone's life, except an autobiography is written by the person who the book is about, whereas a biography is written by someone else. An example of a famous autobiography is ***The Diary of A Young Girl*** by Anne Frank.

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

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dismayed (vii)	elusive (ix)	ambivalence (x)	resonated (xiii)	secular (xvi)

READ

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

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

Read p. vii-xvii; Foreword—Finding *Bread Givers*

RESPOND

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

Students might mention:

- Alice Kessler-Harris was looking for information for her doctoral dissertation on New York Jews in the 1890's when she came across Anzia Yezierska.
- Alice connected with Anzia because she was also an immigrant who broke away from her family to become independent, but who yearned to be a part of her culture as well.
- Alice went above and beyond to get her own copy of *Bread Givers.*
- Alice looked for editors to republish the book, but editors were not interested because of its vernacular and how it spoke about immigrant struggles, not successful achievement.
- Alice found a publishing company for the book, and she began to write an introduction for it.
- Alice felt that in order to write a successful introduction she needed to really get to know whom Anzia was.
- One day her friend sent her an article written by Anzia's great niece. Alice wrote her and the aunt put her in touch with Anzia's daughter, Louise.
- Louie welcomed the reprint of *Bread Givers.* However, Louise was skeptical that people would take her mother's story as the truth.
- Louise did not think the work was worth reprinting and that she did not have very much to offer, but others did.
- Anzia's friends and family said she had a hunger to write, she wanted to be somebody in the world, and everyone admired her but could not be around her for too long.
- Persea Books began to republish many of Anzia's works.
- Anzia's work became more popular among people and in schools because of how she threaded family, autonomy, and self together.
- Louise wrote an afterword; she felt like her mother had to explain her experience to herself. She knew there were many myths about her mother because she tended to exaggerate.
- Anzia actually was an educated woman with happy sisters and a traditional father.

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- Anzia had sent Louise to live with her father so she could write, but when Anzia was sick Louise did not abandon her.
- Louise read her mother's books in hopes to find her and to separate life from text. She ended up writing her own biography of her mother.
- *Bread Givers* is a loosely based saga about Anzia's childhood, but it is not entirely true. She did this to emphasize the difficult search for autonomy faced by women.
- Louise later wrote her own autobiography about facing the demands of family life.
- Louise understood Anzia's decision not to raise her, but she had not come to terms with it. Yet when she went to college, Louise chose to be near her mother.
- *Bread Givers* reflects Anzia's condemnation of the most traditional form of family life and how it interfered with women pursuing their own ends.
- The modern reader sees Sara Smolinsky emerge as a subject of self-creation and sees her taker her life into her hands.
- The book also speaks to diversity and how the reader can give back to their communities to become insiders, Americans.
- Although Anzia's work blurs the boundaries between self and the world, it still recognizes the struggle to become American and successful.
- Alice still finds herself connecting with the book and searching for her own definitions of the meaning of "American."

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

Timeline
This section describes how Alice discovered Anzia Yezierska'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.

EXPLORE

7. 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.

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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.

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

Key Questions

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?*

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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?*

9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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.

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

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KWL Chart

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

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Character Based Literacy Program Lesson Plan *Bread Givers*, Day 2

Outcomes for today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background 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 the Talmud?
It is the body of Jewish civil and ceremonial law and legend comprising the Mishnah and the Gemara. There are two versions of the Talmud: the Babylonian Talmud (which dates from the 5th century ad but includes earlier material) and the earlier Palestinian or Jerusalem Talmud. The Talmud is referred to as an oral tradition that interprets the Torah. Today, the Talmud is considered to be one of the most important works of the Jewish people.

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

shtetl (xxvi)	pious (xxii)	anachronistic (xxiv)	annulled (xxvi)	aspire (xxxiii)

READ

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

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

Read p. xxi-xxxvi; Introduction

RESPOND

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

Students might mention:

- All of Anzia's books were in some sense autobiographical. They talked about Jewish immigrant life in New York and held constant themes.
- In *Bread Givers* she talks about her childhood and different ways Jewish women encounter the new world and reconcile it with the old.
- Anzia was born in a small town in Russian Poland; the exact date is unknown to her large, poor family.
- A shtetl wife had to make sacrifices for her children and husband. She also had to work. Her virtue was based on how much she helped her husband. The Torah says only through men do women have existence.
- Girls were raised to do household duties, while the boys received religious instruction. Too much learning for girls was looked down upon.
- Some women in Russia broke out of these traditions and came to America with hopes for more opportunities.
- Woman faced more problems in America because of poverty. Men needed a new reason to keep them home so they developed economic dependence on them.
- Daughters of immigrants often rebelled. They tried to live by American ideals and looked for self-fulfillment.
- Anzia was a revolutionary. She did what she wanted and found a satisfying, self-directed career.
- Anzia left her home to become her own person. She educated herself and got married twice. In her second marriage, she had her daughter, Louise.
- Anzia wanted to find America, and she felt like she had when her books began to get published.
- When Anzia got rich and famous she felt like her soul was empty because she felt so disconnected from the world she was writing about. After a year in Hollywood she returned to the East.
- Anzia stayed quiet for a while and published only a couple of books that were not popular. She was older when people began to discover he work again.

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- Anzia was not your typical immigrant woman but was not unique since she shared so many of the same experiences with them.
- Alice thought Anzia's work was a way of reconciling American ideals with Jewish culture.
- For Anzia, the road to becoming a person lay through the dangerous territory of Americanization. This brought self-assurance and a change in personality. For women, becoming an American isolated them.
- The best part of America was freedom; however, Anzia felt like the old world was behind them but the new world had not yet been born.
- Anzia shares with her fellow immigrants how to evoke the religion and tradition of the shtetl.
- Anzia brings life to the Yiddish culture and plunges into the woman's experience of immigration. No matter which road woman chose, their lives were filled with conflict.
- The book was part of Anzia's attempt to seek absolution for the sacrifices she made in her life to become successful.
- Freedom was the key idea in this book and it drove Anzia's life. The power of her message remains intact today.

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

KWL Chart
Complete a KWL chart for "Immigration".

EXPLORE

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

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

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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.

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

Key Questions

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?

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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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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.

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

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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?

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Character Based Literacy Program Lesson Plan *Bread Givers*, Day 3

Outcomes for today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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

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 poverty?
Poverty is the state of one who lacks a usual or socially acceptable amount of money or material possessions. Poverty is said to exist when people lack the means to satisfy their basic needs. This includes, people near the borderline of starvation or death from exposure. It also extends to people whose nutrition, housing, and clothing, though adequate to preserve life, do not measure up to those of the population as a whole. In 2016, a single individual earning less than $12,000 a year is considered impoverished (for each additional person in the household the income goes up by $4,000).

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

weary (1)	roused (2)	calico (5)	wrung (7)	herring (7)

READ

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

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

Read p. 1-10; Chapter 1—Hester Street

RESPOND

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

Students might mention:

- Bessie, the oldest sister, or Fania, the third sister could not find work. If they did not find work soon, the family would be kicked out of their apartment for not paying rent.
- Mashah, instead of looking for work, bought a trimming for her hat. Mashah was beautiful and only worried about herself. Nobody dared to touch Mashah's things, Father's Hebrew books, or Mother's precious jar of jelly.
- Mashah dreamt of being a rich person. Once she spent her wages on a new toothbrush and her own towel to wipe her face instead of helping the family.
- Sara got in trouble for wasting the peelings from the potatoes and felt so guilty she knew she had to do something for her mother. That morning Sara had refused to look for used coals because she felt like a beggar. However, from then on she was determined to do it for her mother.
- Mother wanted to bring more things when they came to America, but father only let them bring his holy books. Only men and sons were thought of having the brains for the study of God. Since men only counted with God, Father has the best room for studying and praying and had the best meal in the house.

6. Map Add to ongoing, class 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

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

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.

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

Key Questions

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.

9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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.**

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

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Character Based Literacy Program Lesson Plan *Bread Givers*, Day 4

Outcomes for today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background 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 the Torah?
The Torah is the law on which Judaism is founded. Torah is Hebrew for “law”. This law is contained in the first five books of the Bible: Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. Torah can also refer to the entire body of Jewish law and wisdom, including what is contained in oral tradition. All teachings found in the Torah were believed to be given by God through Moses, a prophet, some of them at Mount Sinai and others at the Tabernacle. All teachings were believed to be written down by Moses,

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which resulted in the Torah that is used today. Reading the Torah publicly is one of the bases for Jewish communal life.

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

pious (11)	dowry (13)	boarders (14)	tottered (15)	bargaining (21)

READ

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

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

Read p. 11– 23; Second half of chapter 1—Hester Street

RESPOND

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

Students might mention:

- Mother complained about their lifestyle and having enough food. Father said the Torah is the only food they need.
- Mother asked Father to empty the front room so they could rent it out to boarders. Father hesitated because he would not have anywhere for his books or to study, but finally agreed.
- Mother and Sara made the room presentable. They asked Muhmenkeh for the loan of a feather bed. Mother hoped their boarder would be a rich and a good suitor for Bessie.
- The landlord came yelling for her rent. Father told her they'd pay her when the girls found work. She told him why doesn't he go to work? Father slapped her and she ran out. She returned with two policemen and Father was arrested.
- Bessie and Fania came home again with no work. Mashah came home only concerned about the man who had followed her and being hungry.
- Sara begs her mom to let her take a quarter and go peddling. Mother thinks this is a foolish idea, but Bessie convinces her to let Sara go. Sara buys herrings from Muhmenkeh, sells all the herrings, and makes a 25-cent profit. She proudly goes home to show her family.

6. Map Add to ongoing, class 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

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

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.

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

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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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.

11. Close

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

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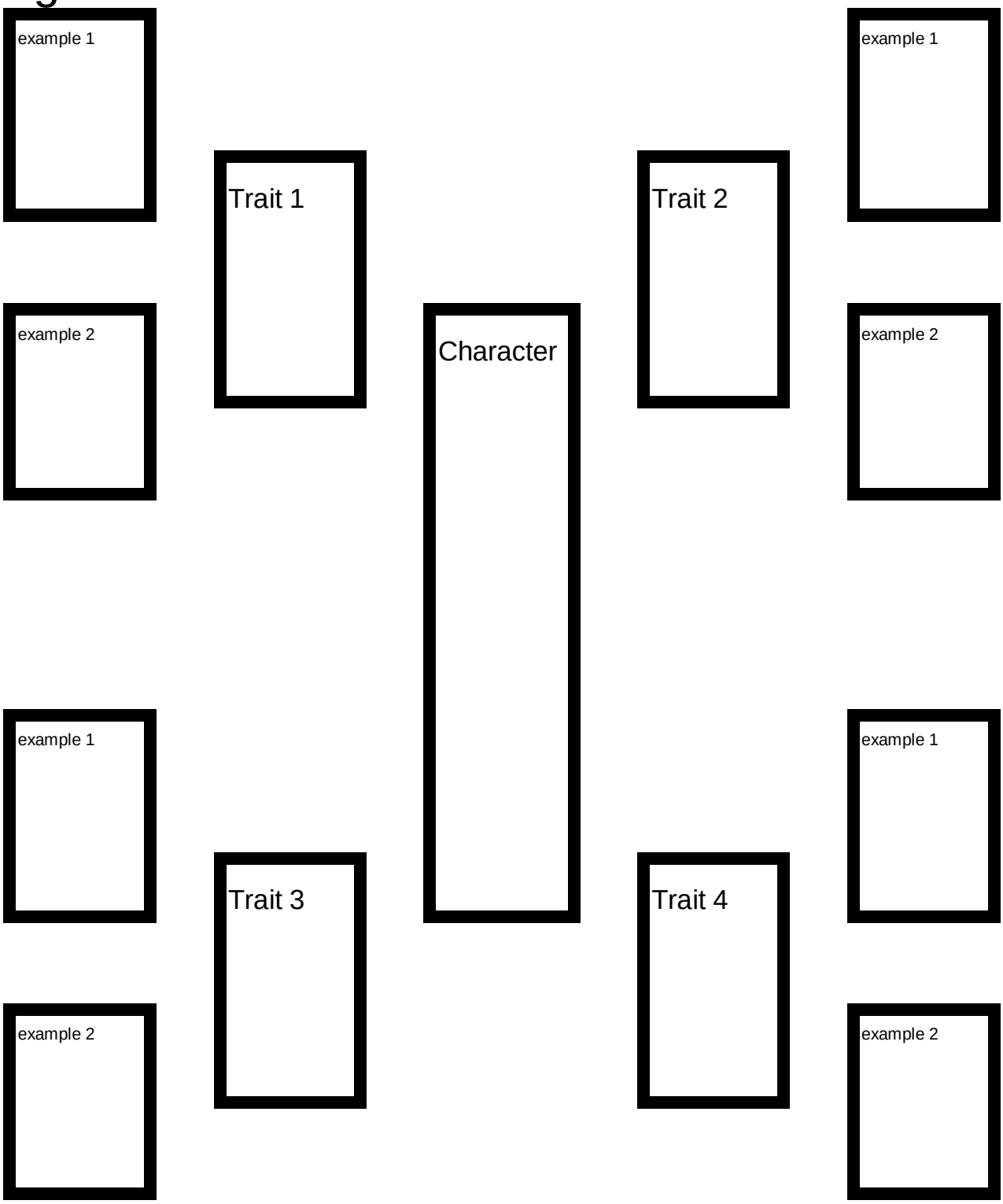
4g6 Character Profile Chart



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Character Based Literacy Program Lesson Plan *Bread Givers*, Day 5

Outcomes for today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background 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 tsar or czar?
The title of 'tsar' was given to the rulers or emperors of Russia from the 16th century until the beginning of the Russian Revolution in 1917. Tsars were tyrants or autocrats who served as a leader to the Russian people. It is a lofty title that is sometimes used as a metaphor for positions of high authority. This term has a connotation with dictatorial powers and style.

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

leech (27)	independent (28)	Sabbath (29)	boilers (30)	fiddlers (31)

READ

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

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

Read p. 24-34: Chapter 2—The Speaking Mouth of the Block

RESPOND

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

Students might mention:

- People in town came together to raise money to bail Father out and to pay for a lawyer.
- People testified saying Reb was a man of peace and would not hurt anybody. The only reason he slapped her was because the collector stepped on his Bible.
- Reb was discharged and everyone in the community celebrated. Most people thought the collector deserved getting slapped. Reb became very popular for what he had done.
- Soon many people were interested in being boarders in their household. Mother would try to fit more people in the room, but boarders refused and offered to pay more.
- Bessie, Fania, and Mashah got work and Sara kept peddling. Mother began to fix up the house.
- Mother was a new person and had a changed attitude. She would often talk about her life as a young girl. She was beautiful and her father was rich.
- Mother's father wanted her to have an educated man, not a rich man. He sought out the brightest learners and chose father as the best suitor.
- Mother and Father got married and soon after the tsar wanted to take father away to make him a soldier. Mother's father paid to get Father back. After they did, mother's father died.
- Father took over the business left to him. He was too busy studying instead of taking care of the business. They soon lost the business and all their money. Their only hope was to come to America where things cost nothing.

6. Map Add to ongoing, class 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.

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EXPLORE

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

Open Mind Portrait

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?

Materials:

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

Step One: Create a large head shot of the character

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

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

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

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

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

Variations of this Open Mind Portrait

1. You can use this process for any character in the story.
2. You can use bubbles for what the character says, says to himself or herself, or does. You could make each of these different colors if you wish.
3. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
4. You could use different colors for the beginning, middle and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts that occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
5. You could use different colors for the phases you see in a story or the development of a particular character. Instead of using bubbles you could write

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the bubble contents on the back of the portrait. You could use any of the variations above with color or print, or create columns or boxes for different categories or phases.

6. You could literally open the head like a hinge and list the contents [as though they were escaping from the space] using any of these variations.
7. You could make an Open Mind Portrait of yourself using any of the above variations.

Variations for Writing

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

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

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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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 won 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.**

11. Close

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

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Character Based Literacy Program Lesson Plan *Bread Givers*, Day 6

Outcomes for today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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

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?
A synagogue is a Jewish house of worship, often having facilities for religious instruction. It could also be an assembly or congregation of Jews for the purpose of religious worship. The origin of synagogues is unknown; it may well be supposed that buildings or tents for the accommodation of worshippers may have existed in the land from an early time, and thus the system of synagogues would be gradually developed. Some, however, are of opinion that it was especially during the Babylonian captivity that the system of synagogue worship, if not actually introduced, was at least reorganized on a systematic. In after years, when the Jews were dispersed abroad, wherever they went

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they erected synagogues and kept up the stated services of worship. The services of the synagogue consisted of prayer and the reading of the Scriptures. The synagogue was also sometimes used as a court of judicature, in which the rulers presided. It was also sometimes used as a public school. The establishment of synagogues wherever the Jews were found in sufficient numbers helped greatly to keep alive Israel's hope of the coming of the Messiah, and to prepare the way for the spread of the gospel in other lands.

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

burden (35)	lame (42)	bashfulness (43)	conscience (46)	bluff (50)

READ

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

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

Read p. 35-52: Chapter 3—The Burden Bearer

RESPOND

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

Students might mention:

- Mother is worried about finding a man for Bessie. Unlike Mashah, Bessie spends all her earnings on her family rather than herself.
- The third sister, Fania, found herself a man before Bessie. She attends night school and goes to the library with the young man.
- It was obvious that it bothered Bessie when her younger sisters went out with men and she stayed home.
- One night Bessie begged Mashah to stay home to clean up the house. They spread out a white oilcloth on the table and it made the house look nicer. Bessie was tired of only decorating for others and now wanted it to be beautiful for herself and her family.
- One evening Bessie rushed Sara and Mashah to eat. Bessie tells Mashah to go out since she helped her clean up the house the night before.
- As soon as Mashah leaves, Bessie rushes into the room and puts on Mashah's pink dress. She announces that she will have a guest. Sara helps her put on the dress, but it's very tight and it rips. She sews it back up quickly.
- Berel Bernstein comes to visit Bessie. Shortly after, father comes home and begins to question Berel about his wages and spiritual life.
- Father is disappointed on how much Berel spends on himself. Berel tells him he has money saved and would like to open a shop and have Bessie as his wife.
- This angers Father because he will lose Bessie, who earns the most wages in the house. Father asks Berel to pay him for Bessie. Father would like a new outfit, shoes, and money to start a new business.

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- Berel begins to argue with Father. He says he is marrying Bessie not the family. He tells Father he should go to work and that in America no one cares about the Torah. He leaves the house and slams the door.
- The next day, Berel tells Bessie to leave her home. However, she says she cannot leave her father or have him starve.
- Berel becomes frustrated with Bessie's decision and walks away from her never to see her again. Six weeks later, he is engaged to someone else. Sara goes to Berel and cries to him for hurting Bessie.

6. Map Add to ongoing, class 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

7. 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.

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

Key Questions

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?

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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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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.

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

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Character Based Literacy Program Lesson Plan *Bread Givers*, Day 7

Outcomes for today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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

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 Sabbath?
The holy day of rest and reflection observed each Saturday among the Jews. This custom fulfills the third of the Ten Commandments ("Remember the Sabbath day, to keep it holy"). The Sabbath commemorates the last of the seven days of Creation as described in the Book of Genesis, the day God rested from his labors of creating the heavens and the Earth.

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

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withered (58)	anxiously (59)	wailing (60)	brute (61)	tyrant (65)

READ

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

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

Read p. 53-66: Chapter 4—The "Empty-Head"

RESPOND

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

Students might mention:

- Mashah began showing interest in Jacob Novak, a piano player, and son of a rich man.
- Mashah's attitude changed and she made sure the house was cleaned every morning and everyone's clothes were hanged.
- Jacob came over for dinner and Mashah made sure everything was perfect. She even learned how to cook American food, his favorite.
- Father did not question Jacob like he did Bessie's man. He knew he was guaranteed rich. Since Mashah only wasted wages on herself, he wasn't worried about losing her and thought there'd be more room in the house. He only did not like that Jacob played piano on the Sabbath.
- Jacob practiced playing the piano all day for his upcoming concert. Mashah was jealous of his music. However, Jacob insisted that he needed to make his father proud at the concert.
- Jacob and his father came to Mashah's house for dinner. He entered their home, took a look around, and told Jacob to take a walk with him alone. Jacob never returned.
- Jacob never came back, never wrote, and never messaged Mashah. She was devastated and wept. She would not eat and barely spoke.
- Mashah was not invited to the concert. Sara went to the concert but did not go in. She left crying when the music began for her sister's pain.
- Mashah wrote Jacob a letter and had Sara deliver it. When Jacob received it, he rushed to see her. Mashah responded coldly to him. When Father saw him, he yelled at him, and pushed him out.
- Father told Mashah she was never allowed to see Jacob again and if she did he'd throw her out. Mashah followed her father's wish and never saw Jacob again.
- Sara began seeing her father as a tyrant. He remembered their littlest faults and made sure to remind them about it. All of them, except for Sara, were scared of Father. Sara decided she wanted to be her own person one day and independent. She wanted to marry an American who would let her be her own boss.

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6. Map Add to ongoing, class 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

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

4g6 Character Profile Chart
Fill out character profile chart for Mashah based on what we have learned about her recently.

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

Key Questions

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?

9. Analyze Analyze the key paragraph.

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

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time he killed the heart from one of his children, he grew louder with his preaching on us all" (p. 64-65).

EXTEND

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

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.

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

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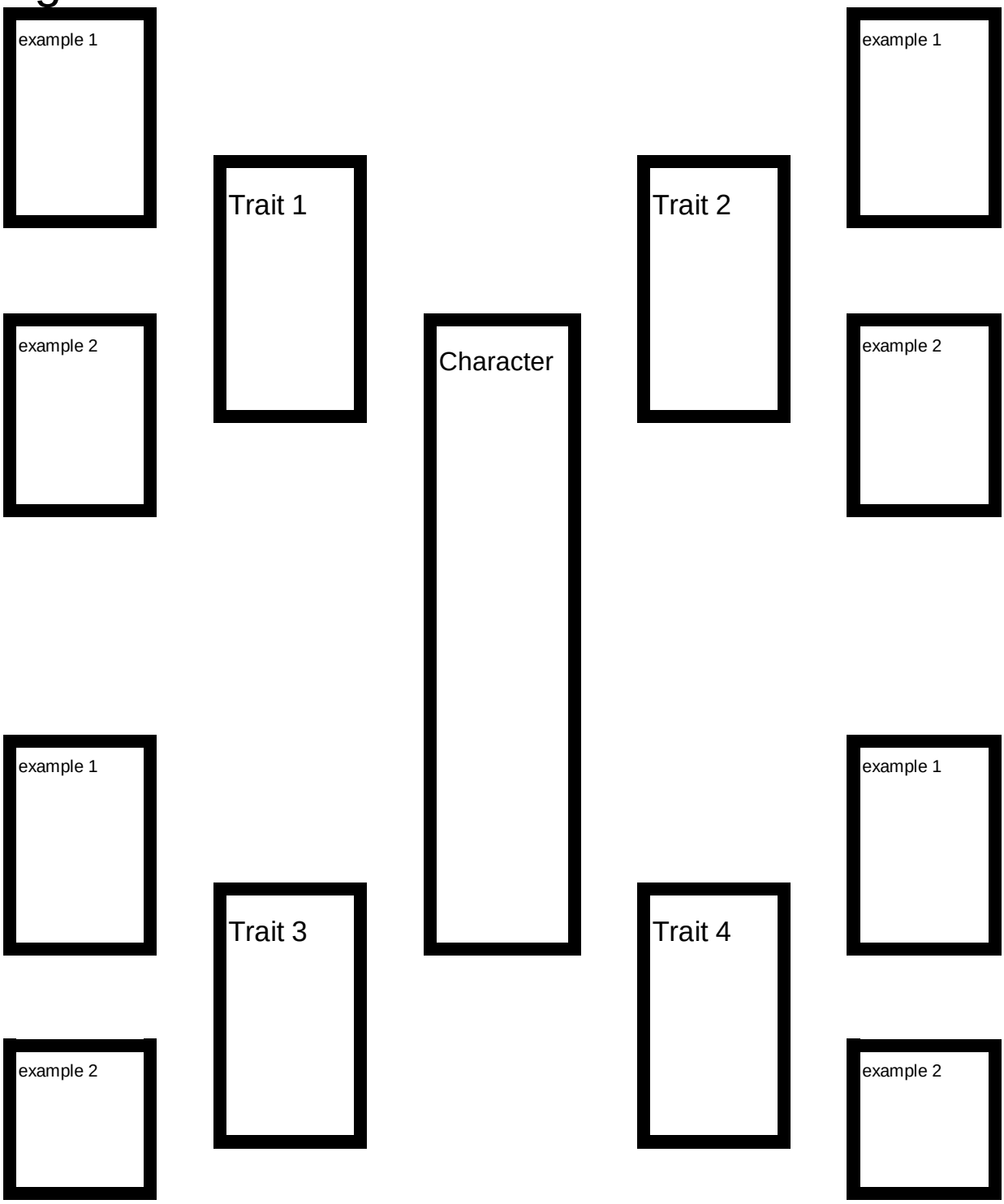
4g6 Character Profile Chart



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Character Based Literacy Program Lesson Plan
Bread Givers, Day 8

Outcomes for today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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

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 Coney Island?
It is an island off the south shore of Long Island, New York. It is framed as a beach resort and amusement park. Coney Island has been known as a leisure and entertainment destination, but it was formerly an outer barrier island that became connected to Long Island by landfill. During the first half of the 20th century the

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attractions on Coney Island reached a peak. After a decline during the World War II years, the MCU Park Stadium opened on the Island and it has become the home of the Brooklyn Cyclones minor league baseball team.

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

starvation (68)	phonograph (69)	eagerness (74)	impudence (75)	contradictions (75)

READ

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

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

Read p. 67-77; Chapter 5—Morris Lipkin Writes Poetry

RESPOND

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

Students might mention:

- Fania received a letter from Morris when Father was home and he opened it. He is upset that no one has told him about the letters.
- When Fania arrives home, he asks her who Morris is and what he does for a living. He does not agree that Fania should be with him because he is poor and will not provide for her.
- Sara and mother argue back by reminding Father about all the praise he gives poor people and how much God loves them. Mother yells at him about how he drives everyone away and should bring someone better home.
- Father comes up with an idea that he can marry off the girls himself. He decides to go to Zaretsky, the matchmaker.
- One day Sara comes home and sees Fania talking to Morris. He wants to be with Fania and talk to her father.
- Father comes home with Moe Mirsky, a diamond-dealer. He completely ignored Morris.
- Moe becomes interested in Mashah as soon as he sees her. He invites them to go to Coney Island with them.
- Fania yells at Father for treating Morris so poorly. Father will not respect a poor poet. He continues to compare him to Moe and Fania defends Morris. Father told her if she continues to see Morris, then she has to leave the house.
- All the girls refuse to go to Coney Island with Moe, except for Mashah. Sara wants to go, but Father refuses to let a child go with him.
- Moe gave Mashah diamonds. Every couple of days he would claim to have sold them and would bring her new ones.
- They were engaged before the month was up. Mashah did not care about him at all.
- Afterwards, Father wanted to show off more of his smartness.

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6. Map Add to ongoing, class 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

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

3g6 Plot Profile Chart.
Take 5 key events from today's reading and create a plot profile chart. This can be done as whole class, in groups, or individually. 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.

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

Key Questions

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?

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15. How does the relationship between Mashah and Moe grow after their date to Coney Island?

9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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.**

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

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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	10

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Character Based Literacy Program Lesson Plan
Bread Givers, Day 9

Outcomes for today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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

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.

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

envy (80)	tenement (80)	reproached (82)	swindler (83)	disgrace (85)

READ

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

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

Read p. 78-88; Chapter 5—Morris Lipkin Writes Poetry

RESPOND

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

Students might mention:

- Bessie was growing bitter that Father was marrying off her younger sisters instead of her.
- Soon after, Father brings home another man, Abe Schmukler, from the matchmaker. He is in the cloaks-and-suits business.
- Abe became interested in Fania at first sight.
- Sara knew the girls didn't really like the men, but instead wanted to escape their father's household and preaching.
- Fania began to spend more time with Abe. She looked happy on the outside because he would buy her new things almost everyday.
- One day after getting married to Abe, Fania broke out in a nervous fit. She told Bessie she should not be envious of her broken heart, and that the only reason she was getting married was to get out of the house.
- People began to envy the family because they had a double wedding in the household. Everyone began to hate them because of their luck.
- Father was upset because he had not had meat all week. His two daughters married rich men and forgot about their father.
- Mashah comes home with a worried face. She tells her family that she has been starving and that Moe lied about being a diamond dealer. He only worked in a jewelry story and got fired right after the wedding.
- Father was upset with Mashah for not getting to know him well enough. However, Mashah said he had trusted him because her father had picked him out. She admits to getting married to get out of the house.
- Mashah returned home, and Father made her feel bad everyday. One day her husband came back to get her when he had found work.
- Father still took pride in Fania's marriage. She only sent fancy postcards for six months. One day she sent a letter saying Abe was a gambler and left her alone at home all the time. She wanted to come home, but Father told her to not come home because she would be a disgrace.
- Sara found the letters Morris had written Fania. Sara began to dream about Morris. She went one night to see him at the library. The second time she went back, she walked with him, but could not say a word and ran away.
- Sara saw him again after that she told him she loved him. He laughed and called her a silly little girl. One night she tore up all his love letters.

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6. Map Add to ongoing, class 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

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

3g6 Plot Profile Chart
Take 5 key events from today's reading and finish the plot profile chart from the previous reading. This can be done as a whole class, in groups, or individually.

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

Key Questions

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?

9. Analyze Analyze the key paragraph.

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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).

EXTEND

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

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.**

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

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Character Based Literacy Program Lesson Plan *Bread Givers*, Day 10

Outcomes for today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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

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 ghetto?
A ghetto is a section of a city, especially a thickly populated slum area, inhabited predominantly by members of an ethnic or other minority group, often as a result of social or economic restrictions, pressures, or hardships. Formerly, in most European countries, it was a section of a city in which all Jews were required to live.

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

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mite (81)	commission (82)	guaranty (94)	foretold (95)	stingy (96)

READ

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

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

Read p. 89-97; Chapter 6—The Burden Bearer Changes her Burden

RESPOND

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

Students might mention:

- Sara worked in a paper-box factory, and Father would not let her keep any of her wages.
- A tenth of the children's wages went to charity, and the rest went to the different societies Father was a part of.
- Mother begged for Father to give Sara some of her wages to buy a jacket for the winter so she could go to work.
- Mother asked Father to stop his charities and memberships with the different societies, but there was no use in trying.
- People would sometimes pay Father to match them up with someone, ever since he married his two daughters on the same day.
- Zalmon's wife died and left him with six children. He wanted to get married right away so someone could tend to the house and children.
- Father asked him how much he was worth, and he said he was rich since his wife's death.
- Zalmon wanted someone who was young, good locking, not lazy, not a curser, who could cook, clean, and care for the children. He said he would buy her new furniture, and give her his wife's gold watch and chain.
- Father went home and told Mother that this would be a good opportunity to get rid of their old maid, Bessie.
- Mother does not like the idea, and she says Bessie would be tortured by Zalmon's children.
- Father says he would rather have Bessie married than in his house with her crankiness.
- Father tells Zalmon he has found the perfect match, Bessie. Zalmon is excited and wants to meet her right away.
- Zalmon says that Bessie has made a great name for herself as a hard worker.
- Father tells Zalmon he can marry Bessie if he gives him money to start a new business; Zalmon agrees.

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

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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

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

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

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

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

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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 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.

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

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Character Based Literacy Program Lesson Plan *Bread Givers*, Day 11

Outcomes for today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background 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?
Fifth Avenue is one of the main thoroughfares of Manhattan, New York. The avenue is known for its fashionable shops. Many luxury shops are located on Fifth Avenue including Louis Vuitton, Tiffany & Co., Chanel, and Prada. Fifth Avenue separates the East Side of Manhattan from the West Side. Many parades, such as the St. Patrick's Day Parade, run through 5th Avenue in New York. The section of Fifth Avenue running from 82nd to 205th streets is called the Museum Mile because nine different museums are located along this stretch of Fifth Avenue, including the Metropolitan Museum of Art.

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

galling (102)	garter (106)	elastic (106)	prattle (107)	crochet (110)

READ

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

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

Read p. 98-110

RESPOND

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

Students might mention:

- Father proposes the idea to Bessie, and she says Zalmon is the last man on earth that she would marry
- Bessie had a nervous fit, but the next evening she came home to a velvet dress Father had bought her. She loved it at first, but then she was sad again after she realized it was to show her off to Zalmon.
- Zalmon comes over to see Bessie and he looks younger because he is in a suit and shaved.
- Bessie would not look at him, speak to him, and stood like wood by him.
- Zalmon offers his wife's fur coat and gold watch to Bessie, but Bessie denies them and claims that she does not care much for those things. Zalmon thinks she does not want it because she has a good soul and always wants to give away everything.
- Father starts to get discouraged, and begins making up excuses for how she is behaving.
- Father makes her go put on the dress and show it off to Zalmon. Mother tells him that Bessie sewed it up herself.
- After Zalmon left, Father and Mother yelled at Bessie for her behavior. Bessie ran into the bedroom and began to cry to Sara.
- Next time Zalmon came over, he brought his son Benny. He was hurt and asked Bessie to tie it up.
- Bessie couldn't help but love him, and he brought new life to her. Zalmon stopped bringing him and the hardness came back to her.
- The wedding day was near. Bessie took a walk with Sara and told her she'd run away before marrying him.
- Bessie and Sara run into Dave, Zalmon's son, while walking. He tells Bessie that Benny is very sick.
- Bessie ran to Benny and began to take care of him and called for the doctor.
- Benny asked if she was his mother and they hugged.
- The doctor said Benny had food poisoning.

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- After this day, Bessie stopped fighting Father. When the wedding day came she quietly left the house to go to Zalmon's.

6. Map Add to ongoing, class 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

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

OMP of Bessie
Add new bubbles on your Johnny open mind portrait based on today's reading.

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

Key Questions

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?

9. Analyze Analyze the key paragraph.

Key Passage, p. 108

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"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).

EXTEND

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

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.**

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

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Character Based Literacy Program Lesson Plan *Bread Givers*, Day 12

Outcomes for today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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

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 prophet?
A prophet is a person who speaks for God or a deity, or by divine inspiration. In the Old Testament, it is a person chosen to speak for God and to guide the people of Israel: Moses was the greatest of Old Testament prophets. It could also be one of a band of ecstatic visionaries claiming divine inspiration and, according to popular belief, possessing magical powers. In the past it was also one of a class of persons in the early church, next in order after the apostles, recognized as inspired to utter special

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revelations and predictions. When it is capitalized it is usually referring to the Prophet Muhammad, the founder of Islam.

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

sacred (111)	seize (112)	clerks (113)	bookkeeper (116)	pyramid (118)

READ

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

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

Read p. 111-118; Chapter 7—Father Becomes a Business Man in America

RESPOND

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

Students might mention:

- Father wants to start a quick business with short hours right away.
- Mother is hesitant to let Father make any decisions alone because of his past experience running a business.
- Father sees an ad in the paper for a grocery store a man is selling. Mother wants to go with Father, but Father refuses. She makes him promise that he will not buy anything until she sees it.
- During supper the boy from the drugstore told Mother that Father had messaged for her to come to an address.
- When Sara and Mother arrived to the grocery store it was full of business. Father stood near the cash box watching all the money from the sales.
- Mother questioned why the man was selling the business, and Father said it was so he could return to the old country and show off all the money he has made.
- Mother wanted to count the stock, but the man told Mother he already sold the store to Father and he was to take possession at nine. The man threw the key to Father and left.
- Mother is happy that Father had luck with buying the store without her.
- Father did not want to wait to buy the store because there was someone else trying to buy it. However, the man sold to Father because he was a Jew.
- Father and Mother begin to talk about all the great things that will come to them like their own house, food on the table, and extra money to save.
- Sara began to think about all the food that she would have, the piano lessons she could take, and her future husband.
- Sara begins to play with a fancy pyramid of oatmeal boxes and drops it.
- Mother and Father begin to clean up the pyramid when a bewitched expression came over mother's face.

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6. Map Add to ongoing, class 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

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

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.

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

Key Questions

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?

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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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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.**

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

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5g6 Character Interaction Chart

Character 1 to Character 2

Character 1 to Character 3

1

Character 2 to Character 1

Character 2 to Character 3

2

Character 3 to Character 1

Character 3 to Character 2

3

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Character Based Literacy Program Lesson Plan
Bread Givers, Day 13

Outcomes for today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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

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.

Who is Rockefeller?
John D. Rockefeller, an American industrialist (a person who owns or oversees an industrial corporation) and philanthropist (a person who works to help mankind), founded the Standard Oil Company, the University of Chicago, and the Rockefeller Foundation.

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John Davison Rockefeller was born on July 8, 1839, in Richford, New York, and the second of six children. In 1859, at age nineteen, he started his first company, Clark and Rockefeller. They grossed (money earned before expenses) four hundred fifty thousand dollars in the first year of trading. From the start, Rockefeller showed a genius for organization and method. With the Pennsylvania oil strike (1859) and the building of a railroad to Cleveland, they branched out into oil refining (purifying) with Samuel Andrews, who had technical knowledge of the field. Rockefeller and Andrews became Cleveland's largest refinery.
The Standard Oil Company, started in Ohio in 1870 by Rockefeller, his brother William, Flagler, Harkness, and Andrews, had a worth of one million dollars and paid a profit of 40 percent a year later. While Standard Oil controlled one-tenth of American refining, the competition remained. Rockefeller still hoped to control the oil industry. By 1879 he was refining 90 percent of American oil, and Standard used its own tank car fleet, ships, docking facilities, barrel-making plants, depots, and warehouses.

By 1883, after winning control of the pipeline industry, Standard's monopoly was at a peak. Rockefeller created America's first great "trust" in 1882. The trust had a worth of about seventy million dollars, making it the world's largest and richest industrial organization.

Public opposition to Standard Oil grew with the emergence of the muckraking journalists (journalists who expose corruption), who published harsh stories of the oil empire. Standard Oil was investigated by the New York State Senate and by the U.S. House of Representatives in 1888. Two years later the Ohio Supreme Court invalidated Standard's original trust agreement.

Rockefeller formally disbanded the organization and in 1899 Standard was recreated legally under a new form as a "holding company," (this merger was dissolved by the U.S. Supreme Court in 1911, long after Rockefeller himself had retired from active control in 1897).

Rockefeller, from his first employment as a clerk, sought to give away one-tenth of his earnings to charity. His donations grew with his fortune, and he also gave time and energy to philanthropic (charity-related) causes. At first he depended on the Baptist Church for advice. The Church wanted its own university, and in 1892, the University of Chicago opened. The university was Rockefeller's first major philanthropic creation, and he gave it over $80 million during his lifetime. Rockefeller chose New York City for his Rockefeller Institute of Medical Research (now Rockefeller University), chartered in 1901. In 1902 he established the General Education Board. The total of Rockefeller's lifetime philanthropies has been estimated at about $550 million.

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

haste (120)	wailed (120)	bewilderment (123)	mooning (123)	flax (126)

READ

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

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

Read p. 119 -127

RESPOND

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

Students might mention:

- Mother, Father, and Sara begin to realize that only the front of the shelves are filled with goods and most of the barrels and boxes were empty.
- The bargains on the store were too good to be true and that is why the store was so busy.
- Mother wanted to arrest the crook, but Father had paid him cash and did not know his name or where he lived.
- They sleep at the store that night and in the morning open for business. There are hardly any customers who come into the store.
- One man comes into the store and Father tries to sell him the store. The man admits to being an employee of the store before. He was only pretending to be a buyer so someone like Father would be more inclined to buy.
- Mother wants to arrest him, but there are no ties to him. He was only doing what his employer asked of him.
- Mother is upset, but Father says they will learn from the mistake.
- Father believes God saved him from something worse happening, and that God will now feed them.
- Mother continues to nag and Father yells at her. He tells her only women worry about these little losses. He threatens to leave if she does not stop nagging.
- Mother told him to leave and he made no attempt to leave. They continued to shout and argue.

6. Map Add to ongoing, class 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

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

3g6 Plot Profile Chart
Plot the most important parts of chapter 7 on the chart.

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

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Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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.

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

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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	10

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Character Based Literacy Program Lesson Plan *Bread Givers*, Day 14

Outcomes for today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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

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 blasphemy?
Blasphemy is impious utterance or action concerning God or sacred things. Specifically in Judaism, it is an act of cursing or reviling God. In theology, it is the crime of assuming to oneself the rights or qualities of God. It is essentially showing a lack of respect or reverence to a deity. It could also be considered irreverent behavior toward anything held sacred.

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

wither (129)	idleness (131)	drudgery (132)	martyr (137)	cripple (137)

READ

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

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

Read p. 128-138; Chapter 8—The Hard Heat

RESPOND

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

Students might mention:

- Father, Mother, and Sara moved to the back of the store.
- Mother had to bargain with wholesalers to get goods to sell in the store.
- The loneliness of the town and store began to drive Sara crazy. It would be hours before a customer would walk in.
- Sara missed the mornings going to work and having her own money in her hands.
- Mother came back with samples to sell until the goods shipped from the wholesalers.
- Sara began to argue with Mother about Father. Sara said whatever money they would make Father would give away. She also said that Mother was crazy for marrying a lunatic.
- A customer came in but then left after he realized they didn't have everything he needed.
- A woman came into complain about her moldy oatmeal and canned milk that had gone bad. She wanted new goods or her money back. Mother had no choice but to replace the goods.
- Father arrived to the store and took out all the dollars from the cash box and only left coins.
- Father says he should have been a banker so he would have more time to think. Mother gets mad and says he should want more than that since he does not have a dollar to his name.
- A customer comes in to ask for bran. Father thinks bran for breakfast is a crazy American thought. He tells the boy they don't sell such nonsense.
- Mother gets upset because he drove the customer away, but Father tells her to get back in her place.
- A girl came in for a pound of rice and she did not have enough money. Sara trusted her with two cents.

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- Father gets upset for not asking him for permission. Sara gets upset because he is making a fuss over two cents.
- Sara packs her things. Mother hands her the saved money she has for rent. Sara tells Father she is returning to New York and not coming back.
- Father gets upset because she did not ask to leave and she thinks she can live alone in the city.
- Sara says she has to live her own life and that this is America and she doesn't need a man to boss her around.
- Father compares Sara to her sisters and says she is the worst one. Sara says to look at them now and that she will not end up like them.
- Father called her a blasphemer and struck her cheek. Sara gets up and leaves.

6. Map Add to ongoing, class 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

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

5g6 Character Interaction Chart
Complete a character interaction chart to discuss the interactions in this reading between Father, Mother, and Sara.

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

Key Questions

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?

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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.

9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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.

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

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Character Based Literacy Program Lesson Plan *Bread Givers*, Day 15

Outcomes for today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background 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 famine?
A famine is an extreme scarcity of food. It could be caused by several factors including crop failure, increase in population, or government policies. It is a situation in which many people do not have access to enough food. An example of a famine is the Potato Famine that occurred in Ireland between 18445 and 1852. During this famine, 1 million people died and 1 million more emigrated from Ireland. Famines can be accompanied by regional malnutrition, starvation, epidemic, and increased mortality.

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

haggling (141)	sprawling (143)	bulged (144)	imploringly (145)	misery (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.

Read p. 139-151; Chapter 9—Bread Givers

RESPOND

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

Students might mention:

- Sara took the train to New York, and decided to go to Bessie for help.
- Sara arrived late to Zalmon's fish store and it was filled with customers.
- Sara could no longer stand the bargaining so she went to the back of the store to wait for Bessie and fell asleep.
- Sara woke up to Zalmon and Bessie questioning her. She told them what occurred and Zalmon told her to go back to Father because she'd be a bad example for his daughter.
- Bessie told her she could spend the night because it was too late.
- When everyone was sleeping, Bessie and Sara talked about what happened. Bessie says she wish she would have done what Sara did and still wishes she could.
- In the morning at breakfast, Zalmon told Sara she had to go home, but she told him she would not.
- Sara went to Mashah's house, but before arriving she ran into Moe Mirsky in a brand new suit.
- When Sara arrived to Mashah's she was trying to bargain with the milkman to let her pay the following week.
- Mashah explained that Moe would waste the money on himself before the kids and her.
- Although Mashah lived in a dingy little place, she made it look beautiful. However, all her beauty was gone from her face.
- Mashah says she is too poor to help Sara. Sara says she will work and pay for her own food.
- Mashah sees this as a relief because maybe she can have a break from the kids on Sunday.
- At first Mashah says she loves her children, but then the gas starts going out and she curses their existence.

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- Sara helped Mashah around the house and with the kids to have it ready before Moe got home.
- Moe misses dinner and when he arrives, Mashah tells him he should not eat out because it is expensive. He says he deserves to be served like a king.
- Moe tells Mashah she looks like a worn-out rag and would never go out with her in public.
- Sara gets upset and tells him if she were married to him she'd kill him and that he made Mashah the way she is.
- Moe kicks Sara out, but Sara gives up the fight when she sees that Mashah does not defend herself.

6. Map Add to ongoing, class 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

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

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.

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

Key Questions

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?

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14. Sara realizes she is different than her sister Mashah. What makes them different from one-another?

9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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.

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

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Character Based Literacy Program Lesson Plan *Bread Givers*, Day 16

Outcomes for today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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

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?
A phonograph is an early sound-reproducing machine that used cylinders to record as well as reproduce sound. It was invented by Thomas Edison in 1877, and its later form is known as a gramophone. To recreate sounds, a playback stylus traces a groove in a rotating cylinder disk (called a ‘record’). Then, the groove vibrates and faintly reproduces the recorded sound. The phonograph is an early edition of a record player, which were used widely in the mid 20th century.

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

husky (161)	mangle (161)	skimpy (161)	yowling (164)	determination (164)

READ

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

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

Read p. 155-164; Chapter 10—I Shut the Door

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 Moe kicked Sara out, she was determined to do well in life.
- Sara had seen an article in the newspaper about a teacher and decided that's what she wanted to be.
- Sara walked all night and did not realize it until morning. Sara always yearned to have alone time when she lived with her family.
- Sara went looking for rooms, but some places did not want girls and other places had multiple people in a room.
- Sara was exhausted and came across a one bedroom that had its own hall entrance and was only $6 a month.
- The lady asked Sara if she would pay on time and if she had a job. Sara said she would work during the day and study to be a teacher at night.
- The lady was hesitant because she did not have a steady job and would waste gas at night.
- Sara paid her the first month's rent right away, and the lady handed her the key.
- Sara fell asleep right away, and as soon as she woke up she went to look for a job.
- Sara passed a laundry that needed an ironer. The man working wanted a strong woman, not Sara.
- Sara showed him right away what she was capable of by demonstrating her ironing skills. He said he would try her as a mangle and later break her into an ironer.
- Sara signed up for school right away to become a teacher. She went to school 5 times a week.
- Sara tries cleaning up her place and making it look nice. She tries cleaning the windows, but it takes her a long time. She tells herself to ignore the dirt.
- Sara began to study and found it difficult with all the noise around her. She told herself to ignore the noise just like the dirt.

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6. Map Add to ongoing, class 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

7. 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.

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

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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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.

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

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Character Based Literacy Program Lesson Plan *Bread Givers*, Day 17

Outcomes for today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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

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 hunger?
Hunger is a craving, desire, or urgent need for food. It is an uneasy sensation occasioned normally by the lack of food and resulting directly from stimulation of the sensory nerves of the stomach by the contraction and churning movement of the empty stomach. It is also a weakened disordered condition brought about by prolonged lack of food. Hunger and malnutrition are the number one risk to health worldwide—greater

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than AIDS, malaria, and tuberculosis combined. For more information about global hunger, follow the link to the United Nations World Food Programme below: https://www.wfp.org/hunger

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

heaping (167)	portion (169)	titter (169)	trampled (169)	ambition (171)

READ

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

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

Read p. 165-172; Chapter 11—A Piece of Meat

RESPOND

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

Students might mention:

- Sara was trying to figure out how she could make her five dollars last all week.
- After calculating everything, Sara realized she only had thirty-four and two seventh tenths left.
- She was hungry and would stare at food through restaurant windows.
- Sara was at work ironing and she got carried away thinking of Mother's cooking.
- Sara burned the shirt she was ironing and her boos took it out of her wages.
- Sara would have to live on dry bread for weeks.
- One day a terrible hunger rose up in Sara, and she decided she would have one last dinner with meat before she starved herself.
- Sara ran to the cafeteria and decided she wanted stew.
- Sara wanted to pick a server who was in a good mood because her portion and life depended on it.
- The server gave Sara strings of meat in her stew. Sara asked for more but the server ignored her.
- The man after Sara asked for stew as well and got chunks of meat.
- Sara argued with the server because she gave more to him than her. Someone told her that they always served men more than women.
- She was holding up a line so they asked her to move or step out of the line.
- Sara left and started starving herself instead of waiting a week.
- Sara was lying in bed freezing when she heard a knock at the door and it was Mother.
- Mother brought Sara a feather bed and a jar of herring.
- Mother snuck out while Father was gone so she'd have to go back in a couple of minutes.
- Mother asked Sara to come see her soon, but Sara said she did not have the time because she was working and going to school.
- Mother questioned whether college was more important for her than seeing her mother. She told her she'd rather see Sara get married.

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- Mother left and all the bitterness in Sara's heart was gone.

6. Map Add to ongoing, class 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

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

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.

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

Key Questions

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?

9. Analyze Analyze the key paragraph.

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 some day. But to marry myself to a man that's a person, I must first make myself for a person'" (p. 172).

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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.

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 women 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.

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Character Based Literacy Program Lesson Plan *Bread Givers*, Day 18

Outcomes for today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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

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 shame?
Shame is the painful feeling arising from the consciousness of something dishonorable, improper, ridiculous, etc. It is also a fact or circumstance bringing disgrace or regret. Shame is a social emotion that can be seen as resulting from the comparison of the self's action with the self's standards. It is a similar emotion to guilt and embarrassment.

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

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dreary (173)	serge (174)	coarse (179)	instinctively (179)	beaux (180)

READ

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

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

Read p. 173-184; Chapter 12—My Sisters and I, Chapter 13—Outcast

RESPOND

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

Students might mention:

- Sara was reading while cooking and missing her family.
- Fania and Bessie burst through Sara's room door.
- Fania tells Sara she needs to live a little and Sara says she will after she passes her examinations.
- Fania tells Sara she has no need to be educated and should put on some style.
- Fania tells them her husband is grand but cheap. She has to lie about what she spends. He spends money on her to show her off.
- Fania is very lonely and thinks about what life would have been if she had married Morris Lipkin.
- Bessie says she has it worse because she can never please her stepchildren.
- Sara says she is happier alone than being stuck with a bossy husband.
- Fania tells Sara she has a perfect match for her, but Sara says she is not interested.
- Bessie and Fania are going to go see Mother, but Sara decided to stay back to study.
- Sara was studying at work, but decided to take a break and join her co-workers.
- They began to talk about boys and dating. Sara felt uncomfortable and moved back to her seat.
- They begin to make fun of Sara because she lives alone and only certain young girls like living alone. From that day on she was an outcast at work.
- Sara was an outcast at school too because she asked too many questions and disturbed the class.
- One day Sara made a comment in class questioning what they learn that gained her respect from her peers.
- Sara decided to fix herself and look pretty like the other girls.
- Sara felt self-conscious about her new look and when she got to work she tried taking it off. The other girls saw her and started making fun of her.
- For that day on, Sara dedicated herself more to her studies.

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

Family Timeline

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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

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

4g6 Character Profile Chart
Fill out a Character Profile Chart for Fania based on this reading.

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

Key Questions

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?

9. Analyze Analyze the key paragraph.

Key Passage, p. 177

"'Then I'm better off than you married people!" I exclaimed. 'It's not a picnic to live alone. But at least I've no boss of a husband to crush the sprit in me'" (p. 177).

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

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every day with the inspired minds of great professors and educated higher-ups" (p. 183).

EXTEND

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

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.

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

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Character Based Literacy Program Lesson Plan *Bread Givers*, Day 19

Outcomes for today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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

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 vaudeville show?
Vaudeville was a theatrical genre of variety entertainment in the United States and Canada from the early 1880s until the early 1930s. Each performance was made up of a series of separate, unrelated acts grouped together on a common bill. Types of acts included popular and classical musicians, dancers, comedians, trained animals, magicians, female and male impersonators, acrobats and illustrated songs, jugglers, one-act plays or scenes from plays, athletes lecturing celebrities, minstrels, and movies. Vaudeville developed from many sources, including the concert saloon, minstrelsy,

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freak shows, dimes museums, and literary burlesque. Called "the heart of American show business," vaudeville was one of the most popular types of entertainment in North America for several decades.

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

hollow (186)	kindled (188)	blizzard (188)	boast (191)	compelling (192)

READ

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

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

Read p. 185-194; Chapter 14—A Man Wanted Me

RESPOND

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

Students might mention:

- Sara had failed her geometry exam, and she began to doubt herself.
- A letter arrived from Fania telling Sara that Max Goldstein, the man she had told her about, was coming to New York especially to see her.
- On a sunny Sunday afternoon, Sara decided to dedicate herself to studying geometry, but she was having a hard time focusing because she wanted to be outside.
- A person knocked at the door; Max Goldstein had arrived. Sara was not expecting him that day.
- Sara liked him instantly because Max did not mind her room and was simple, unlike other girls.
- Max tells Sara that they are very alike because he also ran away. Sara became interested and wanted to hear more.
- Max arrived to America on ship. On the first day he saw men shoveling and he forced himself in there. He was paid a dollar at the end of the day.
- One day he saw a man struggling with a pushcart over the snow. The man offered him job to help him with the pushcart and yell out pay cash clothes.
- Soon the business became his business, and he was able to save money to open up a little stand of second-hand clothes.
- Max danced and sang in front of his store, and a man offered him a job as an actor.
- Max was living the fast life as an actor and caught a cold. The doctor told him he needed to leave that job so he could be healthy.
- Max went to California. He opened a stand for imitation jewelry and then a general store that turned into the biggest department store.
- Max said he has never gone or stepped into a college, but he has college graduates working for him.

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- Sara did not like how much he boasted about himself, but she had not realized it.
- Max began to talk about his real-estate investments all over Los Angeles.
- Max was impressed that Sara went to school and worked.
- Max offered to take Sara to vaudeville show. Max found it hilarious, but Sara did not.
- Max saw that Sara did not enjoy the show. He took her to a jazz club and they danced.
- Max mentioned that it was one o'clock and Sara insisted that he take her home.
- Sara thought he would return if there was any real deep connection between them.
- Overnight, Sara had changed. Youth and a desire had burst into her. She wanted more.

6. Map Add to ongoing, class 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

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

Venn Diagram
Using a Venn diagram, compare and contrast Sara and Max.

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

Key Questions

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?

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14. How has Sara's interaction with Max changed her overnight? Describe the way she has changed using examples from the text.

9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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.

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

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Character Based Literacy Program Lesson Plan *Bread Givers*, Day 20

Outcomes for today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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

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.

Who is Jeremiah?
Jeremiah (*c.* 650– *c.* 585 bc) was a Hebrew prophet. He foresaw the fall of Assyria, the conquest of his country by Egypt and Babylon, and the destruction of Jerusalem and the Temple. The biblical Lamentations are traditionally ascribed to Jeremiah. There is a book of the Bible containing his prophecies, and his name means “weeping prophet.” One of the prophet’s famous sayings is the one in which he points out that wisdom, might, and riches are nothing compared to the happiness that man achieves through

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real knowledge and understanding of the ways of God.

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

torrent (196)	assurance (200)	ecstasy (201)	pottage (202)	revolt (205)

READ

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

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

Read p. 195-208; Chapter 14—A Man Wanted Me & Chapter 15—On and On—Alone

RESPOND

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

Students might mention:

- Sara was excited when Max returned to see her. He was also excited because there was someone who wanted to buy a loft from him.
- Max only talked about himself and this began to get on Sara's nerves.
- Max wants to do something fun and Sara wants to have a calm relaxing night.
- Sara told him that if people listened to him they would think that money making was the beginning and end of life for Max.
- Max convinces Sara to go out to eat and his words and touch are magical for Sara. He tells her he loves that she is independent.
- Max began to visit Sara often. Her feelings about him changed but she knew she had a wanting to be loved.
- One night, Max stayed in her room while she read a story to him. Sara thought he enjoyed it, but right after he wanted to talk about his business plans.
- Max explains that he needs to go back to California. He knows he is a good catch and wants Sara to be with him and stop wasting time with school.
- Sara realizes that Max would treat her like property and she tells him she is only happy alone.
- Sara changed and had a new pride, but she often wondered why she did not marry him.
- Sara knew Max was not right for her and that she would end up hating him.
- Sara had a longing to see her father. She felt like he would understand her situation with Max Goldstein.
- One day after work, Sara wanted to go see Father. All of a sudden, Father appeared at her door.
- Sara wanted to hug Father, but she quickly realized he was cold.
- Father was upset that Sara had turned down Max Goldstein. He never thought any decent man would want to marry her.

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- Sara was hurt and no longer saw her father in front of her. She saw a tyrant from the Old World.
- Father tells Sara that nothing in nature lives alone and that she will rot away by herself.
- Sara tells Father she does want to be loved and married, but Father cuts her off and she realizes he will never understand.
- Father disowns Sara. Sara tells him she is selfish like him, that he never did anything for his family, and that she hated him.
- Sara realized she needed to be alone to attain her goals.

6. Map Add to ongoing, class 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

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

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

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

Key Questions

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?

9. Analyze Analyze the key paragraph.

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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).

EXTEND

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

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.

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

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Character Based Literacy Program Lesson Plan *Bread Givers*, Day 21

Outcomes for today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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

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?
A dean is the head of a college or university faculty or department. A dean is an administrative officer in charge of a college, faculty, or division in a university. Deans are occasionally found in middle schools and high schools as well.

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

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kin (209)	ravenously (210)	turmoil (211)	earnest (203)	timid (218)

READ

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

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

Read p. 209-220; Chapter 16—College

RESPOND

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

Students might mention:

- Sara prepared for her journey to college. She bundled her things, wrapped up some food, and brought the money she had saved.
- The college town she arrived to was perfect to her. It was calm and unlike the busy city.
- Sara wanted to make friends, but she realized they were different. They were free to enjoy life. They were clean and well groomed.
- Sara thought she would make friends in class, but her classmates already knew each other and they ignored her.
- Sara found a job as an ironer at the George Martin Hand Laundry.
- The first day Sara worked a lot, overslept, and was late for her first class.
- Sara received a note to report to the dean's office to explain why she had missed Physical Education, but she did not understand what was going on.
- Physical Education was a required course. Sara went to class without a uniform.
- Sara did not understand why this course was required. It was difficult for her to do the routines since she was so exhausted from working.
- One day, her teacher made her jump the hurdles and Sara could not do it. From rage, she picked up a hurdle and smashed it into pieces.
- Sara had to report to the dean's office right away. She explained what had happened and she was excused from the class.
- Sara watched other's participate in activities and have fun. She decided to attend the freshman dance.
- Sara did not enjoy the dance. No one asked her to dance except for someone who was forced by a teacher to ask her.
- Sara left the dance and she realized that only the outside mattered to people.
- Sara prayed to God to not want the happiness everyone else wanted and to be able to live without love.

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

Family Timeline

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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

7. 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?

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

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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.

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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.**

11. Close

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

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Character Based Literacy Program Lesson Plan *Bread Givers*, Day 22

Outcomes for today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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

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 bursar?
A bursar is a person who manages the financial affairs of a college or university. A bursar is a professional financial administrator in a school or university. In the United States, bursars usually only exist at the higher level of education. Bursars' duties vary from one institution to another. The Office of the Bursar is primarily responsible for billing student tuition accounts.

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

barren (223)	thwarted (223)	hastened (223)	perish (232)	exaltation (233)

READ

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

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

Read p. 221-234; Chapter 16—College

RESPOND

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

Students might mention:

- Sara felt like she worked really hard during her first term. She even saved money to buy something for her appearance.
- In January, Sara found out she was failing geometry.
- Sara received a bill for the same geometry class. She was upset because she did not think she should have to pay for a class that she failed.
- At first, psychology was difficult for her. After she was able to relate to it, psychology became a living wonder to her.
- Sara asked her psychology professor, Mr. Edman, for more books to read because she was fascinated with the subject.
- Sara wanted to discuss the books with Mr. Edmund, but he did not have time. She was disappointed because this is what she had come to college for.
- Sara overheard professors talking and she became aware of how overworked and underpaid professors were. She now understood why Mr. Edman could not discuss the books with her.
- Sara saw Mr. Edman in the post office and she found out where he lived.
- Sara went to look for him on his street and she found a room for rent in his building. She decided to move in.
- Sara would wait for Mr. Edman on the stairs and made him soup when he was sick.
- Mr. Edman told Sara to stop bothering about him so much because he did not like it. This is when Sara realized she would be losing Mr. Edman forever.
- Not having the opportunity to be with Mr. Edman crushed Sara.
- Sara grew to be friends with the dean. He told her she would be just fine and make it.
- An essay competition about what college had done to the students was proposed to the seniors. The winner would receive $1000.
- Sara participated in the contest and wrote the truth about her college experience.
- Commencement day had arrived; Sara was proud but sad to leave the battlefield.

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- The winner of the essay competition was announced at the ceremony, and Sara won. Everyone rose and cheered for her.

6. Map Add to ongoing, class 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

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

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.

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

Key Questions

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?

9. Analyze Analyze the key paragraph.

Key Passage, p. 231

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"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).

EXTEND

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

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.

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

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Character Based Literacy Program Lesson Plan
Bread Givers, Day 23

Outcomes for today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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

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 gangrene?
Gangrene is the death of tissue in a living body, especially in a limb, caused by a bacterial infection resulting from a blockage of the blood supply to the affected tissue. It can occur after an injury or infection, or in people suffering from any chronic health problem affecting blood circulation. It is a non-communicable disease, which means that it does not spread from person to person. To cure this disease, treatments may involve amputation or antibiotics.

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

despair (238)	serge (239)	aloofness (242)	semblance (244)	atone (245)

READ

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

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

Read p. 237-246; Chapter 17—My Honeymoon with Myself & Chapter 18—Death in Hester Street

RESPOND

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

Students might mention:

- Sara was on her way home, and she sat in the train with pride.
- Sara's train ride to college was completely different from her train ride back home.
- Sara walked for the first time in her life on Fifth Avenue. She felt like she could buy anything she wanted.
- Sara decided to buy a suit for her new career. Sara had it delivered and she tried it on in her hotel room as soon as it arrived.
- Sara needed to go look for a place, and simply went into a real estate office for help.
- In about an hour, Sara picked a room and furnished it simply.
- Sara was now a teacher in the public schools, and she felt like this was the honeymoon of her career.
- As Sara prepared for her first visit home, she wondered what had happened to everyone the years she was gone.
- Sara's family had moved back to Hester street.
- When Sara arrived she was scared to go in and she overheard her parents talking. Mother was begging Father to stay because she was sick.
- Sara got a glimpse at Mother and saw all her pain and suffering.
- After Father left, Sara entered the house and Mother was happy to see her.
- Mother was sad that Sara had stayed away for so long. Sara said she would visit more now, but Mother said it was too late.
- Mother was happy she lived to see Sara become a teacher.
- Sara told Mother she no longer had to suffer and beg for pennies.
- All Mother asked for is that Sara take care of Father when she is gone.
- Mother's feet suffered from decay and gangrene.
- Fania enters the house and questions Sara about being away for so long.

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- Mashah and Bessie arrive after Fania.

6. Map Add to ongoing, class 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

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

5g6 Character Interaction Chart
Complete a character interaction chart to discuss the interactions in this reading between Mother, Sara, and Fania.

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

Key Questions

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' 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?

9. Analyze Analyze the key paragraph.

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).

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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.

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.

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

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Character Based Literacy Program Lesson Plan *Bread Givers*, Day 24

Outcomes for today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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

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 does it mean to amputate?
Amputation is the surgical removal of all or part of a limb, an organ, or projecting part or process of the body. It could also be a traumatic or spontaneous loss of a limb, organ, or part. As a surgical measure, it is used to control pain or disease in the affected limb, especially malignancy or gangrene. In the US, a majority of amputations occur due to complications in the vascular system due to diabetes. In some countries, amputation of

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the hands, feet, or other body parts is used as a form of punishment for people who committed crimes.

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

gaiety (247)	wrath (248)	ingratiating (250)	tumult (252)	condemnation (255)

READ

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

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

Read p. 247-256; Chapter 18—Death in Hester Street

RESPOND

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

Students might mention:

- Mashah and Bessie were happy to see Sara. It was apparent that poverty wore them down in six years.
- Father arrived to the house and was angry that Sara was there, but Mother defends her.
- Mother begins to argue with Father about the widow Feinstein because he has been trimming his beard for her and getting his meals from her.
- Father tries to calm Mother down, and Mother tells him to look at their daughter, the teacher.
- The doctor comes to see Mother and gives the family a grave look to show that she is not doing well.
- Father begins to tell the doctor about all his daughters. He says Sara is smart like him, but it does not benefit him because she is a girl and he lost her wages when she studied.
- The doctor told Fania and Sara that Mother needed to amputate her foot immediately, but Mother refused.
- Mrs. Feinstein entered to check on Mother and how she was doing and to brag about her soup that Father liked.
- They got a nurse for Mother and she seemed to be getting better.
- One day, Sara arrived from work and Mother looked like a ghost.
- Mother died, and Sara felt her soul enter her body.
- For the first time, Sara saw Father weep and she realized he was old.
- People came to see Mother at her funeral. Father cried for God to be good to him, and Mrs. Feinstein prayed for all the bad she had said about her.
- The undertaker performed the rituals for death which including cutting the garments the family members were wearing.

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- Sara refused because she was wearing her new suit and did not believe in it. Everyone looked at her with condemnation.
- They watched the hearse take the coffin and waited together to go to the cemetery.

6. Map Add to ongoing, class 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

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

Open Mind Portrait
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?

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

Key Questions

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?

9. Analyze Analyze the key paragraph.

Key Passage, p. 255-256

"'No,' I cried. 'I feel terrible enough without tearing my clothes.'
'It has to be done.'

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'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).

EXTEND

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

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.

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

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Character Based Literacy Program Lesson Plan
Bread Givers, Day 25

Outcomes for today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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

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 does Mazel tov mean?
Mazel tov or mazal tov is a phrase used to express "congratulations" for a happy and significant occasion or event in Hebrew. One can expect to shout Mazel tov at Jewish weddings; it is an appropriate response to any good news from an engagement, to a graduation, a new job, a new house, or any other honor or milestone. Literally translated, it means ‘good luck.’

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

guileless (258)	sacrilege (261)	ignorant (262)	leech (263)	supplication (267)

READ

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

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

Read p. 257-268; Chapter 19—Lodge Money

RESPOND

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

Students might mention:

- Sara visited Father daily.
- Father looked happy and refreshed after Mother's death.
- Father praised Mrs. Feinstein because she cooked and took care of him.
- Sara was angry to see Father so happy and to hear him speak about Mrs. Feinstein so highly.
- A few days later, Father told Sara he needed to tell her something. He told her he needed someone to take care of the house and him and that Mrs. Feinstein was perfect.
- Sara argued the Father should not marry Mrs. Feinstein because she was fat and only wanted his lodge money.
- Sara told Father to think about, but he announced he had already married her.
- Sara rushed out and told her sisters. They were all angry and began to reminisce about everything Mother had gone through for him, and how horrible of a father he was.
- For months, no one went near Father.
- Sara received a letter from Father's wife to come at once because there was trouble.
- Sara went and realized the flat had new furniture and carpet.
- His wife explained that the trouble was that Father did not work and she had nothing to live on.
- Sara asked about the lodge money, and Father's wife explained that she had to fix up the flat. This upset Sara to see her Mother's money on her back.
- The wife explains that Father said his daughters would support him. Sara said they would support him alone, not two people.
- She threatens to tell the Board of Education that his daughters will not support him, and Sara tells her to go ahead.

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- Father enters and his wife tells him she will have him arrested for not bringing in a living. Father says he cannot be arrested, and she would have to work for him because she is younger.
- His wife cries about not having a new dress or earrings. Father tells her he only married her to have someone to cook and clean.
- The grocery man comes to get the bill paid and his wife has to pay.
- His wife tells Father he will not drive her to her grave like he did Mother. This angers Father and he tells her not to speak her name.
- Sara ran to her sister's house and told them what had happened. They refused to support Father.
- Sara was torn between what was right and her duty to Father.

6. Map Add to ongoing, class 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

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

4g6 Character Profile Chart
Fill out one for Father's new wife based on the reading in this chapter.

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

Key Questions

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?

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17. What did Sara tell her sisters, and how do they react to her news?

9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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.**

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

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Character Based Literacy Program Lesson Plan *Bread Givers*, Day 26

Outcomes for today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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

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?
Pronunciation is the sound of a word or part of a word, typically in the correct or a particular way. It is the manner in which one speaks a word. A word can be spoken in different ways by various individuals or groups, depending on many factors, including their exposure to language during childhood, the region in which they live, speech or voice disorders, their ethnic group, their social class, and their education. Phonemes, which are small units of speech, make up much of the syllables that are key to pronunciation.

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

ingrained (269)	reverence (269)	vernacular (272)	blundered (272)	commotion (276)

READ

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

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

Read p. 269-280; Chapter 20—Hugo Seelig

RESPOND

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

Students might mention:

- Sara was proud of being a teacher, and she enjoyed walking through the neighborhood as a teacher.
- Sara missed human touch and felt empty.
- No one in her school impressed her except for the principal, Mr. Hugo Seelig.
- Mr. Seelig had a flame inside of him, and he loved every child the same.
- One of his special hobbies was English pronunciation.
- Sara would practice pronunciation with her students, but she realized it was not working.
- Mr. Seelig entered her classroom one day and help Sara realized that she herself was slipping back into the vernacular.
- Mr. Seelig asked Sara to go to his office after class. She was nervous and made herself pretty.
- Mr. Seelig showed Sara a letter he had received about her not supporting her father financially.
- Sara was embarrassed and fled the room with shame. She heard someone call her, but she did not look back.
- The next day Sara thought she would get fired, but instead Mr. Seelig gave her a compliment.
- They walked home together and saved a little boy from getting run over. After the incident, they were gripping each other's hands.
- Mr. Seelig came up for tea, and Sara was happy to share her room with someone finally.
- They began to talk about their lives and families. They realized they had lots in common.
- Sara mentioned that letter. Mr. Seeling said it brought him closer to her because he knew she was not like that and how Father was an old Jew.

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- Mr. Seelig suggests that next time they are together they should spend it outside. Sara is excited that there is a next time.
- Sara is happy she is not longer alone and connected with Mr. Seelig so well.

6. Map Add to ongoing, class 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

7. 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.

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

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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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.

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

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Character Based Literacy Program Lesson Plan
Bread Givers, Day 27

Outcomes for today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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

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 Hebrew?
It is a member of the Semitic peoples inhabiting ancient Palestine and claiming descent from Abraham, Isaac, and Jacob. It is also a Semitic language of the Afro-asiatic family, the language of the ancient Hebrews, which, although not in a vernacular use from 100 B.C. to the 20th century, was retained as the scholarly and liturgical language of Jews and is now the national language of Israel. Today, Hebrew is spoken by a total of 9 million people worldwide.

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

stifle (282)	deliriously (286)	feeble (289)	sanitarium (290)	gloating (292)

READ

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

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

Read p. 281-297; Chapter 21—Man Born of Woman

RESPOND

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

Students might mention:

- Sara was walking along Hester Street and she felt bad for all the pushcart peddlers she saw.
- Sara had a longing to see Father.
- Sara told herself she needed to accept being happy and could not feel sorry for others.
- Sara was on her way to go see Hugo and she ran into an old man.
- Sara helped this old man pick up his things and she realized it was Father when he said thank you.
- Father was still upset for her for abandoning him. He explained that his wife had kicked him out until he brought her money.
- Father looked like he was in his last days so Sara took him home.
- Sara put Father to bed and went for the doctor.
- When Sara returned, Father's wife was home. She began yelling at Sara for not helping them for so many years and showing up when Father was dying.
- The doctor told Sara Father would be fine if his wife cared for him during the day and Sara in the evenings.
- Sara came home from work and his wife said he was worse because he would not take his medicine. Father told Sara he would not take it from her because she wanted him to die so she could get his lodge money.
- Sara overheard Father's wife asking him for his lodge papers. On this day she took a leave of absence to be with him every day.
- Day by day, Sara got closer to her Father and he began to open up with her more.
- Father suggested moving into an Old Men's Home, but Sara could not bear to put Father in one after visiting one.
- Sara realized Father needed to live with his wife. She gave his wife ten dollars to care for him. Sara told Father's wife her sisters and she would give her this amount weekly.

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- Father's wife changed after this and Sara and her sisters began to visit them regularly.
- Father meets Hugo Seelig and Father questions him about his spirituality and job.
- Hugo asks Father to teach him Hebrew. Then Father tries to explain the difference between Jews and Americans.
- Father is still not happy living at home with his wife.
- Reluctantly Sara asks Father if he would like to live with her. He said they are very different so he would think about it.
- Sara is worried about living with Father, but Hugo says their house will be richer with him around.

6. Map Add to ongoing, class 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

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

5g6 Character Interaction Chart
Complete a character interaction chart to discuss the interactions in this reading between Father, Father's wife, and Sara.

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

Key Questions

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?

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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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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.**

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

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