

Character Based Literacy Program 40-Minute Lesson Plan

The Jungle, Introduction



Outcomes for today

PREPARE

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



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

The Jungle by Upton Sinclair is a historical fiction that follows the story of Jurgis Rudkus, a Lithuanian immigrant. Jurgis was drawn to America to follow the “American Dream” but found himself and his family in Chicago’s Packingtown. Instead of following the “American Dream” the family finds themselves caught in a downward spiral dominated by con men, horrible working conditions, greedy bosses, and corruption on all levels.

The Jungle exposes the horrible working conditions of the turn of the century factory worker and the horrible food processing conditions that contaminated American food. The result of his writings let President Theodore Roosevelt to demand an investigation and enact the Pure Food and Drug law. *The Jungle* resulted in dynamic social change for the time period. The work portrayed capitalism at its worst and highlighted the challenges that the human spirit is willing to bear in order to follow a dream.

Ongoing Product(s):

Change “T” Chart: **this is changed throughout the lesson plan**

In this novel there are many situations in which the characters could have better used the skills listed in the theme to “change” instead of being victims of circumstance.

Create a “T” Chart (4 columns)

- In the first column name the character
- In the second column list the situations in which the characters had an opportunity to change for the positive or negative.
- In the next column list what the character did that showed their ability to change for the positive or negative.
- In the final column state what the character should have done to show change for the positive

Final Writing Product Students can choose one:

(Final product starts on day 21 and builds through day 25)

Research the terms, dream, change, and “social justice.”

Research social justice movements of the 19th and 20th century.

You can explore movements like the YMCA or social change movements like the fight for civil rights, woman's rights, or the farm workers struggle.

Write a 5-7 paragraph paper in which you define social justice, dream, and change.

Choose one social justice movement that you feel was successful.

Explain what the movement was and argue what factors made it successful.

Argue why you feel that movement was or is a valuable change for our history.

Close by revisiting the terms; dream, change, and social justice, argue how the interdependency of those ideas have changed society for the positive and negative.

You will be researching and writing over a five day period day 21-25 of the lesson plan.

Day 21:

Define the following terms dream, change (as listed above), and social justice.

Write a paragraph in which you introduce the three concepts above. How are they related and interdependent on one another?

Day 22:

Research social movements of the 19th and 20th century. Some examples are: *YMCA, suffrage, farm worker's rights, civil rights*. List 5-7 ideas or things your movement responded to and what change occurred as a result of that movement. What tactics did they use to gain support? Were they effective or not? Why?

Day 23:

Using the Social Movement you chose to research.

Write 2-3 paragraphs in which you discuss your beliefs on the issue, why is it important to you. Argue that the movement was a value to society. Include the counterclaims. Using reason and logic support each side of the argument with facts.

Day 24-25: You were asked to define the terms, dream, change, and social justice. Can community change come with or without one of those terms or ideas? How does a dream, turn into change, and how can that change become social justice? Would you be willing to give up your ability to think and create (dream and change)? In your closing relate the above terms/idea's to the change that you chose to write about.

Take your writing over the past five days. You will need to build on each day for your final writing product.

Use your opening paragraph from day one introduce your social change topic. Put the research and facts you gathered in logical paragraph form. Include the tactics the leaders used and if they were effective.

Using the paragraph(s) from day three, argue if this movement was a benefit or detriment to society. Re-introduce your topic and the relevance of dreams, change, and social justice. As you write make sure you have clear and concise introductions and transitions between

paragraphs and topics. Make sure your paper is well organized and concise. Use a peer to edit and revise as needed.

Read Read the selection for today.

Upton Sinclair

The World of Upton Sinclair; pages ix-xiii

Introduction; pages xv-xxix

Character Based Literacy Program 40-Minute Lesson Plan

The Jungle, Day 1



Outcomes for today

W1. Write Arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

PREPARE

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



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What kind of music is playing at the wedding?

The music played at the wedding was Lithuanian. However, much of the Lithuanian music is a mix of different cultures and a combination of organ music and choirs.

In today's reading we meet the Jurgis and Ona at their wedding feast which is a traditional feast. As part of the feast there is a traditional dance that lasts for hours. People are supposed to pay the bride to dance with her. This results in a healthy nest egg to start their life with. Sadly, due to the economic times most people did not leave money and they were stuck with the bill for the feast. Follow the link for a more detailed history of music and various examples of Lithuanian music.

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

exuberance (1)	dilated (6)	squalor (7)	reeling (13)	exaltation (15)
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READ

Review Review the timeline from the beginning every day.

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

Read p. 1-23

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph p. 7

“Chicago and its saloons and its slums fade away—there are green meadows and sunlit rivers, mighty forests and snow-clad hills. They behold home landscapes and childhood scenes returning; old loves and old friendships waken, old joys and grief's to laugh and to weep” (p 7).

EXTEND

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

The family and guests are moved by the music at the celebration. They are taken from the slums of Chicago to a more innocent and pleasant time. How does music help people remember? What role does music play in celebrations? Do you think it is relevant for people to appreciate and know all different types of music?

Write a 2-3 paragraph argumentative paper in which you answer the following question, do you think it is relevant for people to appreciate and know all different types of music? Explain your position and support it with facts and good reasoning.

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

Character Based Literacy Program 40-Minute Lesson Plan

The Jungle, Day 2



Outcomes for today

W1. Write Arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

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What does the term “break an animal” refer to? How does it equate to Jurgis and the men in Packingtown?

The term “break an animal” is a training term. The goal is to earn the animals trust. Once trust has been established the team can then develop a bond making training easier. Horses are often “broken” meaning a bond is established and then the trainer works to teach the horse to be saddled and work. When animals are “broken” it is a time-consuming process. The end result is a working team that can trust one another.

Jurgis and the men of Packingtown in some ways treated worse than animals. They are expected to work long hours and be productive. They are given just enough reward (money) to survive not thrive. People who work with animals know that the animal is their livelihood and it must be treated well in order to help the trainer be productive. The opposite is true with the men. They are not valued and therefore their productivity will falter and they will be replaced. Consequently, the workforce will never be loyal.

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

pessimists (24)	wretched (27)	innumerable (28)	uncanny (32)	enterprising (33)
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READ

Review Review the timeline from the beginning every day.

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

Read Chapter 2 p. 23-34

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 34

"To the two who stood watching while the darkness swallowed it up, it seemed a dream of wonder, with its tale of human energy, of things being done, of employment for thousands and thousands of men, of opportunity and freedom, of life and love and joy. When they came away, arm and arm, Jurgis was saying, "tomorrow I shall go there and get a job" (p. 34).

EXTEND

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

Jurgis and his family were chasing the "American Dream". They were awestruck by Packingtown. They were in awe of the story and the enterprising spirit. They were chasing the dream—freedom, life and love and joy. Their plan was to get a job and to succeed. Do you think they were prepared for "the dream"? Or do you think they needed to have more information to find success?

Write a 2-3 paragraph argument to either support or oppose Jurgis's plan for success. Explain what you think they need to do to have a better opportunity at success. If you think their plan is adequate, predict the family's outcome for the novel. Use evidence from the text, to point out their strengths and weaknesses, and your experiences to defend your claim.

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

Character Based Literacy Program 40-Minute Lesson Plan

The Jungle, Day 3



Outcomes for today

W1. Write Arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns values, and possible biases.

PREPARE

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



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Is there a balance between industry and service in a community?

There is a delicate balance between service and industry in a community. If a community is

reliant solely on industry the members will have to go elsewhere for basic services or contract for them. A service based community would have little or no infrastructure and would have no means to support the services provided. Therefore, communities need to find a balance between the two in order to meet the basic needs of community members and be able to fund the programs that are needed to support the community. This issue can also be extrapolated to a national scale. As a nation do we want to rely on services or does there need to be manufacturing for balance?

In this chapter, we learn more about Packingtown. The area relies only on industry and there are few services for the residents. Due to this the conditions in the town are horrible and there are limited resources to assist the families.

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

menagerie (36)	carcasses (41)	admitted (47)	establishment (47)	welfare (47)
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READ

Review Review the timeline from the beginning every day.

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

Read Chapter 3 p. 34-47

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 47

"Jurgis was even glad that he had not seen the place before meeting with his triumph, for he felt the size of it would have overwhelmed him. But now he had been admitted—he was a part of it all! He had the feeling that this whole huge establishment had taken him under its protection, and had become responsible for this welfare" (p. 47).

EXTEND

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

Jurgis is excited for his new job and feels part of the establishment. In turn he feels that the establishment has some responsibility for him. Do you think that the "establishment" is

responsible for Jurgis and its other employees, if so to what extent? Or do you think that the employees should be responsible for their own actions and self?

Write a 2-3 paragraph argument in which you define the responsibility of employers and employees. Define who should be responsible for whom? Be clear and concise in your argument. Give examples and support your claim and counterclaim. Rely on facts and people's values as you write.

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

Character Based Literacy Program 40-Minute Lesson Plan

The Jungle, Day 4



Outcomes for today

W1. Write Arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

W1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s), and reasons, between reasons and evidence, and between claim(s) and counter claims.

PREPARE

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



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How was track housing established in early 1900's?

Tract housing is a term that refers to houses that are built with a similar design and plan. Because of this the cost to build the houses are less making houses more affordable.

What does the term due-diligence mean?

The term due-diligence refers to a person doing research prior to making a decision. In today's reading the family decides that they should purchase a home in a housing tract or development. For many reasons, they did not do their due-diligence prior to making their purchase. They should have learned all of the cost associated with the property as well as the properties history. Because they failed to protect themselves they made an unwise purchase.

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

donned (47)	sweltering (48)	laboriously (48)	obstinate (55)	agony (59)
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READ

Review Review the timeline from the beginning every day.

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

Read Chapter 4 p. 47-60

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 48

"Marija had nothing to take with her save her two brawny arms and the word "job", laboriously learned; but with these she had marched about Packingtown all day, entering every door where they were signs of activity. Out of some she had been ordered out with curses; but Marija was not afraid of man or devil, and asked everyone she saw..." (p. 48)

EXTEND

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

In every industry or location there is a process for asking for work. Sometimes it is very formal other times it is informal and just "happens". Prior to looking for work do you think that Marija should have studied the customs and process in order to be more successful?

Write a 3 paragraph argument in which you describe the process that Marija used to find work, explain what she could have done to better prepare in her search. Why do you think industries have standards when they are hiring employees? Explain and defend why standards are important when hiring? Be logical in your writing giving reasons and evidence. Use a variety of words, phrases, and syntax in your writing. Make sure there is a relationship between claims and counterclaims as you write.

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

Character Based Literacy Program 40-Minute Lesson Plan

The Jungle, Day 5



Outcomes for today

W1. Write Arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

W1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns values, and possible biases.

W1e. Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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What is the process of buying on time? Why was it beneficial?

When you buy on time you are able to spread payments over months or years. This is similar to having a credit card but when you buy on time you do not get the item purchased until it is paid off and therefore you do not have to pay interest.

The benefit of buying on time is that you can purchase items that you need and make payments and not have to pay interest. The buyer and seller are protected so it benefits both parties. This process works really well if you can foresee purchases that might need to be made and then start the payments early.

In this chapter Ona uses this system to buy items for the house. She is able to furnish it without doing much damage to the family budget.

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

calamity (74)	interest (79)	deed (79)	bureau (79)	stifled (83)
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READ

Review Review the timeline from the beginning every day.

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

Read Chapter 5-6; p. 60-83

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 79

“You are like the rest’, she said;
 ‘They trick you and eat you alive. They never sell the houses without interest. Go get your deed, and see.’ Then with a horrible sinking of the heart, Teta Elizabeth unlocked her bureau and brought out the paper that had already caused them so many agonies. Now they sat round, scarcely breathing, while the old lady, who could read English, ran over it.
 ‘Yes,’ she said, finally, ‘here it is, of course:’ ‘With interest thereon monthly, at the rate of seven per cent per annum’” (p. 79).

EXTEND

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

There is a saying, “the large print giveth, the small print taketh away.” The old woman informs the family that they also owe the bank interest on their home. This information is in their deed and was part of their purchase agreement. Do you think the family had a responsibility to know what they were purchasing and all of the costs that go along with it or do you think they were victims?

Do you agree or disagree that the family had the responsibility of determining all of the costs associated with purchasing their home? Write 2-3 paragraphs argument in which you support or oppose the need for personal responsibility in this situation. Give evidence for your claim and point out the counterclaim. Use your writing as an opportunity to change your reader's perspective of the situation. Make sure you include a strong conclusion that supports your thesis.

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

Character Based Literacy Program 40-Minute Lesson Plan

The Jungle, Day 6



Outcomes for today

W1. Write Arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1c. Use words, phrases, and clauses as well as varied syntax to link the major selections of the text, create cohesion, and clarify the relationship between claim(s), and reasons, between reasons and evidence, and between claim(s) and counterclaims.

PREPARE

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What was the climate like in the Chicago area? What makes it so unbearable?

Chicago is located in the Midwest or Great Lakes region of the United States in Illinois on Lake Michigan. Due to the weather patterns in the area the summers are hot and humid. Because of the wind patterns winters are frigid. Winds whip over Lake Michigan and make it even colder.

In today's reading the author describes the extreme weather and how harsh the living conditions are in the area.

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

atrocities (85)	obstinate (86)	incidental (89)	convulsions (91)	surly (94)
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READ

Review Review the timeline from the beginning every day.

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

Read Chapter 7; p. 83-95

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, pg. 90

“The new hands were here by the thousands. All day long the gates of the packing-houses were besieged by starving and penniless men; they came, literally, by the thousands every single morning, fighting with each other for a chance for life” (p. 90).

EXTEND

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

Packingtown attracted workers by the thousands. There were thousands of starving people wanting to work. The factory owners knew it. Therefore they could pay less money since people were desperate.

How does the influx of cheap labor affect pay? Because people were desperate to work what is the best way to change the labor conditions?

Write a 2-3 paragraph argument in which you detail the labor problem in Packingtown as you see it. Explain what the three major issues are. What would you do to correct them? Connect the issues with evidence that supports your claim from the text and from experience.

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

Character Based Literacy Program 40-Minute Lesson Plan

The Jungle, Day 7



Outcomes for today

W1. Write Arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

W1e. Provide a concluding statement or section that follows from and supports the argument presented.

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What was proper courtship in the late 1800's-1900?

In the late 1800's and early 1900's courtships usually involved one man and one woman.

They would spend time together in order to determine if they were interested in one another as husband and wife. They normally lived in the same area or community. Courting couples did not “date” they would meet at the women’s home in the presence of the woman’s family.

In today’s reading Marija is being courted by Tamoszius. He would come to the house and tell stories and play his music. Then as the night wore on he and Marija would talk and cuddle. They continue to make plans for their upcoming wedding.

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

eloquent (96)	inspectors (109)	protected (109)	appointed (109)	certify (109)
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READ

Review Review the timeline from the beginning every day.

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

Read Chapter 8-9; p. 95-115

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 109

“The people of Chicago saw the government inspectors in Packingtown, and they all took that to mean that they were protected from diseased meat; they did not understand that these hundreds and sixty-three inspectors had been appointed at the request of the packers, and that there were paid by the United States Government to certify that all the diseased meat was kept in the state” (p. 109).

EXTEND

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

The people of Chicago were relying on the meat inspectors to protect them from the diseased product. Do you think that the people have a responsibility in this issue? If the consumer didn’t want the cheapest prices available do you think manufacturers would cut so many corners?

Write 1 paragraph argument in which you agree or disagree with the role the public has to keep themselves safe from the government. Be clear and concise. Detail where responsibility begins and ends with the public, wanting cheap product, and the

manufactures trying to make a profit. Why is this topic significant today? Be logical, give evidence and reasons for your opinion.

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

Character Based Literacy Program 40-Minute Lesson Plan
The Jungle, Day 8



Outcomes for today

W1. Write Arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and

relevant and sufficient evidence.

W1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

W1e. Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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What are strike breakers? Is it ethical to break a strike? For discussion

Strikebreakers are management hired employees who are employed to take the place of the striking workforce. In most cases the strikebreakers are not or have not been employed by the company. In order to work the breakers must cross the picket line and are therefore hated by the employees. The decision to cross a picket line is personal. Although, many would say it we should stand by those who are struggling and fighting for workers' rights others would claim that the workers should be happy to have a job and therefore are very unsympathetic. Much of the decision stems from the local economic conditions. In addition, some would argue that there are some many new laws and standards that the role of a union should be phased out.

In today's reading Jurgis had his hours cut and the workload doubled—the pay stayed the same. Ona and Marija also had their hours cut or were forced out of work. In both situations the union was not there to support the workers.

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

purgatory (116)	remorsefully (117)	indefinitely (120)	decisive (122)	superfluity (125)
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READ

Review Review the timeline from the beginning every day.

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

Read Chapter 10-11; p. 114-135

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key paragraph, pg. 123

“Perhaps, Jurgis thought, that this was intended to signify to Jurgis that this was his baby; that it was his and Ona’s, to care for all its life. Jurgis had never possessed anything nearly so interesting—a baby was, when you came to think about it, assuredly a marvelous possession. It would grow up to be a man, a human soul, with a personality all its own, a will of its own!” (p. 123)

EXTEND

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

This passage relates what an awesome responsibility having a child is. Jurgis, like many people didn’t consider the lifelong commitment children are. Do you think Jurgis and Ona were/are equipped to be parents? Do you think that they are prepared to meet the mental, physical, and spiritual needs of a child? Should people be able to meet a human minimum prior to having children?

Write 2-3 paragraph argument in which you state you introduce your knowledge on your claim. Why is your claim significant? Be organized, logical, give evidence to support your claim? Conclude by supporting your argument.

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

Character Based Literacy Program 40-Minute Lesson Plan

The Jungle, Day 9



Outcomes for today

W1. Write Arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns values, and possible biases.

W1c. Use words, phrases, and clauses as well as varied syntax to link the major selections of the text, create cohesion, and clarify the relationship between claim(s), and reasons, between reasons and evidence, and between claim(s) and counterclaims.

PREPARE

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



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

What are rickets?

Rickets is the softening and weakening of bones in children, usually because of an extreme and prolonged vitamin D deficiency. Vitamin D promotes the absorption of calcium and phosphorus from the gastrointestinal tract. A deficiency of vitamin D makes it difficult to maintain proper calcium and phosphorus levels in bones, which can cause rickets. If a vitamin D or calcium deficiency causes rickets, adding vitamin D or calcium to the diet generally corrects any resulting bone problems for your child. Rickets due to a genetic condition may require additional medications or other treatment. Some skeletal deformities caused by rickets may need corrective surgery. <http://www.mayoclinic.com/health/rickets/DS00813>

In today's reading the kids are suffering from rickets. This is a disease that would be easily cared for and solved but due to the lack of money and work the kids/family is all suffering from nutritional issues. In addition the food they are able to eat is not as fresh as they are used to.

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

obstinate (135)	scoundrels (140)	sentiment (140)	savants (149)	contrived (152)
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READ

Review Review the timeline from the beginning every day.

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

Read Chapter 12-13, p. 135-152

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key paragraph, pg. 142

"The particular bitterness of all this was that Jurgis saw so plainly the meaning of it. In the beginning he had been fresh and strong, and he had gotten a job the first day; but now he was second hand, a damaged article, so to speak, and they did not want him. They had got the best out of him,--they had worn him out, with their speeding -up and their carelessness, and not they had thrown him away!" (p. 142)

EXTEND

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

Jurgis had started his life in Packingtown so idealistic and positive. He was going to work and he was going to support his family. He only relied on his body. He never was in a position to have a plan B. He is now older, has been sick, and poor. He is and looked damaged. Now he has been thrown away. What do you think he should have done to prepare for this as a possible outcome? What do you think he should do now? Do you think there is a need to constantly learn, train, and better yourself to prepare for such an accident? (Think about professional athletes—what they do after they retire).

Write a 2-3 paragraph argument explaining the need for persons to be "cross trained" to be a variety of different things to lessen the fiscal and emotional impact in case a job or career is lost. How do you intend on preparing for your "back-up" plan. As you write develop your claim and your counter claim fairly. Include the strengths and limitations for each side of the argument. Give reasons and evidence to support your claims for each viewpoint.

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

Character Based Literacy Program 40-Minute Lesson Plan

The Jungle, Day 10



Outcomes for today

W1. Write Arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns values, and possible biases.

PREPARE

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



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

What are childhood diseases? How are many cared for now? Many childhood illnesses are bacterial infections many are viral. Most can be prevented with good hygiene and a healthy lifestyle. However, if a child gets certain illnesses at a young age and they are suffering with other illnesses or from malnutrition the disease (or even the common cold) can be fatal. Most childhood diseases are vaccinated for throughout childhood. In order to effectively vaccinate the majority of children need to have the same shots. Due to the influx of immigrants and parents opting out of certain vaccines many childhood diseases that were once considered “dead” have resurfaced. Visit the Center for Disease Control website—teacher resources for more

information. There is also a great student resource section.

In today's reading Antanas got the measles and was miserable. Ona was sick with a list of ailments. The family had limited access to health care and lived and worked in filthy locations. They were destined to get sick and struggle more than most.

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

insensibility (155)	misery (159)	consolations (160)	surmises (165)	vigil (166)
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READ

Review Review the timeline from the beginning every day.

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

Read Chapter 14-15, p.152-174

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key paragraph, p. 156

"They knew they were beaten; they had lost the game, they were swept aside. It was not less tragic because it was sordid, because that it had to do with wages and grocery bills and rents. They had dreamed of freedom; of a chance to look about them and learn something; to be decent and clean, to see their child grow up to be strong. And now it was all gone—it would never be! They had played the game and they had lost" (p. 156).

EXTEND

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

The family realizes that their opportunity did not turn out the way they had imagined it. Do you think that the dreamed they were chasing was based on reality? "*Come to America, the streets are paved in gold!*" Do you think they could have changed their outcome if they would have approached there move more logically? Based on the definition of change above—do you think they could have changed their outcome if they would have made plans to change their situation with a vision, plan, and effort?

Write one sentence in which you state your position on the family's ability to change their circumstances as defined above. Write a 2-3 paragraph argument in which you defend the opposite claim then the one you just stated. Be fair; give evidence that supports your

writing. Show a relationship between your claims and the evidence that supports them. Remember you are writing the opposite viewpoint.

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

Character Based Literacy Program 40-Minute Lesson Plan *The Jungle, Day 11*



Outcomes for today

W1. Write Arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

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W1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns values, and possible biases.

W1c. Use words, phrases, and clauses as well as varied syntax to link the major selections of the text, create cohesion, and clarify the relationship between claim(s), and reasons, between reasons and evidence, and between claim(s) and counterclaims.

PREPARE

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



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

What is the magistrate?

A magistrate is a civil officer charged with the administration of the law. A magistrate is a low-level judge or justice of the peace. Their role was to try minor criminal cases and conduct preliminary examinations of persons charged with crimes.

In today's reading Jurgis is arrested and booked for beating Ona's boss. He was met at his preliminary trial by the magistrate. He then determined the initial sentence.

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

gratification (175)	tyranny (176)	vaguely (179)	desolation (182)	devoured (183)
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READ

Review Review the timeline from the beginning every day.

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

Read Chapter 16; p. 175-184

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key paragraph, p. 175-176

“...he began to see beyond his momentary gratification; that he had nearly killed the boss who would not help Ona—not the horrors that she had borne, not the memory that would haunt her all her days. It would not feed her and her child; she would certainly lose her place, while he—what was to happen to him God only knew” (p. 175-176).

EXTEND

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

Everyone in this specific situation made horrible decisions. The boss chose to blackmail a poor employee so he could have “relations” with her. Ona’s supervisor chose to ignore the situation. Ona chose to not tell her family and try to keep everyone happy. Jurgis chose to go and beat a man. None of these characters acted in a responsible manner.

Write a 3-4 paragraph argument in which you choose one of the characters. Explain what their role in this situation was. Explain what action they should have taken based on the situation as it is presented. Why is this action significant? Supply evidence that supports your viewpoint from the text or experiences. Extrapolate how you think the outcome of the situation would/could have been if ONE person would have made a different choice?

Character Based Literacy Program 40-Minute Lesson Plan

The Jungle, Day 12



Outcomes for today

W1. Write Arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns values, and possible biases.

W1e. Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

What is justice? How are leaders supposed to be just?

Justice is the act of moral rightness or equality/equity. Just people conform to being morally right in their attitude and actions. They are right. In the court of law judges are charged to be fair and to hold people to the same standards and laws.

In today's reading Jurgis is charged. He did not know that Connor was politically connected. He also did not have a good lawyer or information. The ruling was based on Jurgis's word against Connor's. The judge didn't understand why Jurgis had no other recourse. So he ruled against him.

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

shirk (184)	annihilation (187)	inadequate (191)	perplexity (191)	quarrelsome (192)
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READ

Review Review the timeline from the beginning every day.

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

Read Chapter 17; p.184-195

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key paragraph, p. 186

"He seated himself on the floor with his back to the wall and his legs crossed, and went on talking easily; he soon put Jurgis on a friendly footing—he was evidently a man of the world, used to getting on, and not too proud to hold a conversation with a mere laboring man" (p. 186).

EXTEND

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

Jack is a small character in today's reading and despite the obvious flaws in his character has many positive traits. He was a real "human" to Jurgis. Do you think a man or woman can be a criminal and still be a positive person?

Write a reasoned and logical argument in which you support and condone the ability of criminals to be "good" people. Use as many details and examples as possible to support your point of view. Develop your claim fairly. Give evidence to support the strengths and limitations of both claims. Your paper should be 3-4 paragraphs. Conclude by supports your viewpoint on the argument.

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

Character Based Literacy Program 40-Minute Lesson Plan The Jungle, Day 13



Outcomes for today

W1. Write Arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns values, and possible biases.

W1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

PREPARE

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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 were labor camps in jail used as? Do you see a purpose for them today? (For discussion)

Labor camps were used for two primary purposes. It was a way to use convicts for labor—normally physically demanding work. This was supposed to discourage crime. The inmates were used to build roads, mines, or help with timber. Labor camps were also used as a way for the inmates to pay for their use of resources while in jail.

In today's reading Jurgis was supposed to be released from jail. Because he did not have enough money to pay for his jail stay he was given more time to work in a labor camp.

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

trudged (196)	diluted (198)	miseries (202)	bewilderment (204)	wince (205)
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READ

Review Review the timeline from the beginning every day.

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

Read Chapter 18; p. 196-207

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key paragraph, p. 203

"He and his family, helpless woman and children struggling to live, ignorant and defenseless and forlorn as they were—and he enemies that had been lurking for them, crouching upon their trail and thirsting for their blood!" (p. 203).

EXTEND

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

It is agreed that Jurgis and his family are victims on many levels. They were taken advantage of by the agent and lied to about the house. However, they still had a responsibility to investigate the situation and read all of the documents before they signed them.

They were overworked and underpaid. The employers did what they could to make a maximum profit for their investors. Do you think they should have investigated the wages and jobs before coming to a new country? Could they have immigrated to another area that was not overpopulated with immigrant labor and made better wages? Many of these issues are prevalent today. Think about the housing crisis of 2008 and the current jobless rates. What roles do individuals have to be responsible for their actions?

Write 2-3 paragraphs in which you explain with detail the role that the family played in their situation? Give a reasoned argument describing why buyers should be responsible for their own purchases and decisions. Be clear, concise, and objective. You can reference current events to support your claim.

Extend: To extend this writing trade your paper with another classmate who has the opposite claim. Write a rebuttal argument in which you give an opposing claim. Supply your reader with evidence. Be logical and organized as you write. Create a relationship between your partners writing and yours.

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

Character Based Literacy Program 40-Minute Lesson Plan

The Jungle, Day 14



Outcomes for today

W1. Write Arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

W1e. Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

Why is it important to help people in a trauma?

The primary victims in a traumatic situation are always cared for. However, family members and witnesses can also be traumatized. If those people do not get care they can become secondary victims—carrying around guilt, pain, and memories that may never leave them.

In our reading Jurgis and many of the family members are repeatedly traumatized. Whether it be a work injury, a family death, the loss of their home they are forever being beaten by the system. Because of the time period there were no resources to help them deal with the mental and emotional stress of the traumatic events. They were and are never able to move fully past them. Consequently, they continue to make the same mistakes and become victimized by the system.

In today's reading the midwife is unable to help Ona. The baby died and Ona is close to death. Instead of coming down and speaking to Jurgis with compassion she berates him and then asks for more money. Jurgis is left to have Ona die in his arms and is given little support.

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

melancholy (210)	catastrophe (211)	proprietor (213)	annihilation (216)	siege (222)
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READ

Review Review the timeline from the beginning every day.

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

Read Chapter 19-20, p. 207-229

Today is a long reading assignment. Feel free to break it in sections to meet the needs of your students.

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key paragraph, p. 220

"She said not a word of reproach—she and Marija had chosen that course before; she would only plead with him, here by the corps of his dead wife. Already Elzbieta had choked down her tears, grief being crowded out of her soul by fear. She had to bury one of her children—but then she had done it three times before, and each time risen up and gone back to take up the battle for the rest. Elzbieta was one of the primitive creatures: like the angleworm, which goes on living though cut in half; like a hen, which, deprived of her chickens one by one, will mother the last that is left her. She did this because of her nature—she asked no questions about the justice of it, nor the worthiness of life in which destruction and death ran riot" (p. 220).

EXTEND

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

The description of Elzbieta is very telling. She has lost a tremendous amount and buried three children. She never complains she focuses on those who are left and does her best to continue to survive and continue to help the others survive. She is a silent warrior.

Write 1 descriptive paragraph about Elzbieta's character. Use the information from today's reading and other facts you have learned about her.

Write a 2-3 paragraph argument in which you analyze her ability to trudge forward after tragedy, is that sign of responsibility? Give details to support your reasons and the counterclaim, why are each significant? Be organized, logical, and sequential.

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

Character Based Literacy Program 40-Minute Lesson Plan

The Jungle, Day 15



Outcomes for today

W1. Write Arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

W1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns values, and possible biases.

W1e. Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

What is a settlement worker?

A settlement worker works with underprivileged people in a settlement house. A settlement house would be the equivalent to a modern day homeless shelter or transitional housing for the

homeless. The workers main goal and objective was to help the worker find employment and learn to better save and budget in order to find housing.

In today's reading the family meets a settlement worker. Tete Elzbieta tells her the family's story and tells of all of their struggles. The settlement worker tells Jurgis where to go and find a job. Working on the other side of town in a steel plant.

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

perpetual (231)	catechism (233)	appalled (235)	purgatory (236)	shanties (247)
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READ

Review Review the timeline from the beginning every day.

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

Read Chapter 21-22; p. 229-252

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key paragraph, p. 238

"He would sit down and listen and stare at him and give vent to delighted exclamations—"Palauk! Muma! Tu mano szirdele!" The little fellow was now really the one delight that Jurgis had in the world—his one hope, his one victory. Thank God, Antanas was a boy!" (p. 238)

EXTEND

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

Antanas is described as Jurgis's one hope and victory. His son is his hope and dream for the future. What do you consider your victory? Why is it important to have a victory?

Write 1 paragraph in which you describe your best victory. In another paragraph write an argument in which you defend the need to have one victory to hold on to. Give evidence from the text and experiences that support your logic and reasoning. Make sure you close with a strong statement that supports your claim.

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

Character Based Literacy Program 40-Minute Lesson Plan

The Jungle, Day 16



Outcomes for today

W1. Write Arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

W1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns values, and possible biases.

W1e. Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

What is a squatter?

A squatter is a person who occupies a home or land without property rights or title. Jurgis is homeless once again. In today's reading he is forced to squat wherever he can find space. It is winter again and freezing. He finds space under stairs and in doorways.

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

deluded (252)	scandal (255)	diabolical (259)	subjugation (264)	livery (269)
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READ

Review Review the timeline from the beginning every day.

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

Read Chapter 23-24; p. 252-277

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key paragraph, p. 261

“They were trying to save their souls—and who but a fool could fail to see that all that was the matter with their souls was that they had not been able to get a decent existence for their bodies” (p. 261).

EXTEND

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

Jurgis’s view of their situation was pretty simple. His soul was fine. It could be saved but because he was being denied his basic needs to survive he struggled. Do you think that Jurgis’s would be better off if he had his basic needs met? Do you think it is possible for a person to worry about their spiritual needs and existence if they don’t get enough to eat?

Do you agree or disagree with this statement, “People have to have their basic needs met before they can move on to help others and themselves.” Write a 3-4 paragraph argument to in which you state your viewpoint giving evidence to support your claim and the counterclaim fairly, giving evidence for both. What are the strengths and limitations only focusing on only one need at a time for Jurgis? Close with a strong statement that supports your claim. Use this as an opportunity to call people to action to meet the basic needs of the people of Packingtown.

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

Character Based Literacy Program 40-Minute Lesson Plan

The Jungle, Day 17



Outcomes for today

W1. Write Arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns values, and possible biases.

W1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W1e. Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

What is a “Unionist”?

A unionist is an advocate or supporter of unions or unionism. Many unionists are members of the union but they do not have to be . . . they just have to support the belief system of unions.

In today's reading Jurgis becomes a union member and supporter once again. Since he has partnered with Jack most of his work and support of the unions is illegal. His role is to help buy votes and to stuff the ballot boxes.

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

impregnable (277)	resolution (278)	reigned (279)	yarn (283)	stifled (285)
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READ

Review Review the timeline from the beginning every day.

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

Read Chapter 25; p. 277-300

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key paragraph, p. 290

"...strange as it may seem, he did a great deal less drinking than he had as a working-man. He had not the same provocations of exhaustion and hopelessness; he had now something to work for, to struggle for. He soon found that is he kept his wits about him, he would come upon new opportunities" (p. 290)...

EXTEND

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

Jurgis has learned that he can be more successful when he has a purpose. He has found a cause that gives him value. He is part of something. Why is it important to be part of something bigger than yourself?

Explain why being a contributing member (of something) is important. Give examples that support your opinion—either from the text or your life. Write 1-2 paragraphs that give support to your thesis. Be logical in your writing. In another 1-2 paragraphs share with the reader the opposing viewpoint based on the text. What can happen if you are not part of something bigger than yourself?

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

Character Based Literacy Program 40-Minute Lesson Plan

The Jungle, Day 18



Outcomes for today

W1. Write Arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

W1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W1e. Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

What was the cause and result of the “beef strike”?

The causes of the beef strike were mainly labor disputes. The working conditions of the packing were deplorable and pay was extremely low. The workers had no rights because there were more starving people in the streets willing to take work at a lower wage. In addition there were many trust issues. The meat packers had control of the railroads, beef and meet trade, and also many other industries that were related to the field.

Once the beef strike happened the companies brought in more labor from other areas of the country. There was a new wave of poor in the area due to the increased population and a shortage of jobs. The strike also resulted in anti-trust laws being established and many of the companies being broken up. In today’s reading Jurgis could not find work due to the strike and was encouraged to cross the picket line and make the most money he possibly could while the strike was occurring.

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

negotiations (301)	dumbfounded (303)	cynically (305)	transit (308)	arbitration (309)
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READ

Review Review the timeline from the beginning every day.

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

Read Chapter 26; p. 300-319

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key paragraph, p. 310

"We all go back or none of us do!" cried a hundred voices. And the other shook his fist at them, and shouted, "You went out of here like cattle, and like cattle you'll come back!" (p. 310)

EXTEND

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

There is anger between the two sides of the strike. The union leaders expect all of the workers to be reemployed. The packinghouse is angered that hundreds of works "stampeded" out. Do you think that the majority of workers know what the strike is really about? Do you think they know the details of the negotiations? Or do you think they are acting as followers? How can a mob mentality affect the outcome of the negotiations? Why does the union want all of the members to act and not question what is happening? Why is it imperative to know the facts before you act with others?

Write 2-3 paragraphs in which you evaluate both sides of the strike based on evidence you gather from the text. In your final paragraph state which side you agree or disagree with. Give facts from the reading. Try to convince your reader that your side is correct based on evidence and reason.

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

Character Based Literacy Program 40-Minute Lesson Plan

The Jungle, Day 19



Outcomes for today

W1. Write Arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

W1e. Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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



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

What is an economic crisis?

An economic crisis is considered a depression or long-term economic state characterized by long-term unemployment and low prices and low levels of trade and investment. Jurgis is once again out of work. As he gets older it is harder for him to find a job. He is competing against those who can go faster than he can. Marija has resorted to prostitution in order to get buy and help the family. This period of time in America's history is considered a major economic crisis—brought on by global issues and wars and natural disasters.

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

impunity (319)	orator (324)	vexation (325)	decency (330)	ignorant (332)
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READ

Review Review the timeline from the beginning every day.

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

Read Chapter 27; p. 319-335

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key paragraph, p. 319

"Poor Jurgis was now an outcast and a tramp once more. He was crippled—he was literally crippled as any wild animal which lost its claws, or been torn out of its shell. He had been shorn, at one cut, of all those mysterious weapons whereby he had been able to make a living easily and to escape the consequences of his actions. He could no longer command a job when he wanted it; he could no longer seal with immunity—he must take chances with the common herd" (p. 319).

EXTEND

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

Jurgis has been protected for so long. He has spent much of his time breaking the law or at least bending it to fit his needs. Instead of building relationships he has burnt bridges. He no longer has a support system. He is once again alone and poor. Jurgis continues to make poor decisions and never really come up with a concrete plan. He is happy "getting by". However, he also wants to be taken care of and have his needs met. Can you have both? Is there a point in time where you have to become a contributing member of a community before you can take from it? What do you think is a leader's role in a community? What are the roles of community members? Should there only be one leader?

Write a 2-3 paragraph paper in which you define the role of a community leader and a community member. Explain how a leader should lead and if there should only be one?

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

Character Based Literacy Program 40-Minute Lesson Plan *The Jungle, Day 20*



Outcomes for today

W1. Write Arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

W1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns values, and possible biases.

W1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create

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cohesion, and clarify the relationship between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W1e. Provide a concluding statement or section that follows from and supports the argument presented.

W7. Conduct short as well as more sustained research projects to answer a questions (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesis multiple sources on the subject, demonstrating understanding of the subject under investigation.

PREPARE

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



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

What is suffering and what does it mean to suffer?

To suffer means to be subject o or experience something bad or unpleasant. There are many forms that suffering takes on. One can suffer from a disease or illness. Ones living conditions could be horrible. One can suffer from loss of loved ones. Whatever form suffering takes it is extremely personal. Suffering can last for a great length of time or can be short. One can grow up suffering and could rise above it. Suffering has not walls or barriers. People from all economic groups and races are made to suffer for any number of reasons.

In today's reading Marija and Jurgis talk after they were arrested. Marija tells Jurgis about her life. He doesn't understand why she is willing to suffer. She tries to explain that her suffering as a prostitute and addict is better now than it was when they were poor. She also feels that she is able to provide money to Tete Elzbieta and the kids are able to go to school so it is worth it for her.

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

insensible (337)	somberly (338)	tenement (339)	gaunt (343)	parish (345)
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READ

Review Review the timeline from the beginning every day.

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

Read Chapter 28; p. 335-351

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why

- decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key paragraph, p. 345

“I have known what it is to dare and to aspire, to dream mighty dreams and to see them perish—to see all the fair flowers of my spirit trampled into the mire by the wild beast powers of life” (p. 345).

EXTEND

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

The speaker is trying to relate his life experience to that of the members of the audience. He talks about his dreams and how they have perished. He talks about his spirit being trampled. Is there any guarantee that your dreams are supposed to be fulfilled by society? Is there a point in time in which you have to work, work, and work a little more in order to have your dreams come true? Or are dreams, just that, dreams. Does it mean you are not successful if your dreams don’t work out the way you want them too? Does a society owe you?

Define the following terms dream, change (as listed above), and “social justice”.
Write a paragraph in which you introduce the three concepts above. How are they related and interdependent on one another?

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

Character Based Literacy Program 40-Minute Lesson Plan

The Jungle, Day 21



Outcomes for today

W1. Write Arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

W1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns values, and possible biases.

W1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W1e. Provide a concluding statement or section that follows from and supports the argument presented.

W7. Conduct short as well as more sustained research projects to answer a questions (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesis multiple sources on the subject, demonstrating understanding of the subject under investigation.

PREPARE

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



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

What is the “Marseillaise”?

Marseillaise is the national anthem in France. The name of the song was originally Chant de guerre pour l'Armée du Rhin ("War Song for the Army of the Rhine"). It was written and composed by [Claude Joseph Rouget de Lisle](#) in 1792 and adopted in 1795 as the nation's first anthem. It is also the first example of the "European march" anthemic style. Since being adopted as France's national anthem, the evocative lyrics and instantly recognizable tune of La Marseillaise have led to its use as a revolutionary anthem as well as to the inspiration of many pieces of classical music and popular culture.

In today's reading the song is referenced. The overall theme or representation of the song is about resistance to tyranny. Since the socialist movement and Jurgis's new beliefs are focused on revolting against the America Democracy the song is referenced.

http://www.absoluteastronomy.com/topics/La_Marseillaise

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

preposterous (354)	seize (357)	principle (359)	essence (359)	ferocity (361)
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READ

Review Review the timeline from the beginning every day.

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

Read Chapter 29; p. 352-362

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key paragraph, p. 352

"He would be a man, with a will and a purpose; he would have something to fight for, something to die for, if need be! Here were men how would show him and help him; and he would have friends and allies, he would dwell in the sight of justice, and walk arm in arm with power" (p. 352).

EXTEND

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

Jurgis is able to stand up and be a man. He has something he believes in. Do you think he had a similar passion when he was married or when he immigrated. Do you think his fate would have been different if he was filled with the same sort of passion?

Describe in 2-3 paragraphs how you think Jurgis's fate would have been different if he put the same sort of passion and energy into everything that they stumbled on, his marriage, investigating their home, investigating the wages and cost of living prior to leaving.

In addition, start research for your final writing product:

Research social movements of the 19th and 20th century. Some examples are: YMCA, suffrage, farm worker's rights, civil rights. List 5-7 ideas or things your movement responded to and what change occurred as a result of that movement. What tactics did they use to gain support? Was it effective or not?

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

Character Based Literacy Program 40-Minute Lesson Plan

The Jungle, Day 22



Outcomes for today

W1. Write Arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

W1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns values, and possible biases.

W1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W1e. Provide a concluding statement or section that follows from and supports the argument presented.

W7. Conduct short as well as more sustained research projects to answer a questions (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesis multiple sources on the subject, demonstrating understanding of the subject under investigation.

PREPARE

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



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

What is “Appeal to Reason”?

“*Appeal to Reason*” was funded and founded in 1897 by Julius Wayland. This was a socialist journal that was a mixture of articles and extracts from books. Many of the authors were radical or considered radical for their time. Upton Sinclair originally had *The Jungle* Published in the Appeal to Reason.

In today's reading Jurgis is given a job working for a major socialist. He finds himself interacting with socialist on a daily basis giving him more opportunities to learn about the system. Jurgis takes this time to start reading and *Appeal to Reason* is one of the works he uses to learn from.

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

impervious (362)	convert (363)	crony (366)	acute (367)	obliged (370)
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READ

Review Review the timeline from the beginning every day.

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

Read Chapter 30; p. 362-377

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key Passage, pg. 370

"Some of them drank and some of them swore, and some of them ate pie with their knives; there was only one difference between them and all of the rest of the populace—that they were men with a hope, with a cause to fight for and suffer for" (p. 370).

EXTEND

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

Jurgis is convinced that the men of the socialist party are the only men with hope and who are willing to fight for. Based on your experiences do you think that is fact?

Using the social change movement you chose yesterday. Write 2-3 paragraphs in which you discuss your beliefs on the issue, why is it important to you. Argue that the movement was a value to society. Include the counterclaims. Using reason and logic support each side of the argument with facts.

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

Character Based Literacy Program 40-Minute Lesson Plan

The Jungle, Day 23



Outcomes for today

W1. Write Arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

W1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each

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while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns values, and possible biases.

W1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W1e. Provide a concluding statement or section that follows from and supports the argument presented.

W7. Conduct short as well as more sustained research projects to answer a questions (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesis multiple sources on the subject, demonstrating understanding of the subject under investigation.

PREPARE

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



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

What is socialism?

Socialism is a theory or system of social organization that advocates the vesting of the ownership and control of the means of production and distribution, of capital, land, etc., in the community as a whole. Meaning everything and everyone should be equal. In additional all elements of a community or society would be states owned. Production, services, housing etc.

In today's reading Jurgis finds that he has found something he can believe in and that speaks to him. He is doing everything in his power to convince others that socialism is the way and it should be supported. He attends rallies and spends as much time learning about the system as possible.

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

solace (378)	evangelist (379)	doctrine (383)	anarchist (384)	orator (395)
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READ

Review Review the timeline from the beginning every day.

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

Read Chapter 31; p. 377-396

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

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

EXPLORE

Analyze Analyze the key paragraph.

Key paragraph, p. 390

“I live on the same earth as the majority, I wear the same shoes and sleep in the same kind of bed; but I do not think the same thoughts, and I do not wish to pay for such thinkers as the majority selects. I wish such things to be left free effort, as at present” (p. 390).

EXTEND

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

The author in this discussion has a strong viewpoint on the ability to have free thoughts. He feels that as a movement socialism controls the thoughts for the majority and the majority has to view things the same way. He feels that although he is similar to the majority of people his thoughts are different and independent and he values that freedom. He goes on to state that if people want to listen to a certain preacher they are free to do so . . . but he has the freedom to choose not to. This is a main difference between capitalism and socialism. Think about the novel and the characters you have met. Would you be willing to relinquish your intellectual property to the majority? Would you be willing to have someone else dictate your thoughts?

Write 2-3 paragraphs in which you explain if you would be willing to give up your ability to think and create (your dreams and ability to change). Explain using examples from the novel to support your opinion.

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

Character Based Literacy Program 40-Minute Lesson Plan

The Jungle, Day 24



Outcomes for today

W1. Write Arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

W1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns values, and possible biases.

W1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W1e. Provide a concluding statement or section that follows from and supports the argument presented.

W7. Conduct short as well as more sustained research projects to answer a questions (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesis multiple sources on the subject, demonstrating understanding of the subject under investigation.

PREPARE

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



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

Research the terms, dream, change, and “social justice.”

Research social justice movements of the 19th and 20th century.

You can explore movements like the YMCA or social change movements like the fight for civil rights, woman’s rights, or the farm workers struggle.

Write a 5-7 paragraph paper in which you define social justice, dream, and change.

Choose one social justice movement that you feel was successful.

Explain what the movement was and argue what factors made it successful.

Argue why you feel that movement was or is a valuable change for our history.

Close by revisiting the terms; dream, change, and social justice, argue how the interdependency of those ideas have changed society for the positive and negative.

You will be researching and writing over a five day period day 21-25 of the lesson plan.

Day 21

Define the following terms dream, change (as listed above), and social justice.

Write a paragraph in which you introduce the three concepts above. How are they related and interdependent on one another?

Day 22

Research social movements of the 19th and 20th century. Some examples are: *YMCA*, *suffrage*, *farm worker’s rights*, *civil rights*. List 5-7 ideas or things your movement responded to and what change occurred as a result of that movement. What tactics did they use to gain support? Were they effective or not? Why?

Day 23

Using the Social Movement you chose to research.

Write 2-3 paragraphs in which you discuss your beliefs on the issue, why is it important to you. Argue that the movement was a value to society. Include the counterclaims. Using reason and logic support each side of the argument with facts.

Day 24-25: You were asked to define the terms, dream, change, and social justice. Can community change come with or without one of those terms or ideas? How does a dream, turn into change, and how can that change become social justice? Would you be willing to give up your ability to think and create (dream and change)? In your closing relate the above terms/idea’s to the change that you chose to write about.

Take your writing over the past five days. You will need to build on each day for your final writing product.

Use your opening paragraph from day one introduce your social change topic.

Put the research and facts you gathered in logical paragraph form. Include the tactics the leaders used and if they were effective.

Using the paragraph(s) from day three, argue if this movement was a benefit or detriment to society.

Re-introduce your topic and the relevance of dreams, change, and social justice.

As you write make sure you have clear and concise introductions and transitions between paragraphs and topics. Make sure your paper is well organized and concise. Use a peer to edit and revise as needed.