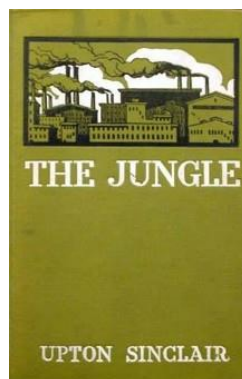


The Jungle

Lesson Plan



ISBN-10 0486419231

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Author Sinclair, Upton

Publisher Dover Publications

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Genre Political Fiction

Synopsis The Jungle by Upton Sinclair is a novel that unveils the corruption and bad practices of the meatpacking industry during the early 20th century.

Themes Capitalism, Environment

Protagonist Young Male

Note Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

More Information www.scu.edu/character



Character Based Literacy Program Lesson Plan

The Jungle, Introduction



Outcomes for today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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

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):

Map

Have students follow the story based on local maps of each region.
 Map Lithuania prior to the 1900's to follow Jurgis in his home country.
 Map United States once the family arrives in America.
 Locate a map of Packingtown and follow the family while they were there.
 Map Jurgis as he traveled as a hobo.

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 24)

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 21-24 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: 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

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

Author Cube

Use the information provided to cube the author's biography. You can use the information obtained to write a biographical sketch of Upton Sinclair.

Setting Chart

Use the information provided to start filling out a setting chart be sure to include the significance or result of the novel. You can use this information to write a historical impact statement about the novel.

10c12 Cubing Biography

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

1g6 Setting Chart

Where	When
Time	Significance

Character Based Literacy Program Lesson Plan

The Jungle, Day 1



Outcomes for today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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

What 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.

2. 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

3. Review

Review the timeline from the beginning every day.

4. Read

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

Read p. 1-23

RESPOND

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

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

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

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

Map

Have students follow the story based on local maps of each region. Map Lithuania prior to the 1900's to follow Jurgis in his home country.

Change "T" Chart:

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

Create a Change "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 positive change.

EXPLORE

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

Open Mind Portrait

Materials:

- Open Mind Portrait diagram (next page).
- Large piece of stiff paper, like 11x17 oak tag
- Paper for bubbles with scissors and glue sticks
- Pencils, pens, crayons, markers
- Construction or tissue paper, scissors and glue sticks if desired

Step One: Create a large head shot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.

3. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

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

1. Cut cartoon bubbles out.
2. What do you think Esperanza is thinking and feeling as she hears the sound of the earth? Spends time with her father? Learns of his death? Add 3-5 things Esperanza thinks, or says to herself, on each bubble.
3. Put the bubbles up around the portrait.
4. Keep the portrait in your folder. You will add to the portrait later.

Choose a character and create an OMP. What is that character thinking and feeling during the wedding and reception. We suggest you choose: Jurgis, Marija, or Ona. What are they thinking and feeling? Add 5-7 thoughts to their OMP.

Sketch

Using the description of Tamoszius Kuszleika on page 5-6 sketch the band leader.

OR

Use the description on page 2 sketch a picture of Ona on her wedding day.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Ona is married. She is a child, just sixteen. Based on the description on page 2 she is overwhelmed. What factors of her marriage are overwhelming to her? What is marriage? What do you consider are the 3 most important responsibilities of marriage?
2. *"There was no place for the babies to be, and so part of the preparations for the evening consisted of a collection of cribs and carriages in one corner. In these babies slept three or four together, or wakened together, as the case may be."* Page 3. What does this tell you about the circumstances of the wedding guests?
3. Teta Elizabeth and Marija make sure that the ceremony and reception follow the traditions of their homeland in Lithuania. What are your family traditions at a celebration?
4. Tamoszius Kuszleika is described as an "inspired man", page 6. What does this phrase mean? What is inspiration? What inspires you?
5. Why is it acceptable for anyone to attend the ceremony? What could the family have done to prevent this issue? How do the cultural differences of home traditions conflict with the new ways of the new land? Should there be a responsibility to the "old ways"

- or should traditions evolve? How do you balance old with new?
6. Jurgis responds to all problems by saying, “I will work harder”. Ona is thrilled to have a husband who will care for her and solve problems. What kind of future does this couple have based on this relationship? Can a relationship, marriage, or friendship survive if the responsibilities lay on one person? What does it take to have a successful relationship with another?

9. 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

10. 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.

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

Character Based Literacy Program Lesson Plan

The Jungle, Day 2



Outcomes for today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

1. Background



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

What does 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.

2. 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

3. Review

Review the timeline from the beginning every day.

4. Read

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

Read Chapter 2 p. 23-34

RESPOND

5. Timeline

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

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

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

6. Map

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

Map

Map in the United States where the family arrives in America.

EXPLORE

7. Activity

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

Open Mind Portrait

Add to your OMP of Jurgis. What do you think he is thinking and feeling? What do you think his version of the American Dream was?

Sketch

Using the description on page 28-29, sketch what the family saw when they visited/toured the stockyards.

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. Jurgis has much faith in himself and his body. He thinks he is invincible, what issues do you foresee can hinder him and is attitude?
2. How did Ona and Jurgis come to marry? Why wouldn't Ona leave her family? Do you

- think they would have been able to be successful in Lithuania if they would have been able to start their life together without additional family members? What kind of pressure does this arrangement place on Jurgis?
3. What was the main difference between Jurgis and Ona?
 4. The family was chasing the American Dream. What is the “dream”? Would you move your family to a new country based on what you have “heard”? What could the family have done to better prepare for their journey? What would you have done to prepare for a similar journey?

9. 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

10. 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.

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

Character Based Literacy Program Lesson Plan

The Jungle, Day 3



Outcomes for today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

1. Background



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.

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.

2. 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

3. Review

Review the timeline from the beginning every day.

4. Read

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

Read Chapter 3 p. 34-47

RESPOND

5. Timeline

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

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

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

6. Map

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

Map

Have students follow the story based on local maps of each region.

EXPLORE

7. Activity

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

Web of Industry

Re-read pages 45-47 using the description create a web of the Packingtown Industry. Show how all of the companies are inter-related and dependent.

Once complete write 1 paragraph in support or opposition of the companies that created this model. Give details.

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. Why was it important for Jurgis to find work with no assistance?
2. "Had he not just gotten a job, and become a sharer in all this activity, a cog in this marvelous machine?" page 36 Jurgis is thrilled to have a job and to be employed in this "machine". What does it mean for him to be a cog in the machine? Would the owners of the companies have more profits if all of their employees had the same type of ownership that Jurgis has?
3. Page 40, the author describes the pigs going to slaughter. He says, "The hogs, they were so innocent, they came so very trustingly; and they were so very human in their

- protests—and so perfectly within their rights! “ If animals are bread for a certain purpose—to be food do they have rights?
4. A change occurred in America as a result of industrialization—can you feed mass amounts of people without a huge labor force? Is there any way to preserve the quality of food that is going to be packed and shipped to other markets? Without detriment to the integrity of the product? Explain?
 5. On page 40 the author humanizes the hogs. Do you think that the writing would be as effective if he did not? Explain? *The author asks, “Who would take the hog into his arms and reward him for a job well done, and show him the meaning of his sacrifices? Page 41. After this statement Jurgis replies, “I am glad I am not a hog.” Replace the word hog for man. Do you think that industry has a responsibility to its workforce? Why or why not?*
 6. From the waste products of the beef and the hogs Durham makes, fertilizer, combs, buttons, pipes, hairpins, glue, gelatin, oils, strings, etc. the author makes this arrangement look like greed. It could also be considered a great business model and plan, and environmentally sound to waste the least amount possible. Do you think this is a sound business plan or plain greed? Defend your position.
 7. Out of the above industries won’t Durham employ even more people? What is the cost of increased production versus the human sacrifice?

9. 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

10. 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.

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

Character Based Literacy Program Lesson Plan

The Jungle, Day 4



Outcomes for today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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

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.

2. 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

3. Review

Review the timeline from the beginning every day.

4. Read

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

Read Chapter 4 p. 47-60

RESPOND

5. Timeline

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

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

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

6. Map

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

Map

Locate a map of Packingtown and follow the family while they were there.

EXPLORE

7. Activity

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

Sketch

Using the description on page 54-55 of the "new" home sketch a picture of it.

Open Mind Portrait

Create an OMP of either Teta Elizabeth or Ona. What do you think they are thinking and feeling as they proceed in the purchase of their new home? Add 5-7 thoughts.

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. What was Jurgis's actual job? Why was he thrilled with the opportunity? What does his attitude about his work say about his character? Why is it important to see positives in negative situations?
2. Jurgis decided that One, Teta Elizabeth, and the kids should stay home. Do you think he made a wise decision? If you were new to a country or location would you limit your resources or take every opportunity possible until you are able to re-assess your situation?
3. Jurgis wants the children to go to school. Why is that an important priority? How will education help the family in the future? How could better education have helped them

- in their current situation? What is the difference between formal and informal education? Which kind does Jurgis need more of right now? Why is it important to Jurgis that the children have skills?
4. Jurgis is told by many that Dede was too old to be employed. What qualities are the employers looking for? How does age factor into the employers decisions?
 5. What is the value of owning property? Create a list of the pros and con's of owning versus renting property?
 6. The family decides they want to inquire about purchasing property. What do you think they should do to avoid being taken advantage of? If you were going to make a large purchase what would you do to protect yourself?
 7. What did the family "see" when they visited the home? What inhibited them from "seeing" the home clearly? What is their responsibility when looking at it and arranging the agreement? Do you think they full-filled their responsibility to themselves to prevent becoming a victim?
 8. Why didn't the family refuse to sign the papers? What would you have done?

9. 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

10. 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.

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

Character Based Literacy Program Lesson Plan

The Jungle, Day 5



Outcomes for today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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

What is 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.

2. 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

3. Review

Review the timeline from the beginning every day.

4. Read

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

Read Chapter 5-6; p. 60-83

RESPOND

5. Timeline

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

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

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

6. Map

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

Map

Map Jurgis as he traveled as a hobo.

EXPLORE

7. Activity

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

Job Wanted

Pretend you are Dede and are looking for a job. You are older (approximately 40). Create a job wanted poster or post. Highlight your job skills and benefits that an "older" person can bring to the job. Be specific and creative. Make Durham want to hire you. What skills do some youth lack that only age and maturity can evolve?

Write 1 paragraph that details the need for an age and gender balanced workplace.

Open Mind Portrait

Add to your OMP of Jurgis, Ona, or Teta Elizabeth. What do you think they are thinking and feeling as they learn more about their home, the money they need to pay on it, and the need for Ona to get a job? Add 5-7 new thoughts to your OMP.

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. On page 61 the process of advertising is detailed. How do you think the immigrant population is preyed upon by advertisements? What responsibilities do businesses have when they advertise? What responsibilities do consumers have when they purchase products?

2. What are the benefits of “buying on time”? Why has our society gone away from this concept?
3. Jurgis has had his first experience with unions. He thinks that his only right is to have a job. They others feel like they should have workplace rights. During this time in history and based on what you have read so far, do you see the need for unions? What are the pros and con’s of unions? Based on the laws and workplace standards we have today, do you think that unions are still relevant today? Explain?
4. In order for Jurgis to be represented by a union he has to pay dues, when he and his family can barely survive. Do you think it is fair to have to give money to be represented? Do you think employees should be forced to pay union dues? What if you do not support or believe in the same ideas that the union does? Should you still have to give a portion of your paycheck? How does apply in today’s marketplace.
5. Many of the departments use competition between their employees to boost productivity. Is competition good? What factors need to be in place to make competition effective?
6. Teta Elizabeth does not support the union of Ona and Jurgis because they initially do not have the money for a traditional feast. Should traditions go by the way-side in order to use the money for everyday living? Should the couple borrow or do their best to re-create or create new traditions?
7. Teta Elizabeth is described as being a “lady”. What are the qualities of a lady?
8. The family learns the history of the house they purchased. What responsibility did they have to ensure the purchase they made was sound?
9. Page 76, describes the waves of immigrants that had traveled through Packingtown. How does the importing of cheap labor drive down labor cost for everyone else? What happens to the labor force that was already in existence? Is this a revolving issue?
10. When the family learned that they had made a poor decision with their home and that their income was not going to allow them to save why did they stay? Why not venture to a new city where wages were higher?

9. 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

10. 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 giveith, 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.

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

Character Based Literacy Program Lesson Plan

The Jungle, Day 6



Outcomes for today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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

What 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.

2. 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

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

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

Read Chapter 7; p. 83-95

RESPOND

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

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

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

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

EXPLORE

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

Open Mind Portrait

Add to your OMP of Jurgis and Ona. What do you think they were thinking and feeling. Add 5-7 thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Prior to moving to a new city, state, or country would you investigate the weather and climate? Did the family set themselves up to fail due to a lack of information? What should they have done?
2. Jurgis wants to protect Ona from the world. Why is he compelled to try to shelter her? Even though she is young do you think she is capable of surviving if she is given the opportunity? Explain?
3. Little Stanislovas was sent to work. Do you think he was paid fairly for his work? How could he have contributed to the family without working at the factory? What is your contribution to your family?
4. While working in the factories how do they keep warm? What are their options?

9. 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

10. 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.

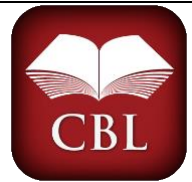
How does the influx of cheap labor affect pay? Because people were desperate to work what is the best way to change the labor conditions?

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.

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

Character Based Literacy Program Lesson Plan

The Jungle, Day 7



Outcomes for today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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

What 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.

2. 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

3. Review

Review the timeline from the beginning every day.

4. Read

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

Read Chapter 8-9; p. 95-115

RESPOND

5. Timeline

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

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

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

6. Map

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

EXPLORE

7. Activity

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

Free Country Collage

Jurgis learns what it means to live in a free country. Create a collage that depicts the freedoms you enjoy.

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. What types of entertainment were available for the people of Packingtown? What forms of entertainment were available during this era?
2. Why did Marija insist on helping the family instead of saving her money for her wedding? Why doesn't she plan for a "rainy day"? What is your plan for a rainy day?
3. The men were fighting for their rights. What does that phrase mean? Is it always effective to fight as a group? Or as an individual? Should you have to pay money to have someone represent your rights?
4. What does it mean to live in a "free country"?
5. The workers and men were described as being in or speaking in "earnest" at their meetings. What does that phrase mean? How does it apply to Jurgis?
6. Jurgis decides to learn English. Why is it important for an immigrant to learn the native language?
7. The unions participate in ballot stuffing in order to elect representatives that will support them. Do you think this practice is still in effect today? What should be required in order to vote?
8. Page 110, Jurgis continues to hear various different rumors about the packing plants and their quality. Do you think all of the stories are true? Could some of them be fabricated in order to cause tension?
9. The author describes the process of packing the canned meats. List 5-6 reasons to try and buy local or eat as much fresh meat and produce as possible.

9. 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 they were paid by the United States Government to certify that all the diseased meat was kept in the state" (p. 109).

EXTEND

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

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

Character Based Literacy Program Lesson Plan

The Jungle, Day 8



Outcomes for today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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

What 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.

2. 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

3. Review

Review the timeline from the beginning every day.

4. Read

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

Read Chapter 10-11; p. 114-135

RESPOND

5. Timeline

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

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

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

6. Map

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

EXPLORE

7. Activity

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

Setting Chart

Create a setting chart that depicts the changes that occur in today's reading. You can use it to summarize today's reading.

Open Mind Portrait

Add to your OMP for Jurgis. He had a child and also got hurt. What do you think he is thinking and feeling? Add 5-7 new thoughts.

Add to your OMP of Ona. She has had a child and is able to pay people back. However, Jurgis got hurt. What do you think she is thinking and feeling? Add 5-7 new thoughts to your OMP.

Add to your OMP of Marija. She has lost her job, got a new one, and then witnessed a run on the bank. What do you think she is thinking and feeling. Add 5-7 new thoughts to your OMP.

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. *"They would no sooner escape, as by a miracle, from one difficulty, than a new one would come into view. In addition to all their physical hardships, there was this, a constant strain upon their minds; there were harried all day and nearly all night by worry and fear" (p. 114).* Which do you think is worse the physical hardships or the

- mental strain? When you are in a stressful situation how do you care for your mind and body?
2. They family learned they had to pay insurance on their home. This was new information that they were not aware of. All of the costs were in the paperwork they signed. Whose responsibility is it to know all of the costs as it relates to a purchase? Do you think they were victimized or made a poor decision? Explain your point of view?
 3. If you were the family and you realized you were on the brink of financial ruin, and there was no real hope of getting ahead would you stay where you were at or take a risk and move somewhere else? What alternatives do they have?
 4. Marija was being cheated by her bosses. She was not being paid for the work she completed. She was fired and it took her weeks to get a job. If the union was suppose to help her and represent her—why didn't they? Why was she left to fend for herself?
 5. Jurgis and Ona are pregnant and have a child when they are barely able to feed themselves. Why would they decide to have a child when they can barely care for themselves? Do you think they are acting responsibly?
 6. The workers are ready to strike and the company is bringing in strike breakers. Do you think is ethical to cross a picket line? Explain?
 7. Jurgis sprains his ankle. He had always relied on his body and ability to work. He is not able to work—what do you think he should do now. What is his plan B? Do you think it is important to have a “back-up” plan for your dreams and goals? Why?

9. 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

10. 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.

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

1g6 Setting Chart

Where	When
Time	Weather

Character Based Literacy Program Lesson Plan

The Jungle, Day 9



Outcomes for today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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

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.

2. 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

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

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

Read Chapter 12-13, p. 135-152

RESPOND

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

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

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

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

EXPLORE

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

Cause and Effect T-Chart

Jonas decides to move from the home. What factors caused him to leave? What are the effects that his move will have on the others? Create a T-Chart. On one side list the causes that Jonas left. On the other cite the effects his actions had or could possibly have. Write one paragraph in which you answer the following, do you think he is within his rights morally and ethically to leave? Why? Re-read pages 137-138 for reference.

Open Mind Portrait

Add to your OMP of Jurgis. He lost his job and realized that his usefulness has been worn out. He is only able to find work at the fertilizer plant. What do you think he is thinking and feeling? Add 5-7 new thoughts to your OMP.

Create an OMP of Tete Elzbieta. What do you think she is thinking and feeling as she has lost another child and been forced into working in the plants? Add 5-7 thoughts to her OMP.

Add to your OMP of Marija. She is lending her savings back to Ona and Jurgis and having to delay her wedding plans again. Add 5-7 new thoughts to her OMP.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Jonas left the family. Do you think he had the right to leave or do you think he was being selfish? Explain.
2. The children were sent to work. They came home at first with no job and they had lost their money, page 139. Do you think they had been set-up for failure? What should have been done to help the children?
3. Page 140, Jurgis and Ona are both concerned over their own issues. They seem to have lost their connectedness and were focused on themselves. Do you think that it is important for the couple to maintain support for one another? Do you think they can survive as a family if they don't?
4. Jurgis lost his job. He went to the union for help. His union friends and the union would not help him. Has the union helped anyone in the family yet? What should their role be in this situation?
5. Teta Elzbieta lost another child. Jurgis thought the child should be buried for the lowest cost in the city. Teta Elzbieta wanted the child to have a proper burial. Do you think this is proper to spend a lot of money on a funeral when the rest of the family is starving?
6. Jurgis goes to the fertilizer plant for a job. He knows it is his job as a man to provide and have a job. What is a man? What does it take to be a man?

9. 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

10. 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.

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

Character Based Literacy Program Lesson Plan

The Jungle, Day 10



Outcomes for today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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

What 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 could) 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.

2. 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

3. Review

Review the timeline from the beginning every day.

4. Read

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

Read Chapter 14-15, p.152-174

RESPOND

5. Timeline

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

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

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

6. Map

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

EXPLORE

7. Activity

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

Open Mind Portrait

Based on today’s reading add to your OMP of Jurgis or Ona. What do you think they are thinking and feeling as they are forced to make radical decisions for the sake of their family? Add 5-7 new thoughts to your OMP.

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. Other immigrants had started in Packingtown and left as the wages fell when new waves of immigrants entered the country. Why didn’t occur to the family to make the

- same change?
2. Jurgis went to the salon once. He ate and drank and when he arrived home he felt so guilty that he never did it again. How does guilt affect your ability to make good decisions?
 3. Jonas left. He had no reason to stay and could go and be more successful on his own. How do you think that decision affected Jurgis? If he could have left would he have? Is there truth in the saying, “you must take care of yourself, before you can take care of others”? Explain.
 4. Antanas gets a basic childhood disease. How do basic conditions like colds, flu, and childhood diseases turn deadly during this time period?
 5. Ona is put in a horrible position. Either lose her job or risk her marriage. What choice does she have? Is there any way for her to protect herself and her family? Where is the union to help her?
 6. Jurgis realizes something is wrong with Ona. She pleads with him to, “let it go.” If you were Jurgis would you want to know what was going on? Explain.
 7. Jurgis chooses to beat Ona’s boss. Do you think he considered the consequences of his actions? What do you think will happen to the family because of his choice?

9. 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

10. 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 dream 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 their 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.

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

Character Based Literacy Program Lesson Plan

The Jungle, Day 11



Outcomes for today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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

What is 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.

2. 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

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

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

Read Chapter 16; p. 175-184

RESPOND

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

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

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

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

EXPLORE

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

Cause and Effect Chart

Add to the cause and effect chart you started. Based on today's reading write the cause of Jurgis being in jail and on the other side of the chart state the effect it will have on the family.

Venn Diagram

Create a Venn diagram. On one side of the diagram describe/list what Jurgis's life was like in Packingtown. On the other side of the diagram describe/list what his life is like in jail. Write a 3 paragraph descriptive essay comparing his two lives. State which one you think would be better. Explain why.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Prisoners could have their dinner provided from outside sources if they could afford it? Due to budget issues in today's society why don't we have prisoners pay for their jail services?
2. Why couldn't Jurgis communicate with the family? Do you think they were better off not knowing his fate? Explain.
3. Jurgis is spending Christmas in jail. He spends time remembering Christmases in Lithuania. What are your Christmas or holiday traditions? How do you celebrate holidays? What is the one thing you would miss the most if you were away from home on a holiday? Why?
4. Jurgis has his needs met in jail. He knows his family is suffering and near starvation. Do you think that is appropriate punishment for beating a man? What do you think an

appropriate sentence for him would be?

5. He is angered by the justice system. Do you think he has a right to be? Do you think he knows that his choices created the situation he is in? Do you think he has a right to be a victim? Explain.

9. 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).

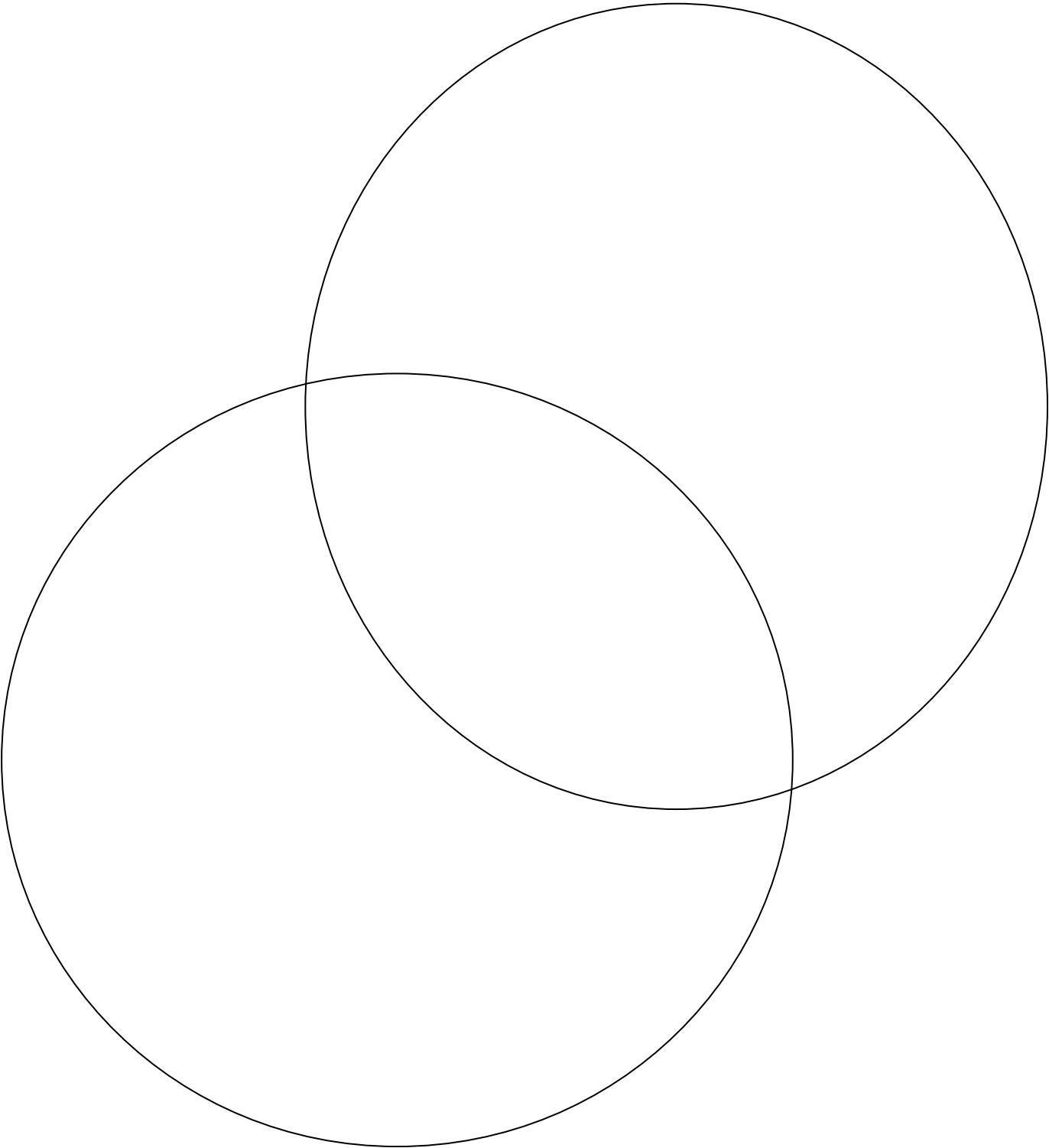
EXTEND

10. 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?

6g6 Venn Diagram Chart



Character Based Literacy Program Lesson Plan

The Jungle, Day 12



Outcomes for today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

1. Background



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.

2. 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

3. Review

Review the timeline from the beginning every day.

4. Read

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

Read Chapter 17; p.184-195

RESPOND

5. Timeline

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

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

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

6. Map

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

EXPLORE

7. Activity

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

Open Mind Portrait

Add to your OMP of Jurgis. What do you think he is thinking and feeling when he learns the fate of his family and that they cannot work due to his actions? Add 5-7 new thoughts to your OMP.

Add to your OMP of Ona. What do you think she is thinking and feeling as she has to go back to her old job and beg for it back? What would be going through your mind if your family was unable to work due to the actions of your husband? Add 5-7 new thoughts to your OMP.

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. Jurgis meets Jack in jail. Jack is friendly to him and willing to listen. Based on what you have read about Jack what do you think his character is like?
2. This is the first time Jurgis has encountered criminals. If you were trying to live an honest life and placed with criminals what would you do to maintain your integrity?
3. Why doesn't Justice Callahan understand the complexity of Jurgis's situation? What could he have done differently during the trial? Based on the information given was the sentence fair?
4. What do you think Jurgis was expecting when he asked about the family? When he learned the truth what should he do? Do you think it is wise for him to use Jack as a

resource?

9. 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

10. 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.

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

Character Based Literacy Program Lesson Plan

The Jungle, Day 13



Outcomes for today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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

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.

2. 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

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

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

Read Chapter 18; p. 196-207

RESPOND

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

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

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

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

EXPLORE

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

Open Mind Portrait

Add to your OMP of Jurgis. What do you think he is thinking and feeling as he is released from jail learns his house has been resold, and finds out Ona is in labor? Add 5-7 new thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Jurgis was released. He felt alive and felt like he was going to save his family. He had rested, sheltered, and well fed for a month. Is he capable of rescuing them? What would he need to do to be able to help them? Does he have a plan?
2. As he returns to the city he leaves a nice country setting and enters the stockyards. Dingy and polluted. Would you return? Is this an opportunity for him to seek work somewhere else and send money? What should he do?
3. Page 202. Jurgis realizes that they had lost the house. He is overcome with grief. He states, "*Only to think what he had suffered for that house—what miseries they had all suffered for it—the price they had paid for it.*" What price does he refer to? Do you think everyone has the right to home ownership? Why?
4. Jurgis realizes that Ona is in labor and in trouble. The women in the home want to send him away. Why was it traditional for men to not be present during birth? What is the purpose of sending him away?

9. 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

10. 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.

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

Character Based Literacy Program Lesson Plan

The Jungle, Day 14



Outcomes for today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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

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.

2. 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

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

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

Read 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

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

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

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

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

EXPLORE

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

Since today is a longer than average reading assignment. There will be no activity. You can use today to complete other assignments.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Jurgis was trying to get the mid-wife. They haggle and negotiate for a long time. She finally agrees to go with him for a sliver of her rate. Do you think he was being played for more money?
2. Madame Haupt returns to the kitchen and scolds the women and Jurgis for allowing Ona to give birth without a doctor and in the conditions she was in. She tells them that the baby died and that Ona was dying. She had no compassion. How do you think his lack of compassion affected the way Jurgis was able to handle the death? Do you think she should have been more caring? Explain.
3. Ona looked at Jurgis and then died. Do you think they were truly in love? What is true

- love? Jurgis broke into tears and sobbed when Ona died. For what is he crying? Explain.
4. Jurgis chose to leave the house with the family money and go and drink. What would a leader have done in this situation?
 5. Jurgis gives his word to get a job to help Antanas and those who are living. Why is it important to focus on the ones left behind after a death not on the death? Why is this separation difficult to achieve?
 6. Jurgis finds another job. Why did it take him so long to rely on his friends?

9. 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 corpse 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

10. 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.

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

Character Based Literacy Program Lesson Plan

The Jungle, Day 15



Outcomes for today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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

What is a 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.

2. 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

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

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

Read Chapter 21-22; p. 229-252

RESPOND

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

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

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

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

EXPLORE

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

Open Mind Portrait

Add to your OMP of Jurgis. What do you think he is thinking and feeling now that he has lost Antanas? What is going through his mind as he left his family? Add 5-7 new thoughts to your OMP.

Sketch Venn diagram

Using the description on page 243-244

- Sketch the scene at the river;
- On the other side of the diagram sketch the stockyards or Packingtown.
- In the middle list any similarities.

You can use this sketch to write a descriptive paragraph contrasting the setting.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is a settlement worker? What is their objective?
2. Jurgis became reckless and indifferent when he was working at the steel plant. What factors contributed to his attitude? Why has his attitude and work ethic changed?
3. Jurgis started buying the Sunday paper. What is the benefit of reading? How will more education help the family? How does the phrase, "knowledge is power" help the family as they move on?
4. Jurgis learned of Antanas death and left. He hopped on a train and was gone. Will

- running away benefit him or the family? Should he be loyal to the others and stay to help them? Explain.
5. Jurgis rode into the country. He was free. What is freedom? What do you think freedom means to Jurgis?
 6. Jurgis bought some food and took it to a stream to eat. He sat and took a bath and washed his clothes and rested. What do you think being clean symbolizes to Jurgis?
 7. Jurgis went to another farm house and asked to buy some food. He was refused. He left and he damaged the farmer's property. Is he owed anything by the farmer? Did he have any right to take his anger out of the man and his family?
 8. Jurgis was offered work by one of the farmers. He declined. Should he decline work? What is he doing? Does he have a right to decline work? Explain.
 9. Jurgis worked as a migrant farmer and in one night spent most of his money on drinks. He was broke again. He is described on page 251 as a, "creature of impulse." What happens if you act on impulse? Do leaders react or act on their impulses? Explain. How do true leaders act?

9. 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

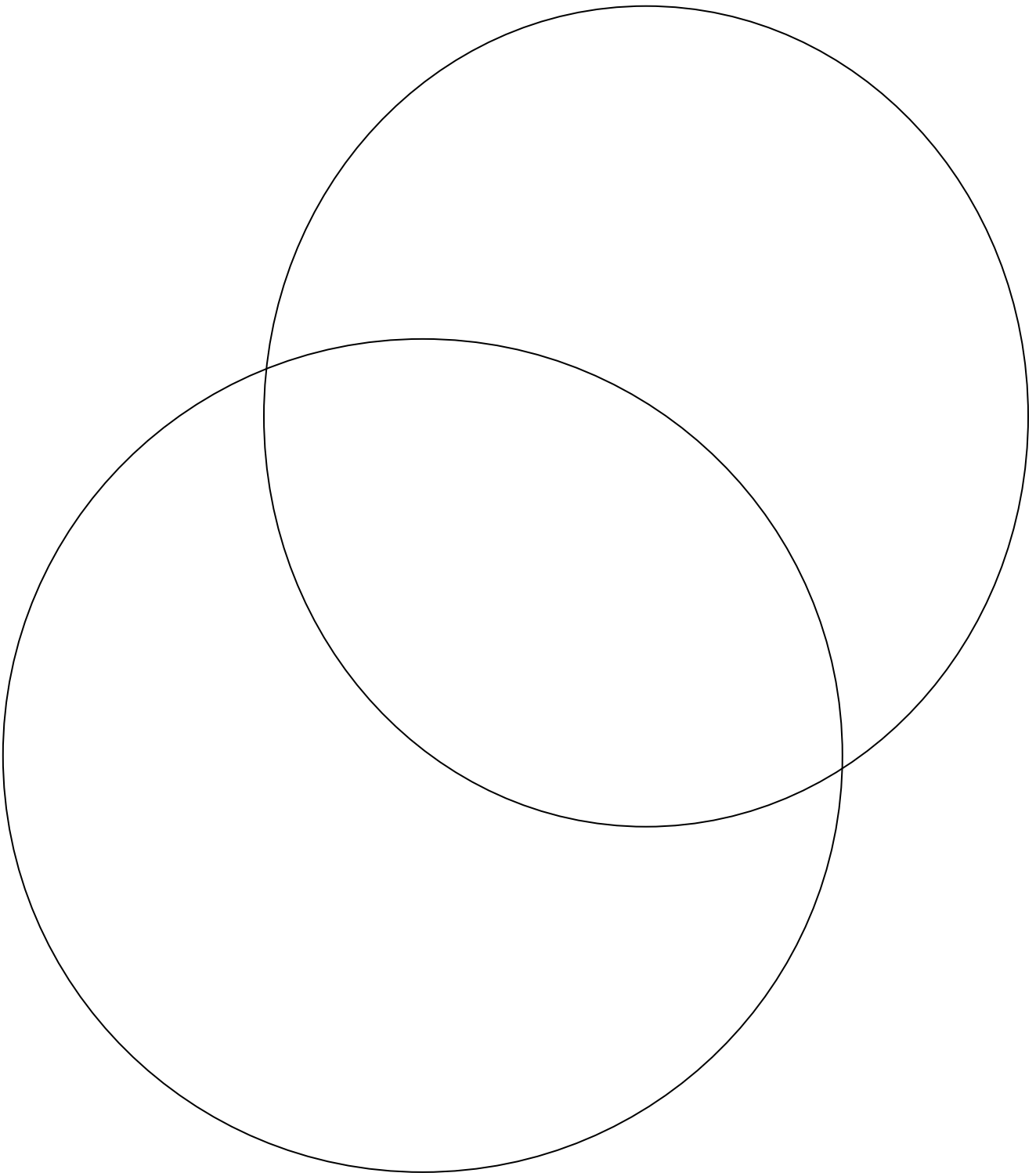
10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

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

6g6 Venn Diagram Chart



Character Based Literacy Program Lesson Plan

The Jungle, Day 16



Outcomes for today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

1. Background



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.

2. Word Wall

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

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

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

Read Chapter 23-24; p. 252-277

RESPOND

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

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

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

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

EXPLORE

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

Open Mind Portrait

Add to your OMP of Jurgis. What is he thinking and feeling as he got hurt? What about as he was homeless again? What went through his mind as he was given money by the man he met on the street? Add 5-7 new thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why did Jurgis tell the bosses that he had never worked in Packingtown before? Why is this strategy good for him?
2. Jurgis gets a job digging tunnels. Why did he have to buy his own equipment? Do you think the employer should be responsible for providing equipment? Do you think that employees who have to contribute to their supplies take better care of the materials since they have a vested interest in them? Explain.
3. What is the role of the saloon in the community? What were the benefits and negatives of it?
4. Jurgis had the opportunity to steal from Freddie. However, he did not. Why was it important for him to not commit a crime? If he had the opportunity do you think he would have?
5. Why was the butler so uneasy about having Jurgis in the home? Wasn't the butler a servant? Weren't they from a similar class? Why was he treated poorly?

9. 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

10. 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.

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

Character Based Literacy Program Lesson Plan

The Jungle, Day 17



Outcomes for today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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

What is 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.

2. 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

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

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

Read Chapter 25; p. 277-300

RESPOND

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

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

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

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

EXPLORE

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

Character Interaction Chart

Using today's reading fill out a CIC on Jack, Jurgis, and Mike Scully. Chart how each man relates to one another.

Cartoon

Use the description on page 287-288 to draw a cartoon depicting the corruption that was entrenched in Chicago.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why did the servant have more rights? Why is there a hierarchy of the poor? Is there a hierarchy in all levels of class? Explain?
2. Jurgis asks the bartender for change—for \$100.00. What were the odds that he was not going to be "taken"? What could he have done to change his money?
3. Jurgis meets Jack again in jail. Should he rely on Jack for assistance? If you keep meeting someone in jail is that a person you want to associate with? Explain.
4. Jurgis went from starving to having "easy" money. How do you think that changed his perspective? If something comes that easily, is it typically valued?
5. Jack was caught and had to escape from town. Without his connection do you think Jurgis will be able to maintain his status?
6. Jurgis returns to the factories and works as a hog trimmer. He joins the union again.

- Why would he be loyal to the union, when the union never helped him?
7. Jurgis helped buy votes for the election. Jurgis had never engaged in criminal activity before. Do you think he “sees” vote buying as criminal? Why or why not?

9. 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

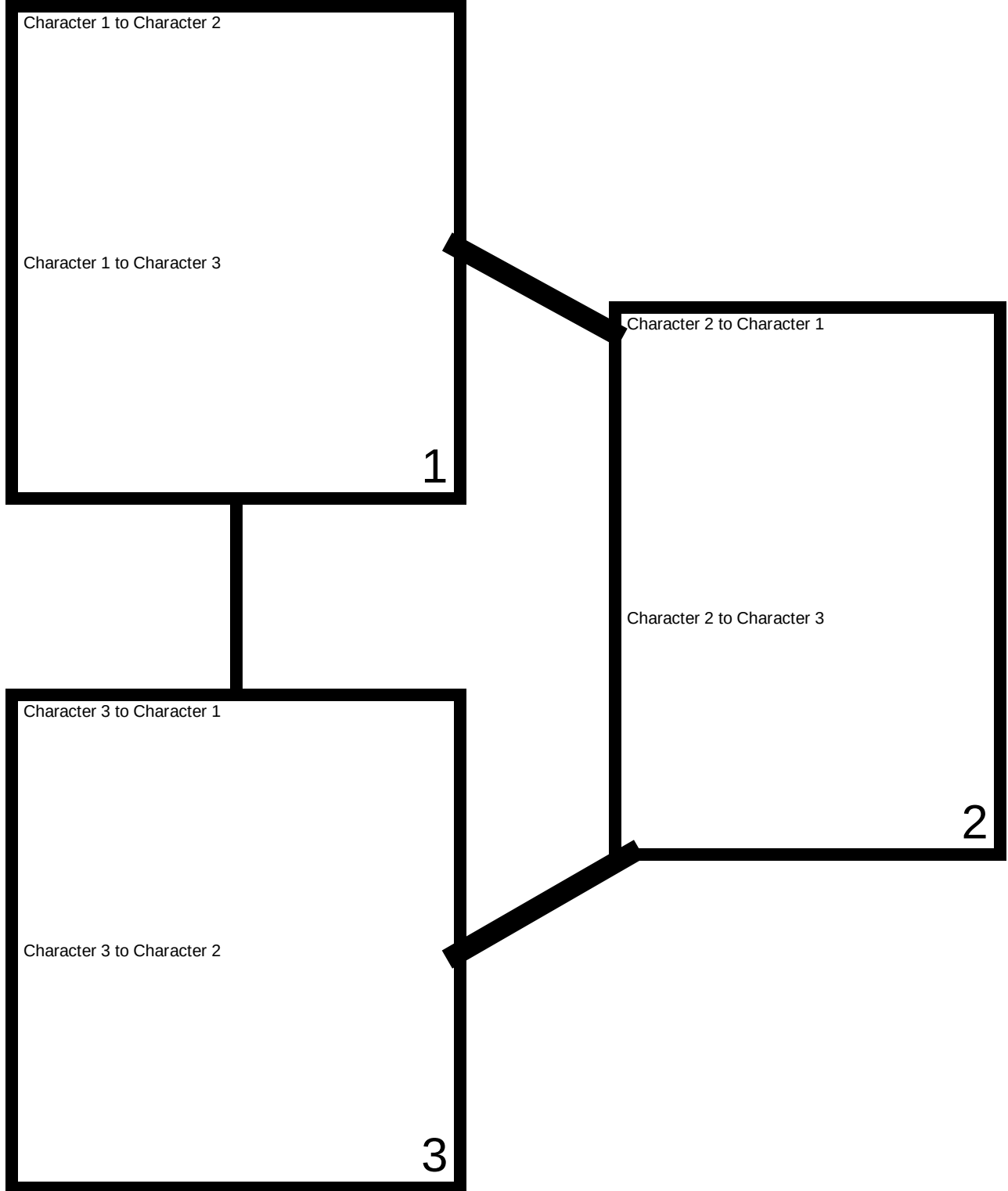
10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

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?

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

5g6 Character Interaction Chart



Character Based Literacy Program Lesson Plan

The Jungle, Day 18



Outcomes for today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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

What 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 meat 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.

2. 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

3. Review

Review the timeline from the beginning every day.

4. Read

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

Read Chapter 26; p. 300-319

RESPOND

5. Timeline

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

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

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

6. Map

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

EXPLORE

7. Activity

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

Open Mind Portrait

Add to your OMP for Jurgis. What do you think he is thinking and feeling as he is employed as a scab? How do you think that affects his relationship with any of his union friends? What do you think he is thinking and feeling as he is put in jail, again? Add 5-7 new thoughts to your OMP.

Poster

Pretend you are with the packinghouses. Your workforce has gone on strike and you need more men to help with the labor shortage. Create a help wanted poster to advertise your jobs. Your poster should include but is not limited to:

- Company name;
- List of positions needed;
- Possible compensation;
- Skills needed for jobs;
- Contact information;
- Potential for future work;
- Mission of your company—why should someone want to come and work for you?

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. If you were in the position of the workers and needed money—would you strike or wait for the negotiators to come up with a deal? Remember if you don't work you don't eat?
2. What do you think are the five most significant issues for the workers? List them. Explain your answers.
3. Jurgis was encouraged to work as a scab and make as much money as he could. If you were in his position what would you do? Do you think he should remain loyal to the union?
4. New workers were being imported into the city to help with the labor shortage. Do you think that the new labor force is ready for the conditions of Packingtown? If you are poor would you be happy to have this work in order to feed your family? Explain.
5. There were new cultural groups added to the work force. How do you think the cultural differences affected the productivity?
6. Jurgis is more involved in the underworld of crime. Do you think he is more successful as a criminal? How could better working conditions help decrease the criminal activity? Explain.
7. Jurgis gets into a fight with Conner again. At what point should Jurgis stop seeking revenge against this man?

9. 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

10. 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 workers "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.

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

Character Based Literacy Program Lesson Plan

The Jungle, Day 19



Outcomes for today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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

What is 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.

2. 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

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

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

Read Chapter 27; p. 319-335

RESPOND

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

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

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

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

EXPLORE

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

Open Mind Portrait

Add to the OMP for Jurgis. What is he thinking and feeling as he learns that Marija is a prostitute? What is he thinking as he learns about the conditions that the family has endured? How is being poor again affecting him? Add 5-7 new thoughts to your OMP.

Plot Profile Chart

Create a PPC for today's reading. List the ten most significant events in the chapter. Rate them on a scale of 1-10 for their intensity. Use this information to write a summary of the chapter.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Jurgis had been able to save money and live fairly comfortably. However, whenever he gets ahead he spends his money foolishly and then loses his job. Do you think that Jurgis is a victim or does he make foolish choices or both? Explain. If you could give him any advice what would it be?
2. "*There is one kind of prison where the man is behind bars and everything he desires is on the outside; and there is another kind where the things are behind the bars and the man is on the outside.*" Page 321. In this passage what do you think the prison is symbolic of? Do you think that all people have a prison? How can you avoid being

- trapped by your own prison?
3. Page 324 describes the differences between the reality of the political rallies and then what was actually reported. Why is it imperative that you find your own sources of information for events? Is it important to seek contradicting viewpoints? Why?
 4. Jurgis runs into Alena who gave him information on where to find Marija and Tete Elzbieta. Why does he seek their support? Why is it important to be able to share your successes and failures with others?
 5. Marija is described on page 331-332 as, *“He could hardly believe she was the same woman he had known in the old days; she was so quiet—so hard.”* What factors contributed to the change in Marija? What does it mean to be “hard” as a person? Once you reach this point do you think it is possible for her to return to the same person he once knew? Explain.

9. 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

10. 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?

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

3g6 Plot Profile Chart

10										
9										
8										
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6										
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1										
I n t e n s i t y	D e s c r i p t i o n									
Event	1	2	3	4	5	6	7	8	9	10

Character Based Literacy Program Lesson Plan

The Jungle, Day 20



Outcomes for today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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

What is suffering and what does it mean to suffer?

To suffer means to be subject to or experience something bad or unpleasant. There are many forms that suffering takes on. One can suffer from a disease or illness. One's 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 no 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.

2. 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

3. Review

Review the timeline from the beginning every day.

4. Read

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

Read Chapter 28; p. 335-351

RESPOND

5. Timeline

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

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

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

6. Map

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

EXPLORE

7. Activity

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

Venn Diagram

Use a Venn diagram to compare and contrast two of the political parties Jurgis has become familiar with. You can choose from the Democrat Party, the Republican Party, or the Socialist Party. Once completed list the basic belief system of each.

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. Jurgis finds Marija and he tells her about his struggles. She offers to give him money until he finds a job. He doesn't want to accept money from her since he left them. She understands and willing to assist. What does that say about her character?
2. Jurgis wants to get a job before returning back home. Why is that important to him? IF he returns what role do you think he will fulfill;
3. Marija send money home and the kids are able to go to school. Why kid of importance do you think they place on education? Why?
4. Jurgis goes to the rally. He is referred to as comrade. Why did the author choose to use this term when referring to the members of the socialist party;

5. Is it possible to have a community in which there is total equality? Why?
6. Jurgis is swayed by the words of the speaker. He has been swayed by words before. Why is it important to get facts before taking action or making a life change? How are words used to influence us?
7. What is the goal of the speaker? What does he believe in?
8. The speaker thinks that a society can survive without a labor force. Does a society labor? How do you propose to have a society survive without labor? Explain.

9. 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

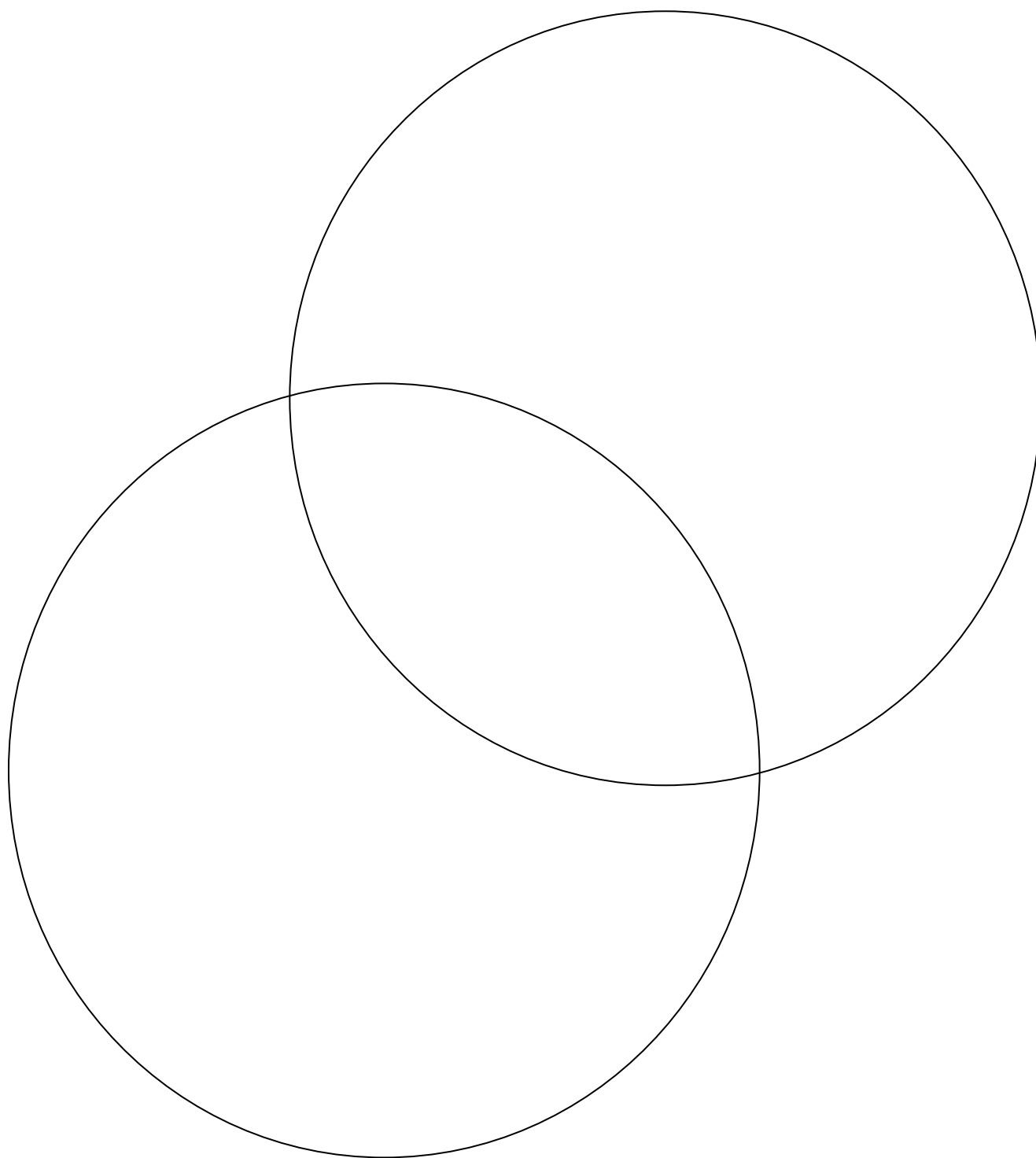
10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

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?

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

6g6 Venn Diagram Chart



Character Based Literacy Program Lesson Plan

The Jungle, Day 21



Outcomes for today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

1. Background



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

2. 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

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

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

Read Chapter 29; p. 352-362

RESPOND

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

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

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

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

EXPLORE

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

Open Mind Portrait

Add to your OMP of Jurgis. What is he thinking and feeling as he learns more about the socialist movement? Add 5-7 new thoughts to the OMP.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why is it important to live your life with purpose? How do you determine what your purpose should be?
2. The chairman at the meeting took up a collection to help with costs. Is there really any organization or movement that does not take money?
3. Jurgis was thrilled to have been a part of the meeting. He was caught in the emotions of the moment. He then realizes that he is still a hobo. How will this movement help him? Is there any movement that can help him or does he have to take some responsibility for himself?
4. The man explains the class system to Jurgis. He explains that every socialist will do

- their fair share to make a society run. Is this system possible? Does everyone have the same skill set? Can everyone do the same amount of work to make things even? What issues can make this system implode? Do you want people in your society to do the bare minimum or do you want them to maximize their potential? Explain. Which society would you rather be in? Explain
5. Page 361 discusses the process in which the hogs are slaughtered and food is produced. How do you feed mass amounts of people without a labor force? Can you have progress without labor? Explain.

9. 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

10. 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?

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

Character Based Literacy Program Lesson Plan

The Jungle, Day 22



Outcomes for today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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

What is “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.

2. 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

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

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

Read Chapter 30; p. 362-377

RESPOND

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

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

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

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

EXPLORE

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

Character Profile Chart

Fill out a CPC on Tete Elzbieta. Use information from the text to cite examples.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why was Tete Elzbieta willing to learn more about socialism? What result did she want from Jurgis?
2. What qualities about himself does Jurgis give when he is looking for a job?
3. What role does Tommy Hinds play in the socialist party? What are his goals and objectives? How does Jurgis past help them?
4. Why do the socialist believe that strikes should be broken? Explain

9. 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

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

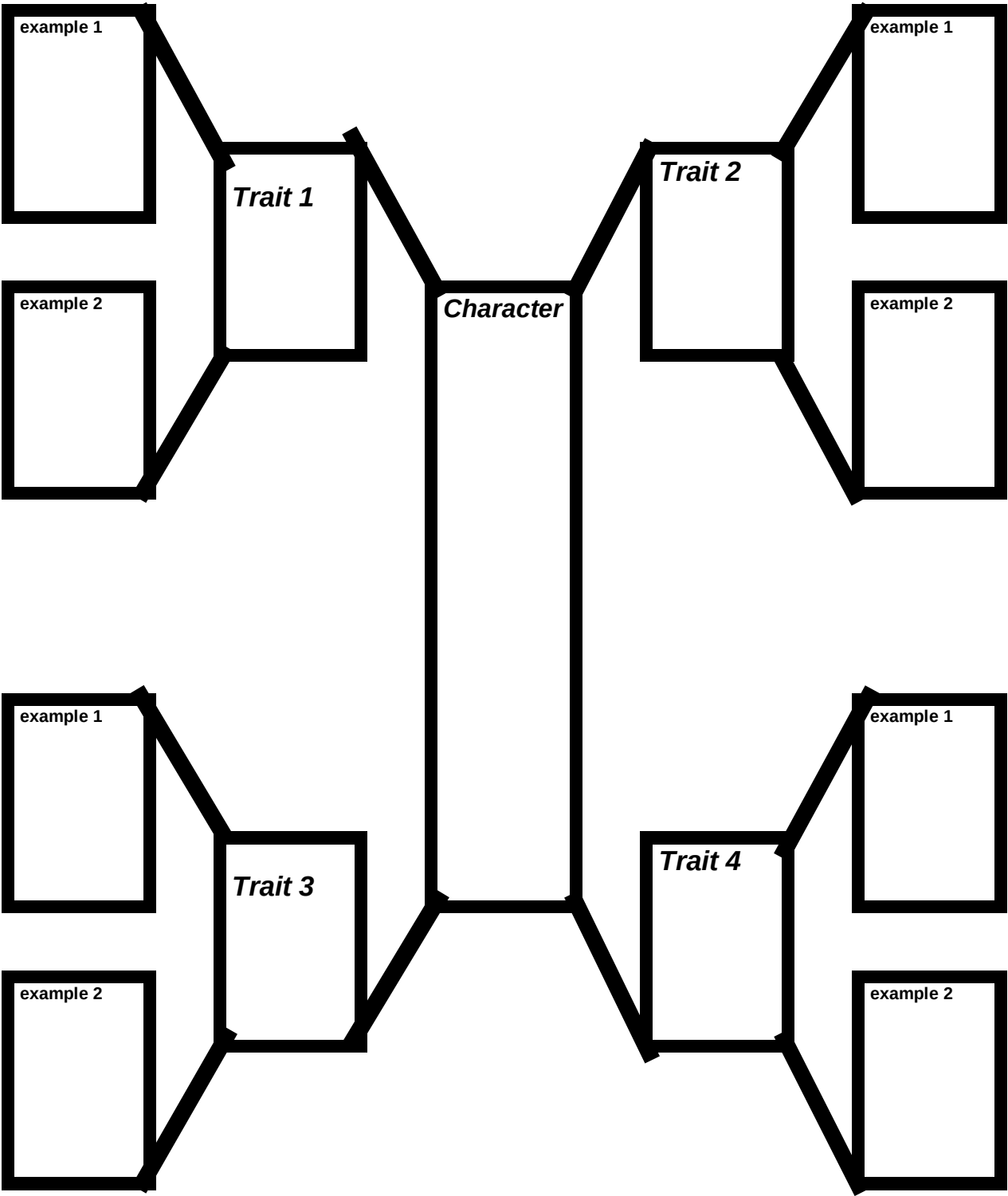
Jurgis is convinced that the men of the socialist party are the only men with hope and

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.

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

4g6 Character Profile Chart



Character Based Literacy Program Lesson Plan

The Jungle, Day 23



Outcomes for today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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

What is 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 addition all elements of a community or society would be state 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.

2. 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

3. Review

Review the timeline from the beginning every day.

4. Read

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

Read Chapter 31; p. 377-396

RESPOND

5. Timeline

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

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

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

6. Map

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

EXPLORE

7. Activity

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

Open Mind Portrait

Complete your OMP of Jurgis. What is he thinking and feeling as he learns that Marija will remain a prostitute? As he stands by the family? As he continues to fight for socialism? Add 5-7 new thoughts to your OMP.

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. What was Jurgis's purpose when he met with the author? Do you think the members of the movement were using him?
2. What are the values of the socialist movement? Are those things achievable? Are they sustainable? Explain.
3. How do the socialist decide what items will cost? How do they value intellectual property? Would you want to have your mind valued like that?
4. Why do you think the socialist movement took a hold during the elections? What would have been a more effective solution?

9. 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

10. 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.

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

Character Based Literacy Program Lesson Plan

The Jungle, Day 24



Outcomes for today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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

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 21-24 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: 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.