Character Based Literacy Program 60-Minute Lesson Plan
The Art of Keeping Cool, Day 1

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

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

What is a Nazi?
A Nazi was a person in a political party who ascribed to National Socialism as a political ideology, a political way of thinking, based on Adolph Hitler's book, *Mein Kampf*. The book outlines the political ideology of Hitler's Nazi fascism that there is a race of people who are rulers of others, which he said was Germany as he attempted to establish his new world order of an Aryan master race. First published in 1925, the book sketched out Hitler's ideology for a pure race of people to rule the world using the political ideology of National Socialism (Nazi). Hitler was against both Judaism and Communism, which he called the "twin evils" in the world. The book was written while Hitler was imprisoned.

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

Nazis (1)	overwhelmed (2)	accommodate (3)	accumulating (3)	macadam (4)

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READ

Review Review the timeline from the beginning every day.

- Mention the setting and main character(s) of *The Art of Keeping Cool*
- Setting and characters: A Rhode Island coastal town, called Sachem's Head, in 1942 during World War II, with Robert Saunders (13 years old), his mother and Carolyn (4 years old) who is Robert's sister, Elliot Marks (13 years old) , his cousin, Grandma and Grandpa Saunders, and Abel Hoffman (the painter from Germany), and the arrival of large guns to Fort Brooks complex of three batteries of guns.

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

Read p.1-10

Setting	Characters	Pages
Rhode Island coastal town called Sachem's Head in 1942, during WWII.	Robert, Robert's sister, Carolyn, Robert's mother, Elliot Marks, Grandma and Grandpa Saunders, Abel Hoffman	1-10

RESPOND

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

Timeline Materials:
- Large sheet of butcher paper to create a timeline, markers
- Tape, pins, magnets, or Velcro to fasten timeline to wall

Timeline Instructions:
- Discuss the story to fix the facts: who, what, where, when, and why
- Decide on the 3-5 most important events, and add these to begin the timeline

Students might mention:
- Big guns were close to being stationed at Sachem's Head, Rhode Island.
- Robert and Elliot are on West Main Road with the sea wind whipping them cold.
- It was early March 1942, just months after Pearl Harbor was attacked by Japanese and the U.S.A. entered World War II against the Axis powers.
- Robert's father was an American flying with the Royal Canadian Air Force out of England.
- Elliot decided he would draw exactly what he'd seen: those big guns.
- Elliot, Robert's cousin, is reserved and registers things too deeply.

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

Map
Create a map of Sachem's Head on the coast of Rhode Island.

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Materials:

- Large sheet of butcher paper to create a large map, markers
- Tape, pins, magnets, or Velcro to fasten map to wall

Instructions:

- Determine where to put Parson's Lane, West Main Road, Wickham Road, and the Fort Brooks complex.
- Determine the locations other places as described in the novel as the story unfolds.

KWL

Begin a whole class KWL chart on *The Art of Keeping Cool.*

Materials:

- Large sheet of butcher paper to create a large KWL chart, markers
- Tape, pins, magnets, or Velcro to fasten map to wall

Instructions:

Step One: Read the segment you wish to analyze.
Step Two: Fill out the K (know) column: What do you Know?
Step Three: Fill out the W (want) column: What do you Want to know?
Step Four: Fill out the L (learn) column: What have you Learned?
Step Five: Review the chart when it is complete.

EXPLORE

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

Key Questions

1. Why does Lisle begin the story with a description of Sachem's Head and the main characters?
2. As the novel begins, what kind of person is Robert?
3. What do you think this story is about?
4. From what point of view does Lisle write?
5. How does a person become good at drawing detailed sketches of what they see?
6. Why does Robert want to see the big guns, according to the author?
7. What does Robert's mother plan to do when running the farm becomes too much work for her?
8. How do you relate to Robert missing his father who is away fighting the Nazis? Have you ever missed someone far away from you?
9. Why does Robert like the idea of having wing room?
10. Why do you think Elliot Marks gets so much attention in the story?
11. According to Robert, what is Elliot's problem?
12. What does Elliot do when he is nervous?
13. Historically, how have people from the country of our "enemy" been treated in America?

Analyze Analyze the key paragraph.

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Key Paragraph, p. 8

"There are people in this world who are naturally open and easy to know, and there are difficult people, the ones who put up barricades and expect you to climb over them" (p. 8).

EXTEND

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

In today's reading we are introduced to Elliot, Robert's cousin, who is hard to get to know and "registers things too deep" (p. 4). **Write 1 explanatory paragraph that explains how you would feel if you had a cousin like Elliot to deal with daily. How would you react to his behavior? Be sure to provide an introduction that presents your feelings, followed by several sentences that present your ideas clearly. Incorporate quotes or details from the text in your writing. Provide a concluding sentence that supports your explanation.**

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

How do you deal with difficult people in your community?

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Character Based Literacy Program 60-Minute Lesson Plan
The Art of Keeping Cool, Day 2

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3).
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

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

What is a torpedo factory?
A torpedo factory is a place that puts together all the parts of a torpedo. The torpedo factory supplies torpedoes for planes and ships to stop enemy ships from delivering their weapons or cargoes. All the parts for a torpedo are assembled at the torpedo factory so that this weapon can be used to win a war. Torpedoes were used to sink battleships and aircraft carriers during World War II. It is dangerous work since there are explosive parts and fuel cells in torpedoes.

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

connections (13)	godforsaken (16)	glistening (18)	homegrown (19)	embarrassed (20)

READ

Review Review the timeline from the beginning every day.

- Mention the setting and main character(s) of *The Art of Keeping Cool*.
- Point to each timeline event as you quickly review it.

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

Read p. 11-20

Setting	Characters	Pages
Train to Rhode Island	Robby, Robby's mother and sister	11-14
Providence and Sachem's Head in various locations	Robby, Robby's mother and sister, Uncle Jake, Grandpa and Grandma Saunders, Elliot, Aunt Nan	14-20

RESPOND

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

Students might mention:

- Robby, his mother, and his sister decide to leave Cincinnati and travel by train to Rhode Island to live where Robby's grandparents and his aunt and uncle lived in Sachem's Head.
- The train ride gave Robby a chance to share his father's involvement in the war with military men on the train.
- Robby's mother had decided to rent a cabin and work in a torpedo factory in Newport.
- Robby meets his cousin Elliot who is five months older than Robbie.
- Grandpa Saunders embarrasses Robby at dinner by cutting Robby off during a conversation.
- Elliot does not play sports and eats his chicken in a strange way, with a knife and fork held far away from his body.

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

Map
Create a map of the journey from Cincinnati, Ohio to Providence, Rhode Island, and then to Sachem's Head. Determine where Newport, Rhode Island is located in relationship to Sachem's Head.

KWL Chart
Continue adding to the KWL Chart.

EXPLORE

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

Key Questions

1. Why does Robbie's mother dislike talking about what her husband is doing?
2. Why do you think Robert and Elliot had never known the other existed? What do you think the 'complications' are that prevented Robbie's father from traveling?

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3. Why does Robert get so embarrassed by his grandfather?
4. What kind of person is Grandpa Saunders?
5. Where do you think Elliot learned how to each chicken in this manner?
6. How does Lisle have the reader learning about Robby's thinking processes?
7. Why does Robert enjoy telling others about his father?
8. What can you infer about Robby's feelings toward his grandfather?
9. How would you feel if you were Robby and your grandfather talked to you in that manner at the dinner table? How would you react to him?
10. What can you tell about Grandpa Saunders from his behavior at dinner? What kind of person does he seem to be?
11. How does the author portray Elliot at this point in the novel?

Analyze Analyze the key paragraph.

Key Paragraph, p. 20

"'That's what I said!' Grandpa roared. He cut me off so fast I felt embarrassed and felt the blood come up in my face" (p. 20).

EXTEND

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

From today's reading, it is clear that Grandpa Saunders is the leader of the family. He sits at the head of the table and becomes loud and angry if anyone disagrees with him. The CBL theme of this novel is Leadership Requires Engagement: "Leaders develop and dedicate their talents to promote the common good…It is making sure that the communities I am a part of are better because I am a part of them." Do you think that Grandpa Saunders is reflecting this theme?

In an explanatory paragraph, describe whether Grandpa Saunders is or is not leading with engagement. Be sure to include examples from the text to support your claim. Maintain a formal tone in your writing and provide a concluding sentence for your paragraph that supports your explanation.

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

Is it fair to judge someone based on a first impression?

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Character Based Literacy Program 60-Minute Lesson Plan
The Art of Keeping Cool, Day 3

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

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

What does it mean to "bite off more than you can chew"?
Whenever a person takes on a task that is bigger than a person can handle, this is the idiom that is used to describe the resulting feeling of being overwhelmed. Grandpa Saunders was using this idiomatic expression to tell Robert that the farm job of growing corn and raising hogs was too big of a task for his mother to handle without her husband around to help. Robert was attempting to explain that adequate help was not available for hiring due to wartime conditions, but Robert's grandfather cut him off before he could finish his sentence and answer his grandfather's question.

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

enthusiastically (21)	cautious (23)	couldn't've (24)	sidetracked (26)	maddening (28)

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READ

Review Review the timeline from the beginning every day.

- Mention the setting and main character(s) of *The Art of Keeping Cool*.
- Point to each timeline event as you quickly review it.

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

Read p. 21-30

Setting	Characters	Pages
Sachem's Head, RI	Robert, Elliot, Grandpa Saunders, Miss Wilson	21-30

RESPOND

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

Students might mention:

- Robert is invited up to Elliot's room and is amazed by Elliot's artistic ability.
- Elliot appreciates Robert's response to his drawing and caption on the drawing.
- Robert notes his grandfather's rude reaction to his name.
- Elliot cautiously lets Robert know how he feels toward his cousin, Robert.
- Robert does not like the way Elliot feigns being sick all the time to get out of working.
- Robert notes how his grandfather thinks about and treats Elliot.

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

Map
Add the cottage location and the house where Grandpa and Grandpa live to the map.

KWL Chart
Continue adding to the KWL Chart.

EXPLORE

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

Key Questions

1. What can you infer about how Robert thinks of his grandfather?
2. How would you feel if you were Elliot and lived in the shadow of Grandpa Saunders?
3. What does Lisle mean to tell us about when describing Robert's thoughts about his grandfather's behaviors and words?
4. Why did Robert continue to praise Elliot's drawings?
5. What did Elliot feel whenever Robert praises his drawings and wanted to show others?

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6. Why do you think Grandpa Saunders treats Elliot and Robert with such disdain?
7. How did you feel when Elliot seems to disappear and try to avoid his grandfather?
8. Do you think disappearing or confronting Grandpa Saunders is a better option? Why?
9. What did the author do in the novel to create the relationship between Elliot and Robert?
10. Why does the author describe characters in the novel through Robert's observations of other characters and situations?

Analyze Analyze the key paragraph.

Key Paragraph, p. 25

"Another maddening thing was his fake manners with grown-ups. I couldn't stand all the 'pleases' and 'thank yous' he was always pouring on with them, or the way he'd get out of doing chores by making Grandma feel guilty. He'd pretend he wasn't feeling well, or that his knees were bothering him, some little thing. Then she'd ask me if I minded doing his jobs for him, which I did but what could I say?" (p. 25).

EXTEND

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

In today's reading, Robert shows frustration when Elliot takes a long time to do something or lies to get out of chores. Pretend you are Robert. **Write 1-2 explanatory paragraphs in a letter to a relative or close friend explaining why Elliot's actions are sometimes unfair. Use details from today's reading to present your topic, and use precise language to convey your feelings. Provide a few sentences comparing Robert and Elliot and their style of leadership. Which character shows more concern for the common good? Maintain a formal tone in the letter, and be sure to conclude with a summary that explains your feelings.**

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

Do good leaders accept responsibility for their actions and judgments?

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Character Based Literacy Program 60-Minute Lesson Plan
The Art of Keeping Cool, Day 4

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

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

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

What is an espionage mission?
When a person or a government is involved in obtaining information or intelligence without another person or government's knowledge, it is called espionage, which is also known as spying. The use of hacking computers has been one current method of obtaining information from others. In the past, spies were trained and sent to other countries to steal important military or commercial information and intelligence. The people involved in going to foreign countries to obtain information or intelligence on an espionage mission are called spies.

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

scareder (31)	espionage (32)	flickery (33)	torpedoes (35)	cheerio (39)

READ

Review Review the timeline from the beginning every day.

- Mention the setting and main character(s) of *The Art of Keeping Cool*.
- Point to each timeline event as you quickly review it.

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

Read p. 31-40

Setting	Characters	Pages
Sachem's Head at the beach	Elliot, Robert, Mike Parini, Aunt Nan, Carolyn, Robert's mother, Grandma Saunders, Abel Hoffman	31-40

RESPOND

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

Students might mention:

- Elliot draws the new guns within half an hour of getting home.
- The fort created new tensions in Sachem's Head as the war ramped up.
- The news about the war began impacting the news and the town.
- Elliot and Robert spent a lot of time together each day.
- Robert's mother gets a job at the torpedo factory spot-welding.
- Elliot introduces Robert to the famous painter, Abel Hoffman.
- Abel has a thick accent, and his English is hard for Robert to understand.

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

Map
Add information from the story about the torpedo factory, the beach, or the fort expansion with the guns arriving and being installed.

KWL Chart
Continue to add to your KWL Chart.

EXPLORE

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

Open Mind Portrait
Create an Open Mind Portrait for another character such as Abel Hoffman or Robert's dad, or add additional thoughts to a character you have already created.

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

Key Questions

1. Why are people anxious about the big guns arriving in Sachem's Head?
2. What does Robert do to build a relationship with Elliot even though it is difficult?
3. What is Robert's mother learning to do at the torpedo factory?
4. Why do you think the author keeps hinting that Elliot has a special problem relating to changes and how does Robert adapt to Elliot's limitations?
5. How does the author let you inside the minds of Robert and Elliot?
6. Why did the author introduce the idea of foreigners at this point in the story and how does Robert react when he meets one?
7. Why is Elliot afraid to meet Abel Hoffman?
8. Why do you think Elliot does not want to show Abel Hoffman his drawings?
9. What do you think Robert's motive is to get Elliot to show Abel Hoffman his drawings?
10. Describe Abel Hoffman. How is he different from the other residents of Sachem's Head?
11. Does Robert act like a leader when he introduces Elliot and himself to Abel Hoffman? Describe your thoughts, referring to the CBL theme for this novel.

Analyze Analyze the key paragraph.

Key Paragraph

"Suddenly you couldn't be sure. No one knew what the Germans were thinking or what they might be planning. If they were crazy enough to be invading everywhere else, why not here too?"

EXTEND

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

In today's reading, Robert meets Abel Hoffman, the famous painter. His reaction to the artist is very different than his cousin's. Create a 2-column table that covers the way that Robert and Elliot react to meeting Abel Hoffman. **After describing the way that they behaved, provide 1-2 explanatory sentences about why you believe each boy acted the way they did. You may use details and quotations from the text to clarify your ideas. Who was the better leader in the situation? Remember leadership requires engagement and promoting the common good. Be sure to provide a title and headings for each column of your table.**

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

How are artists able to take what they see and transform it into art? What tools do they use? Can art promote the common good? Can it improve communities?

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Character Based Literacy Program 60-Minute Lesson Plan
The Art of Keeping Cool, Day 5

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

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

What is ethnic prejudice?
Prejudging a person because of their ethnic background, where they came from, their accent, how they look, what skin color they have, and the current feelings toward the country the person comes from all constitute ethnic prejudice. Ethnic prejudice results in bad attitudes and can lead to discrimination.

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

foreigner (41)	artworks (42)	thorn bushes (43)	impressions (43)	inscription (50)

READ

Review Review the timeline from the beginning every day.

- Mention the setting and main character(s) of *The Art of Keeping Cool*.
- Point to each timeline event as you quickly review it.

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

Read p. 41-50

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Setting	Characters	Pages
Sachem's Head near the beach	Elliot, Robert, Abel Hoffman, Carolyn, and Robert's mother	41-50

RESPOND

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

Students might mention:

- The two main characters see and meet a third main character in the novel when Elliot introduces Robert to Abel Hoffman, a German artist.
- The concept that Abel Hoffman affects Robert emotionally since his dad is fighting against the Germans in WWII.
- Elliot finds the book given to him by Robert's father with Abel Hoffman listed as a famous modern artist.
- Elliot is convinced that Abel Hoffman is not a spy for the Germans and get emotionally upset when the idea is suggested.
- Robert's thinks about the lack of pictures, conversation, or even a mention of his dad at Robert's grandparent's home as strange as he ponders the evidence.
- Robert reads the inscription in Elliot's book that Robert's dad wrote to Elliot.

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

Map
Determine the location of Robert's cottage on the beach compared to Grandpa and Grandma Saunder's house where Elliot and his parents lived.

KWL Chart
Continue adding to the whole class KWL chart.

EXPLORE

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

Key Questions

1. Why do you think Robert's grandparents never mentions Robert's father?
2. Do you think it is unusual for Robert's father to send Elliot a present? Describe your thoughts.
3. How do you know that Robert thinks highly of Elliot's ability as an artist?
4. Why does Robert want so badly to ready the inscription in Elliot's book?
5. Describe what happened when Abel Hoffman painted at the fair. How did people treat him? Why did they act that way towards him?
6. What do the boys learn about Abel Hoffman from the book *Art in the Twentieth Century*?
7. How would you describe Robert's thinking through the problem Elliot has with Abel and the way Elliot protects Abel from false accusations?

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8. Why does Elliot suddenly get silent and refuse to talk with Robert?
9. What thought causes Elliot to have a nervous shutdown this time?
10. What is important to Elliot?

Analyze Analyze the key paragraph.

Key Paragraph, p. 50

"That set me straight fast. I was sorry I'd ever brought the subject up. From then on, I didn't talk about Dad. I still wondered about him, though, and kept my eyes and ears open around the house for stray pieces of information that might solve the puzzle" (p. 50).

EXTEND

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

The author provides a slim amount of details about Robert's father. In today's reading, Robert is eager to learn more about his dad, but he seems to get more questions than answers about him. Piece together everything you have read so far about Robert's father. **Using this information from the text, create 1 informational paragraph about his character. Use details, facts, and quotations from the text to provide as much information about him as possible.**

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

As a leader in your community, what can you do to make sure all people are being treated fairly?

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Character Based Literacy Program 60-Minute Lesson Plan
The Art of Keeping Cool, Day 6

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

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

What does it mean to be homesick?
When a person moves to another place, many times they miss their friends, their community, the places they had great experiences, school, and other important places to their family. The feeling of missing all those things creates homesickness. Some people never move, so they never experience this feeling of being homesick. Other people move to a new country and miss their homeland, friends, and family. Homesickness occurs when the feeling of missing something, and a longing feeling to have it back again, happens at the same time.

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

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announcement (54)	patriotism (55)	sanderling (56)	lieutenant (57)	commandos (59)

READ

Review Review the timeline from the beginning every day.

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

Read p. 51-60

Setting	Characters	Pages
Robert's room in the cottage at Sachem's Head	Robert	51-53
Robert's school	Robert, Elliot, Grace Cody	53-55
Sachem's Head and the area of the fort near Sachem River outlet to the ocean	Robert, Elliot, lieutenant colonel, a private	55-60

RESPOND

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

Students might mention:

- Robert wonders why his father gave Elliot an art book and wrote an inscription in the book. It makes him feel slightly jealous, especially since he has limited communication with his father during the war.
- Robert imagines the farm where he used to live. He envisions his family going about their business and chores. He also imagines an airplane flying far above him. Although he cannot see the face of the pilot, he hopes it is his father.
- The boys hear bad news at school: Germans torpedoed a British supply ship near Cape Cod.
- The principal tells the students that patriotism is the reason students must keep studying at the school.
- Robert and Elliot go toward the fort to find out what is going on; see a private talking with a lieutenant colonel.
- Robert and Elliot then find a fence cut and covered with brush, and they go where the sign says to not enter.

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

Map
Add information about Cape Cod south, the river, and the fence that is around the fort.

KWL Chart
Continue adding to the whole class KWL chart.

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EXPLORE

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

Key Questions

1. Why do you think Robert cannot identify the face of the pilot in his daydream?
2. When does Robert seem to get homesick?
3. Describe what the students learn in the lunchroom during the assembly.
4. Do you agree with Elliot when he says "the trouble with patriotism is that it gets used as an excuse for everything"?
5. What event caused the residents to be so concerned about a ship being torpedoed?
6. What does Elliot enjoy collecting?
7. Why do you think someone cut the fence around the fort and covered the hole with brush? Who do you think did it?
8. Why is Elliot impressed when he sees the ocean? What does he think it hides?
9. One of the boys' classmates says that German commandos came ashore. Why do Elliot and Robert share a laugh over this story?
10. Why do you think the boys are so determined to enter the military fort? What do you think is hiding behind the fence?

Analyze Analyze the key paragraph.

Key Paragraph, p. 60

"He was right about this brush. Underneath, we found a long slit that had been cut in the fence. Someone had been going in and out. We checked around to see if anyone was watching, then went through ourselves, pulling the brush over it again. We kept walking, staying close to the embankment so we couldn't be seen from above. After a while, I told Elliot to wait a minute. I wanted to check where we were" (p. 60).

EXTEND

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

In today's reading, the boys explore an area that is off-limits to residents of Sachem's Head. They disregard a sign explaining that entry is forbidden and climb under the fence anyway. Are Robert and Elliot being leaders when they disobey the military signs, or are they being careless? Will they get caught?

In 1 explanatory paragraph, explain whether or not the boys are leaders who promote the common good and civil engagement. Refer to details from the text to support your explanation. Maintain a formal tone in your writing, and use precise language to explain your ideas. Conclude your writing with a summary of your explanation.

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

Is it easy to be a leader?

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Character Based Literacy Program 60-Minute Lesson Plan
The Art of Keeping Cool, Day 7

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

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

What is a bunker?
In the military, a bunker is an underground room protected by sandbags, concrete or thick, underground walls. Bomb bunkers protect soldiers on the front line of a battlefield from bombs and rocket-propelled grenades. There are also concrete and steel reinforced bunkers that offer protection from larger weapons. A whole group of people may seek protection inside a bunker, especially those who control weapons or large guns.

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

embankment (61)	camouflage (62)	ammunition (62)	calculations (63)	tussle (70)

READ

Review Review the timeline from the beginning every day.

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

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Read p. 61-70

Setting	Characters	Pages
Inside the fence of the fort somewhere along the beach facing the ocean	Robert, Elliot, Abel Hoffman	61-68
Kitchen of the house	Uncle Jake, Elliot, Robert, Grandpa	69-70

RESPOND

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

Students might mention:

- The fort has two visitors along the beach, Robert and Elliot, when one of the guns fire, but not the big gun, Robert says to Elliot.
- Robert and Elliot trade barbed verbal attacks to see who would fall for the crazy reaction to a gun being fired.
- Robert and Elliot see Abel Hoffman climb through the cut in the fence and are not sure why he would go there.
- Uncle Jake reports a passenger ship being torpedoed and lots of servicemen are missing, even after the coast guard quickly rescued many.
- Grandpa is now going to be talked to by Grandma about keeping the windows covered at night to protect ships at sea from the enemy seeing the lights of houses on shore.

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

Map
Add any new parts of the fort to the map as described in the novel.

KWL Chart
Continue adding to the whole class KWL chart.

EXPLORE

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

Key Questions

1. Why does Robert want to move farther down the beach?
2. The house on the hill looks ordinary, but what does Elliot reveal about it?
3. How do the boys know that one of the smaller guns went off instead of the big gun?
4. Why do you think the boys joke about what happens when the big guns go off? What emotion are they pretending not to feel?
5. How does the Robert react to Elliot's comments about Abel Hoffman going through the hole in the fence?
6. Do you think Abel is spying on the fort? Or is he just practicing his painting?

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7. Why do you think Elliot wants to defend Abel?

Analyze Analyze the key paragraph.

Key Paragraph, p. 66

"'Holy smoke, he knew it was there!' Elliot said. 'He must have been here before.' 'Maybe he made it,' I said" (p. 66).

EXTEND

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

The boys see Abel Hoffman go through the cut in the fence to enter the military fort. What do you think Abel is doing in the restricted area? Is Robert too quick to judge Abel's actions? Or do you think he has a reason to be concerned?

In 1-2 explanatory paragraphs, describe Robert's concern with Abel sneaking around the fort. Is he thinking this way out of fear? Do his concerns have to do with Abel's German roots? Be sure to use details and quotes from the text to support your explanations. Use transition words (first, next, then, last, also, however, etc.) to link your thoughts together. Be sure to provide a conclusion that summarizes Robert's concern with Abel Hoffman's behavior.

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

Is everyone capable of being a leader in his or her community? Are some people "born" to be leaders, while others are meant to be followers?

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Character Based Literacy Program 60-Minute Lesson Plan
The Art of Keeping Cool, Day 8

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

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

What is blacking out windows at twilight during wartime?
People would black out windows at sunset to make sure light wouldn't shine from windows along the coastline. This was thought to prevent convoys from being spotted by enemy submarine periscopes. Buildings along the coastline were targets for submarine torpedoes; therefore, by blocking all light from windows facing the ocean, citizens improved protection for ships crossing the ocean to deliver supplies to troops in Europe. Blackout curtains were made from heavy material draped across windows to prevent light from being seen outside the buildings.

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

incendiary (71)	reconnaissance (72)	mystical (72)	transmitter (73)	crookneck (78)

READ

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Review Review the timeline from the beginning every day.

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

Read p. 71-80

Setting	Characters	Pages
Grandma and Grandpa's house	Elliot, Robert, Grandma,	71
Sachem's Head, Eavesville, and Grandpa and Grandma's house for dinner	Elliot, Robert, Grandpa, Grandma, Uncle Jake, Robert's mother, Aunt Nan, Carolyn	71-80

RESPOND

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

Students might mention:

- A plane crashed in Eavesville; Robert and Elliot hitch a ride to see it.
- Elliot starts drawing planes on butcher paper because other paper is scarce.
- Robert and Elliot talk about Abel Hoffman being a spy, but Elliot says that is not possible.
- Grandpa brings up the subject of Army officers on the ship that was torpedoed.
- Roberts knows his mother wants to speak but cannot, so Robert speaks up for his mother's need to know about Robert's father, but Grandpa reacts badly.
- Elliot's drawing of the dinner shows Robert what is going on but he does not understand the reason for his grandfather's anger and swearing.

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

Map
Add any new places from this section of reading to the map and identify those places with small labels.

KWL Chart
Continue adding to the whole class KWL chart

EXPLORE

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

Key Questions

1. Why do Robert and Elliot want to go see the plane that crashed in Eavesville?
2. The author paints a word picture of Elliot's drawing ability; how does Robert react to his cousin's ability?
3. Do you think Elliot is an outcast? Who else in this novel is an outcast?
4. What is the purpose of Robert asking his grandfather about his father?

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5. Why do you think Grandpa Saunders is so angry when Robert's father is brought up?
6. How do you learn about Robert's feelings toward his grandfather in this section?
7. How different is the culture of the characters from your own culture and community?
8. What do you think will happen next to Robert and Elliot?
9. What are the differences between Robert and Elliot's personalities? Are they both leaders? What are their different talents?

Analyze Analyze the key paragraph.

Key Paragraph, p. 80

"That made me mad. It made me furious. I didn't say anything though. Everybody was so determined to pretend that nothing had happened. Somehow they decided, without even talking to each other, to forget the whole thing. A scared feeling came into me when I saw it. I had the idea there might be something going on that I didn't know about" (p. 80).

EXTEND

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

In today's reading Robert infuriates Grandpa Saunders with his questions about his father. Think of a time when you felt angry but decided not to act on your emotions. When is it a good time to control your anger? Is it ever appropriate to express your anger with your family and friends?

In 1-2 explanatory paragraphs, explain Robert's relationship with his Grandfather at this point in the novel. Compare his relationship with Grandpa Saunders to his relationship with other characters in the book. Do you think Robert will ever be able to talk about his father with Grandpa Saunders? Why or why not? Provide details from the text to support your ideas. Be sure to present your ideas clearly, and maintain a formal tone in your writing. Conclude your paragraph(s) with a summary of your topic.

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

Do good leaders let their emotions control them? Or do they control their emotions?

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Character Based Literacy Program 60-Minute Lesson Plan
The Art of Keeping Cool, Day 9

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

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

What are fire tongs?
Fire tongs can be used to move small pieces of wood around inside a fireplace. Fire tongs are used to help the wood in fires burn more evenly. The fire tongs are usually black, and get covered in soot from burning wood in the fireplace. Usually the fire tongs are handled with heavy gloves that prevent hands from getting burned by the fire. Fire tongs are made from two pieces of metal fastened so as to be able to grasp, or pinch, a small log or piece of firewood in the fireplace and move it while it is burning or to add more wood to a fire needing more fuel.

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

tureen (83)	searchlights (87)	spider webs (87)	binoculars (89)	periscopes (90)

READ

Review Review the timeline from the beginning every day.

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

Read p. 81-90

Setting	Characters	Pages
Elliot's room in Grandpa and Grandma's house	Elliot, Robert, Grandpa, Grandma, Uncle Jake, Aunt Nan, Carolyn,	81-85
Sachem's Head in various locations	Elliot, Robert, Jimmy Potter, Grandpa, Grandma, Uncle Jake, town folk, Aunt Nan	86-90

RESPOND

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

Students might mention:

- Robert finds out about his grandfather's anger, and discovers the cottage used to be Elliot's home before the bank foreclosed it.
- Elliot's drawing of the dinner fiasco catches Robert's interest for its details and expressions caught on everyone's face, especially his mother's tears welling up.
- Robert notes Elliot's drawings are precise and detailed just as if a photo were taken.
- Another ship is torpedoed; Elliot and Robert listen to reports of the sinking and rescue.
- Grandpa takes security more serious; he wants a bomb shelter established and starts watching for German submarines.
- Newspapers report German commandos are captured after coming ashore.

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

Map
Add the Provincetown, New York City, and Washington DC to the map.

KWL Chart
Continue adding to the whole class KWL chart

EXPLORE

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

Key Questions

1. Why do you think Grandpa finally got serious about blacking out the windows and car headlights? Why does he want to create a bomb shelter?
2. How do you think Grandpa and Robert will develop as characters in the story? Will their relationship become tenser, or less strained?
3. What is the subtle development in the relationship between Elliot and Robert?
4. How does the author develop the plot using the sinking of ships by Germans?
5. How does the author describe Robert's feelings toward his grandfather?

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6. How does this section of the novel relate to your understanding of how people lead their friends or family?
7. Which character do you relate to most closely? Why do you think this is?
8. Why do you think Grandpa Saunders gets so angry when Robert's father is mentioned?
9. What do you think will happen to Elliot and Robert as the novel develops?

Analyze Analyze the key paragraph.

Key Paragraph, p. 90

"'Now that we got this blasted shelter, you can bet we'll never use it,' Grandpa said. He was as glad to have it as we were, though, and he began to be in favor of other security measures around our two houses" (p. 90).

EXTEND

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

In today's reading, Grandpa Saunders makes decisions to increase the family's safety, like making a bomb shelter and blacking out his headlights. Despite the rough ways he deals with others, do you think Grandpa Saunders is a leader in the family? Is he a leader who shows respect for the common good? Refer to the CBL theme for this novel: Leadership Requires Engagement. Does Grandpa Saunders show engagement in the way he leads his family?

In 1-2 explanatory paragraphs, describe Grandpa Saunders' leadership style. Refer to details and quotations from the text to help support your ideas. Maintain a formal tone in your writing, and be sure to include transitions such as "first," "next," "then," "last," and "also" to help strengthen the clarity of your writing. Be sure to conclude with a summary of your explanation.

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

What kind of leaders do we need in order to promote justice?

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Character Based Literacy Program 60-Minute Lesson Plan
The Art of Keeping Cool, Day 10

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

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

What is Morse code?
Morse code is a communication method using short and long flashes of light, a series of clicks, or on-off tones to send a message. Flashes of light from special lanterns were used to send messages from one ship to another ship. **Short and long flashes of** light provided a relay of messages that were difficult to intercept without direct line of sight of both lanterns. Messages could be sent on land or even from land to ship or ship to land for covert operations in which commandoes could be used for a secret mission to disrupt the enemy's normal operations.

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

particularly (91)	stoppage (92)	harebrained (94)	casualty (99)	superstitious (100)

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READ

Review Review the timeline from the beginning every day.

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

Read p. 91-100

Setting	Characters	Pages
Grandpa and Grandma Saunder's house	Robert, Uncle Jake, Grandpa, Grandma, Elliot, Robert's mother	91-100

RESPOND

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

Students might mention:

- Uncle Jake brings up the flashlight and code idea for spying for Germany.
- Grandpa confronts Robert about Elliot, but compliments him for having a good relationship with Elliot.
- Robert takes the hard-sell approach of his grandfather about becoming a doctor and going to college.
- Robert finds out from Elliot that Abel Hoffman was beaten the night before and came to get medical help from Robert's grandfather.
- Robert's mother puts up a white banner with a blue star for Robert's dad being in the service, but Robert does not like the banner.

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

Map
Add new locations or information to the map based on this section of the novel.

KWL Chart
Continue adding to the whole class KWL chart.

EXPLORE

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

Key Questions

1. Why does Lisle write about the thoughts and feelings of the characters as well as their conversations throughout the novel?
2. As the story unfolds, how do you think Robert feels after his grandfather explodes?
3. How does the invitation to visit his grandfather's office affect Robert?
4. Why do you think someone would have difficulty relating to Elliot?
5. How does the author unfold the plot with each new incident between Robert and his grandfather, but keeps the reader guessing the outcome?
6. How does Uncle Jake view what is happening in their area of the East Coast?

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7. What method did the author use to give the reader insight into the mind of Elliot?
8. What is your impression of Elliot after his advice to Robert to visit his grandfather's office to prevent a bigger problem?
9. What can you infer from the plot in this section of how the story might conclude?

Analyze Analyze the key paragraph.

Key Paragraph, p. 95

"'He was giving you the big sell,' Elliot said. 'He wants everyone to be a doctor. Watch out. When he starts on that it means trouble. You had better go see his office, or he'll be yelling and insulting you next'" (p. 95).

EXTEND

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

Grandpa Saunders takes care of Abel Hoffman when he gets beaten up. He also tries to convince Robert to become a doctor. Are doctors leaders who promote the common good? Do they lead with engagement? Refer to the CBL theme for this novel: Leadership Requires Engagement. **Write 1-2 explanatory paragraphs about how doctors can promote the common good through their actions. Why are they important to the communities they are part of? Use details and quotations from the text as well as the CBL theme to support your ideas. Use precise language in your writing, and be sure to introduce your topic clearly. Maintain a formal tone throughout your explanatory paragraph(s).**

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

Do good leaders make decisions for others? Or do they allow people to make their own choices?

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Character Based Literacy Program 60-Minute Lesson Plan
The Art of Keeping Cool, Day 11

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

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

What is a rear gunner?
When large bombers were built, they were equipped with machine gunners in the tail of the aircraft, in the belly of the air craft, and on the top of the aircraft, as well as in the front of the aircraft. This was done to help shoot down enemy fighters who were attempting to shoot the bombers out of the sky. This would prevent them from dropping bomb loads on military targets. Since bombers actually flew quite slow, fighters could fly very fast and shoot at the bombers as they made passes over and over again. This prevented the bombers from killing the pilot and crew, or destroying the plane totally. The rear gunner protected the bomber from the enemy fighters approaching from the rear of the plane, its six o'clock position.

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

crackled (101)	censor (102)	encampment (106)	kerosene (108)	turpentine (108)

READ

Review Review the timeline from the beginning every day.

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

Read p. 101-110

Setting	Characters	Pages
Cottage at Sachem's Head	Robert, Robert's mother	101-102
Various places around Sachem's Head	Robert, Elliot, Abel Hoffman	102-110

RESPOND

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

Students might mention:

- Robert ponders his father's letters to Robert's mother that Robert has read.
- Elliot takes Robert to see Abel Hoffman one afternoon after school.
- Robert and Elliot walk a path in the forest to a place near the bay where a sailboat was made into a house.
- Abel Hoffman had taken the sailboat home and fixed it up nicely, putting in a vegetable garden and an art studio for Elliot to practice his artwork.
- Robert did not like the modern art that Abel painted, but Elliot liked Abel's art and both Abel and Elliot seemed right for each other.

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

Map
Determine the location of new places or add details of locations in the novel.

KWL Chart
Continue adding to the whole class KWL chart.

EXPLORE

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

Key Questions

1. Why does Lisle go into so much detail to describe the Abel's home?
2. As the novel unfolds, how has your opinion of Elliot changed?
3. Why do you think Robert's mother leaves out many details from her husband's letters when she reads them to her children?

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4. Does Robert understand the relationship between Elliot and Abel? Or is he puzzled by their friendship?
5. How does a person become good at drawing like Elliot? Do you think it is necessary to have a mentor like Abel showing you the ropes?
6. Why does Robert get so upset about his mother crying?
7. How does Robert react to Abel's paintings? How are they different than the ones Elliot makes?
8. How are Elliot and Abel similar?
9. Why do you think the people of Sachem's Head are so opposed to Abel Hoffman being there? Are they acting out of fear? Or are they justified in their attacks on him?

Analyze Analyze the key paragraph.

Key Paragraph, p. 110

"It's not the outer world but the inner world he paints. That's why you don't always recognize real things. He is painting his feelings" (p. 110).

EXTEND

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

Robert's father and mother exchange letters about their lives while they are separated. Pretend you are Robert. **Write 1-3 explanatory paragraphs in a letter to your father that explains Abel Hoffman's new home in the woods, as well as his art. Be sure to maintain a formal tone in your letter. Include facts and details from the text to support the information you discuss in your letter. Be sure to provide a clear introduction to your letter, and end with a conclusion that summarizes the information you present.**

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

What injustice have you seen in your family or community that you would like to correct and make right?

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Character Based Literacy Program 60-Minute Lesson Plan
The Art of Keeping Cool, Day 12

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

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

What is involved in caring for a vegetable garden?
Caring for a vegetable garden takes work every day. Weeding is only a part of caring for the vegetable garden. There are pests that like to eat the leaves or burrow in the ground to eat root crops. So, the person caring for the garden has to remove the weeds, look for snails and slugs, remove old leaves, and cultivate the soil so that water easily soaks into the soil. Vegetable gardens take a lot of water when the sun is hot during the summer. Staking up tall vegetables, creating strings for vines to climb, and checking for ripe vegetables are all a part of caring for a vegetable garden. Without special plant food, the vegetable garden would look sickly. It takes balanced fertilizer with micronutrients to help make a vegetable garden productive and so one can reap the benefits of the seeds that were planted weeks before.

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

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freeloaders (116)	guiltily (117)	manning (118)	beckoned (118)	bureau (118)

READ

Review Review the timeline from the beginning every day.

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

Read p. 111-120

Setting	Characters	Pages
Sachem's Head in various locations	Robert, Elliot, Abel Hoffman	111-113
Cottage where Robert lived	Robert, Robert's mother	114-115
Grandpa's house	Robert, Elliot	115-120

RESPOND

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

Students might mention:

- Elliot tells Robert about Abel's escape from Germany and how he was not treated fairly because of his art.
- Abel invites Elliot to learn about painting during the summer.
- Finally, three letters arrive from Robert's father; Robert's mother is overjoyed.
- Grandpa comes up with lots of summer jobs to keep Robert and Elliot busy working all summer, doing their part to earn their keep and not be freeloaders.
- Grandma has a talk with Robert about his father and shows him a photo of his father with a gun and dog at age twelve.
- Grandma wins Robert's heart when she compliments Robert's strengths.

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

Map
Determine the location for a new place or details of a location you have listed.

KWL Chart
Continue adding to the whole class KWL chart on *The Art of Keeping Cool.*

EXPLORE

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

Key Questions

1. How does Lisle reveal Grandpa's emotions toward Robert's father and Robert?

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2. When do you think we will discover what actually happened to Robert's father when his leg was injured? What do you think really happened at this point?
3. What do you think Grandma is up to when she shows Robert his father's photo?
4. How does Lisle develop the plot without giving us too many clues to the climax?
5. How does a person become good at vegetable gardening? What different steps does it require?
6. Why do you think Elliot avoids chores and housework? What preoccupies his mind instead of household chores?
7. How do you relate to Grandma keeping a lid on Grandpa's anger? Do you think it is better to avoid certain feelings rather than confront them?
8. Do you think Elliot would ever stand up to Grandpa? Would Robert? How are these two different in their approach to Grandpa and his anger?
9. Can you predict what will be discovered about Abel Hoffman?

Analyze Analyze the key paragraph.

Key Paragraph, p. 116

"'Everyone does their part in this house, whether they like it or not,' I hear Grandpa roar at him more than once. 'I'm not in the habit of housing freeloaders'" (p. 116).

EXTEND

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

A freeloader is someone who takes advantage of a situation without giving anything in return. Do you agree that people should do their part in the house? Do freeloaders lead with engagement and promote the common good? **In an explanatory paragraph, explain your opinion about freeloaders. Introduce your writing with a definition of freeloaders. Then, use details from the text as well as the CBL theme to explain whether or not freeloaders contribute positively to the communities they are part of. Be sure to maintain a formal tone in your writing, and use transitions (first, then, next, last, also, however) to create clear, unified writing. Provide a conclusion that summarizes your explanation of freeloaders.**

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

What might you do to help a person be more understanding of how their anger is unjustly affecting others? How do leaders deal with their anger? Do they let others know they are upset? Or do they keep it within themselves?

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Character Based Literacy Program 60-Minute Lesson Plan
The Art of Keeping Cool, Day 13

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

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

What is a searchlight?
A searchlight is a huge, portable light with its own generator for power. Searchlights point up to the sky with mirrors inside the huge light fixture to focus the light up to an area of the sky. This produces a very bright beam of light that helps identify an airplane or blimp in the night sky. During past wars, the U.S. had searchlights pointing skyward at night to detect enemy aircraft or blimps. This was done in order for antiaircraft guns or missiles to pinpoint enemy aircrafts and bring them down. After the wars, searchlights were used to announce a sale or the opening of a movie or a new theme park. Today, you will see the searchlights used in Hollywood or Disneyland, and at Disney World in Florida on special occasions.

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

navigator (123)	complicated (125)	mournful (127)	concussion (128)	complained (130)

READ

Review Review the timeline from the beginning every day.

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

Read p. 121-130

Setting	Characters	Pages
Various locations in Sachem's Head	Grandma, Robert, Robert's mother, Elliot, Carolyn	121-130

RESPOND

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

Students might mention:

- Robert and Grandma finish their talk and Robert bonds with Grandma.
- Robert finds and reads the three new letters from his father that his mother stored.
- Robert confronts his mother about not writing to his father about their move.
- Robert and his mother sit in the darkness with the windows open and look out on the ocean and watch the searchlight searching for enemy aircraft.
- Robert is given two tasks: stay home and protect the cottage from the concussion of the big gun following his mother's instructions, and look after Carolyn.

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

Map
Add to the map any new locations.

KWL Chart
Continue working on the class KWL Chart for *The Art of Keeping Cool.*

EXPLORE

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

Key Questions

1. How do you think Carolyn knows her brother's plans for the day?
2. Why do you think Robert's mother isn't telling her husband that their family has moved from the farm? How do you think he would react if he knew the family has moved?

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3. Robert reads his mother's letter without permission. Do you think he should be punished for snooping? Should he have asked before he read the letters?
4. How does Robert deal with his younger sister's questions about staying home?
5. Why does Carolyn agree to keep Robert's secret this time? Do you think she will keep her word?
6. Do you think people have a reason to treat Abel Hoffman unfairly? Or are they acting out of fear?
7. Describe the way Robert is a leader to his younger sister. Is there trust in their relationship?
8. Why do you think Robert's father has not been in contact with his family at the farm for so many years?

Analyze Analyze the key paragraph.

Key Paragraph, p. 126

"But it's strange! Why did he never tell me? He never seemed angry at them. How was I to know? And now here we are in the last place in the world he would wish us to be, I suppose" (p. 126).

EXTEND

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

In today's reading, Robert chooses to disobey his mother twice: he sneaks into her room and reads her letters, and he decides to see the big guns instead of staying home and caring for his sister. Is Robert choosing to serve the common good in his actions? Or is he a leader that cares only for himself? **In 1-2 explanatory paragraphs, explain Robert's decisions and the impact they could have on others. Is he making choices that will benefit the community? Or is he putting himself and others in danger? Does a good leader need to break the rules sometimes? Be sure to use details and quotations from the novel to support your topic. Use precise language in your writing, and provide a conclusion that summarizes your explanation of Robert's leadership choices.**

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

What values must a person first have before they can make good and just decisions about others' behaviors? Do all good leaders follow the rules? Or do they sometimes need to break them to promote the common good?

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Character Based Literacy Program 60-Minute Lesson Plan
The Art of Keeping Cool, Day 14

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

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

What are Indian arrowheads?
North American Indians used bows and arrows to shoot game for food. The arrows consisted of a wooden shaft; a sharpened and pointed stone inserted and tied to the head of the wooden shaft, called an arrowhead, and at the back end of the shaft of the arrow were feathers to help guide the arrow straight to its intended target. The feathers were attached to create a guide for the airflow to keep the arrow straight. Arrowheads were made of rocks that could be chipped and sharpened so as to shape the hard material into a pointed object that would penetrate an animal's skin, and would badly wound or kill the targeted animal.

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

fascinating (132)	ingenious (134)	wadding (136)	sputtered (138)	concentrate (140)

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READ

Review Review the timeline from the beginning every day.

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

Read p. 131-140

Setting	Characters	Pages
Robert's cottage and Grandma's house	Carolyn, Robert, Grandma, Elliot	131-136
Sachem's Head route to the fort and beach area of the fort	Robert, Carolyn, soldiers, Abel Hoffman	136-140

RESPOND

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

Students might mention:

- Robert wakes up his sister and takes her to Grandma's, but Elliot will not go with him, and Grandma has an appointment, so she cannot watch Carolyn.
- Carolyn convinces Robert to take her to the beach.
- They are seen on the way by a soldier.
- Robert spots Abel Hoffman inside the fence; he is watching the big guns.
- Robert and Carolyn are hiding from all the soldiers guarding the area.

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

Map
Add to the map any new location in the story.

KWL Chart
Continue the KWL chart on *The Art of Keeping Cool.*

EXPLORE

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

Key Questions

1. How does Lisle's style compare to other authors you have read?
2. As we learn more about Elliot, how have your first impressions of him changed?
3. Do you think anyone will confront Grandpa about his anger?
4. What barrier to justice seems to permeate the town's people attitude toward Abel?
5. How does a person become an artist? Are people born with artistic talent? Or must they work on it?

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6. Why does Abel keep going through the cut in the fence after being beaten? Do you think he is going to the beach to spy? Or is he working on his art there?
7. What is your impression of the relationship between Grandpa and Robert's father? Do you have a complicated relationship like that with someone in your life?
8. Why do you think the conflict between Elliot and Robert is temporary?
9. What values help Robert to deal with what life throws him each time? What leadership qualities does he have that help him through tough times? Courage? Patience? Curiosity?

Analyze Analyze the key paragraph.

Key Paragraph, p. 139

"I kept checking on Abel. He was looking at the guns through binoculars now, arms held taut. His plaster cast was gone. He shifted his weight, made a quarter turn to the right, and stared through the binoculars out to sea. I pulled Carolyn down. She'd been standing up, trying to see better" (p. 139).

EXTEND

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

Robert sees Abel Hoffman looking at the guns with binoculars. From what you have read about Abel so far, do you think he is spying? Or is he getting inspiration for his art? Create a 2-column chart: provide a heading on one side that says 'Spying' and a heading on the other side that says 'Art.' On the 'Spying' side, provide evidence and ideas from the text that support Abel spying on the guns for the Germans. On the other side, provide reasons from the text that he is looking at the guns for inspiration for his art. **Below the chart, write 1-2 explanatory paragraphs that explain your own thoughts about Abel. Which side do you think he is on? Is he at the wrong place at the wrong time? Or is he betraying the secrets at the fort? Be sure to use the evidence from your chart to support your explanation. Be sure to maintain a formal tone in your writing.**

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

What might you do to help an innocent person who got wrongly accused of a crime?

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Character Based Literacy Program 60-Minute Lesson Plan
The Art of Keeping Cool, Day 15

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

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

What is a henhouse?
Unless you have lived on a farm or ranch, you might not have any idea what a henhouse really is. A henhouse is usually made of wood with places for straw to be placed so that the hens can create a nest on which to lay their eggs. A henhouse is a place where the hens sleep at night, too. The chicken coop is usually completely enclosed to protect the hens from predators and house the chickens in a protected environment.

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

commotion (142)	tremendous (142)	henhouses (146)	trajectory (147)	preliminary (149)

READ

Review Review the timeline from the beginning every day.

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

Read p. 141-150

Setting	Characters	Pages
Sachem's Head fort area of the gun emplacements	Soldiers, Robert, Carolyn, Abel, Grandma, Robert's mother, Lieutenant	141-150

RESPOND

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

Students might mention:

- Robert and Carolyn hear the big guns fire, see Abel run, and see the soldiers find Abel's blue cap.
- Robert and Carolyn hide, but Carolyn drops her cotton ear wadding in the field.
- Robert wants to talk to Elliot about what he saw Abel doing but cannot find Elliot.
- An officer from the fort comes to the house and questions Robert and Carolyn.
- Abel Hoffman is taken in for questioning into the town by the authorities.

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

Map
Add any new locations or details of existing locations described in this section of the novel.

KWL Chart
Work on the class KWL chart on *The Art of Keeping Cool.*

EXPLORE

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

Key Questions

1. Why do you think that Elliot did not show up at home?
2. Why does Carolyn begin to cry when an officer holding two small pieces of cotton knocks on the door?
3. Are you surprised that Robert and Carolyn got caught? Did you expect the officer to be more upset with them?
4. Why do you think the officers found it interesting that Abel Hoffman had a notebook with him?
5. Why do you think Robert keeps the conversation with the officer a secret from Elliot?
6. How do you think Elliot would react if he found out that Robert was the one who gave information about Abel?
7. How do you think people in the town found out about Abel Hoffman 'spying' at the fort?

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Analyze Analyze the key paragraph.

Key Paragraph, p. 150

"The lieutenant said the interrogation would be confidential but somehow, in the next twenty-four hours almost everyone in town heard about it" (p. 150).

EXTEND

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

Robert was honest with the officer who asked him questions about Abel Hoffman. However, he feels somewhat guilty about providing information that turned Abel in to the FBI. **Answer the following questions in 1-2 explanatory paragraphs: is honesty always the best policy? When does honesty hurt more than it helps? Did Robert make the right choice in turning Abel in for questioning? What would you have done if you were in Robert's situation? Would lying to the officer have gotten Robert into more trouble? Be sure to use details and quotations from the text as well as the CBL theme in your writing. Use precise language to convey your ideas, and maintain a formal tone in your writing. Include a heading when introducing new or different topics.**

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

Is being a leader who promotes justice easy? Does it require courage?

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Character Based Literacy Program 60-Minute Lesson Plan
The Art of Keeping Cool, Day 16

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

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

What is a wild bird egg collection?
Some people prize collecting wild bird eggs as a hobby. Elliot in our story enjoys hunting for and finding wild bird eggs in the area of Sachem's Head, Rhode Island. Looking for wild bird eggs takes patience and a great memory, or a detailed diary of when you found the egg, where you found it, a description of the egg, a drawing, and maybe a photo. Later, identifying the wild bird egg and seeing an adult wild bird who laid the egg would be the added joy of the wild bird collector. Bird eggs are one of many items that people enjoy keeping collections of. Other items people collect include baseball cards, stamps, and coins.

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

midafternoon (151)	hobbling (152)	struggling (154)	spooked (156)	kooks (158)

READ

Review Review the timeline from the beginning every day.

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

Read p. 151-160

Setting	Characters	Pages
Sachem's Head in various locations	Robert, Grandma, Abel Hoffman, FBI agents, Grandpa, Elliot, Aunt Nan, Uncle Jake, Larry Bean, Jerry Antler, Agnes Gundersen, Willie Vogel	151-160

RESPOND

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

Students might mention:

- Abel Hoffman is arrested for trespassing at the fort. The details Elliot provided led to the FBI taking Abel in for questioning.
- Elliot avoids being around Robert and tells his grandma he is sick. Robert goes into town to find out the details of Abel's questioning.
- Abel is fined but there is not enough evidence to hold him on any charges.
- Agnes Gunderson allowed Abel to stay on her land but Grandpa didn't like it.
- Abel becomes afraid to come to town, so he hires Elliot to go to town and run errands for him.

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

Map
Add any new locations described in this section of the story.

KWL Chart
Continue to work on the class KWL chart.

EXPLORE

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

Key Questions

1. Why does Elliot tell his grandma that he is sick? How do you think he is actually feeling?
2. Do you think Elliot knows that the information Robert provided to the officer led to Abel's arrest?
3. Why does Robert stop laughing when Abel looked his way?
4. Do you think the FBI will find the evidence they need to prove that Abel has been spying? Or will he remain a free man?
5. What are Grandpa Saunders' thoughts about Abel now? Why does Lisle keep the reader guessing about Abel Hoffman?
6. How would you describe the mood of Robert and Elliot up in Elliot's room in the beginning of Robert's visit? How is it at the end?

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7. Why doesn't Elliot ever want to sell his wild bird egg collection? Why do you think it's so important to him?
8. Why isn't Robert impressed with Elliot's new paintings? What doesn't he understand about Elliot's new approach to art?
9. Where is Abel afraid to go after his questioning?
10. How does Elliot begin to help Abel? Do you think this will get him into trouble?

Analyze Analyze the key paragraph.

Key Paragraph, p. 147

"'He says they're going to make his name over here. Listen, Robert, you should come look. Abel's been really good lately. No drinking, just work. He's a really nice man underneath. If people knew him, they'd love him. That's why all this is so stupid'" (p. 147).

EXTEND

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

In today's reading Elliot says, "He's a really nice man underneath. If people knew [Abel] they'd love him." Do you agree with Elliot's opinion towards Abel? Is he promoting the common good in his choice to defend Abel? Or is he being too nice to him?

Write 1-2 explanatory paragraphs about Elliot's views towards Abel Hoffman. Is Elliot being a leader in the community by defending him? Or is he acting crazy? Explain Elliot's relationship with Abel and be sure to include details and quotations from the text as well as the CBL theme, "Leadership Requires Engagement". Maintain a formal tone in your writing, and be sure to conclude your thoughts with a summary of your ideas.

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

Elliot is learning new art techniques from Abel Hoffman. Can leaders receive inspiration from others, or must all their ideas be original?

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Character Based Literacy Program 60-Minute Lesson Plan
The Art of Keeping Cool, Day 17

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

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

What is Expressionist Art?
Expressionist art is an art form originating in Germany in the early 20th century that focused more on expression of feelings or emotions rather than realistic forms. The explosion of colors representing a feeling would be one way to describe such a painting. Use of oils was a common medium in expressionist artwork. This art form became popular in the United States following World War II, and remained popular into the 1970s. The artist conveyed emotional meaning in the use of color and texture, and also attempted to stir up emotion within the viewers of the paintings. Some say that this form of art grew out of the Impressionist works of art, or in response to that art form. The art form waned after Hitler came to power in the late 1930s in Germany.

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

crazed (162)	shadowy (165)	firebombs (167)	hound (169)	dabbing (170)

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READ

Review Review the timeline from the beginning every day.

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

Read p. 161-170

Setting	Characters	Pages
Grandpa and Grandma's house	Elliot, Robert, Abel, Grandma	161-163
Sachem's Head, various locations	Elliot, Robert, Abel, Carolyn, Grandma, Grandpa, Aunt Nan, Robert's mother	163-170

RESPOND

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

Students might mention:

- Robert and Elliot discuss Abel Hoffman's intense desire to paint almost non-stop.
- Elliot shows Robert his newest oil paintings in the Expressionist art form.
- Elliot begins doing errands for Abel in town; everyone notices and talks about it to each other but not to Aunt Nan, Uncle Jake, Grandpa, or Grandma.
- Carolyn went to the beach every day with a family up the road that summer.
- Grandpa, Grandma, and Elliot seemed happier than they had for a long time. Robert played a lot of baseball, and Elliot spent less time in his room.
- Elliot invites Robert to see Abel's newest works of art.
- Elliot asks Robert about his father. Elliot seems suspicious when Robert mentions his father has a limp because of a flying accident.
- Abel is using shades of red and blue in his art.

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

Map
Add any new locations described in this section of the story.

KWL Chart
Continue working on the KWL chart for *The Art of Keeping Cool.*

EXPLORE

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

Key Questions

1. What does Grandma say carries people through the rough spots in Sachem's Head?
2. What subject must Robert and Elliot stay away from if they want to get along?

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3. Why is Robert suspicious when Elliot invited him to Abel's?
4. Why do you think Robert asks Elliot if Abel has said anything about him lately?
5. What do you think Elliot knows about Robert's father's injury? Do you think it's something more than an airplane accident?
6. Describe the new paintings Abel is creating. How are they different from his old paintings?
7. Why does Robert compare Abel to a hiker or an athlete?
8. From what Lisle writes, how are characters changing in the novel? What is causing these changes? Which character do you think is changing the most?
9. How does Robert get drawn into accepting Abel's art form?

Analyze Analyze the key paragraph.

Key Paragraph, p. 170

"'Bomb, here' He made a movement with his brush that put an explosion of paint on the painting. 'And here!' Another paint explosion. 'And here, here, here'" (p. 170).

EXTEND

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

Abel Hoffman is a character that we are learning more and more about as the novel progresses. **In 1-3 explanatory paragraphs, explain how his character has changed. What have you learned about Abel? How has your initial impression of the character changed? How have his relationships with the people of Sachem's Head (Robert, Elliot, the townspeople) changed? Be sure to use details and quotations from the text to support you explanations. Be sure to use headings to introduce new ideas in your writing. Use precise, descriptive vocabulary when explaining the ways Abel's character has changed. Provide a conclusion that summarizes the main points of your writing.**

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

Who is a person in your life that has inspired you to be a leader? What qualities does that person have?

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Character Based Literacy Program 60-Minute Lesson Plan
The Art of Keeping Cool, Day 18

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
e.) Establish and maintain a formal style.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

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

What does it mean to be blacklisted?
The term blacklisted is used to describe a person who is allowed to be hired by anyone—or a company—for any job. Unions keep a list of blacklisted companies and individuals. Potential employers are warned not to hire the blacklisted person/company to do any work; this forces the company or the person to look elsewhere for employment. This is a subtle form of changing the minds of people to do what is desired. Sometimes, even governments have used this tactic to create fear for the sole purpose of controlling certain people's lives. It is effective in creating fear for a time, until anger overcomes the fear, and then sometimes rebellions erupt into various forms of violence against those who have blacklisted too many for too long. Blacklisting is an unjust action that takes away rights of individuals. It is a leadership tactic that does not promote engagement or the common good.

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

expressionist (174)	blacklisted (176)	indistinguishable (177)	nondescript (178)	depraved (178)

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READ

Review Review the timeline from the beginning every day.

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

Read p. 171-180

Setting	Characters	Pages
Abel's sailboat studio	Elliot, Robert, Abel Hoffman	171-180

RESPOND

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

Students might mention:

- Robert really thinks Abel's painting is great.
- Elliot asks Abel to tell both of them his story about what happened in Germany.
- Abel talks about his exploration of Expressionist art as a medium of communication using pure colors from tubes to express and to evoke emotional responses.
- Hitler's coming to power changed the artwork because he hated expressionism.
- Abel talks about being arrested, being beaten, and his health beginning to fail because of the 'forbidden' art he was creating.
- He was told to leave Germany by his friends, but he had no money.

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

Map
Add any new locations described in this section of the story.

KWL Chart
Continue working on the KWL chart for *The Art of Keeping Cool.*

EXPLORE

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

Key Questions

1. How does Elliot finally get Abel to tell his story so they are warned? Why do you think Abel is warning them?
2. Why do you think Hitler hated Abel's art so much?
3. How does Abel explain to two young boys the story of his struggle as an artist in Germany?
4. Why is the reader drawn emotionally into Abel's story of struggle?
5. Abel still seems to be treated unfairly in the U.S. How is history repeating itself for the artist?

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6. In what way does Lisle draw you into the plot through the story of Abel's life? How does Abel's story relate to other stories of Nazi Germany you have heard?
7. Are there people in today's society that are treated unfairly, like Abel?
8. What could leaders do to improve the lives of those, like Abel, who are not accepted by society?
9. Do you think Elliot and Robert will be inspired by their conversation with Abel? What do you think they will do to help improve Sachem's Head and the people's perception of Abel?

Analyze Analyze the key paragraph.

Key Paragraph, p. 180

"Two well-known Expressionist artists, friends of his, have committed suicide, he hears. Another has been deported to a concentration camp. The daily outrages committed against the Jews sicken him. A friend tells him: Leave Germany before it is too late. Worse is coming. We are going to war'" (p. 180).

EXTEND

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

Even though Abel came to the US to escape persecution in Germany, he is still being treated unfairly by the people in Sachem's head.

Pretend you are the mayor of Sachem's Head. **Create a flyer that includes at least one explanatory paragraph. In your paragraph, explain Abel Hoffman's situation and the ways you feel he has been wrongly treated by the people of Sachem's Head. What have they done that is unfair? As a leader of the community, explain 1-2 new laws or ideas that you will enact to promote the common good and end discrimination against Abel. Be sure to maintain a formal tone in your writing. Include graphics and multimedia to add to the ideas presented on your flyer. Be sure to include transitions in your writing (first, next, then, last, also, however), and maintain a formal tone in your writing.**

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

How might a leader prevent injustices? What kinds of laws or policies could be created to promote the common good? What steps can you take to be a person who improves his/her community?

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Character Based Literacy Program 60-Minute Lesson Plan
The Art of Keeping Cool, Day 19

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

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

What is the Gestapo?
The Gestapo was a special unit founded by Göring and entrusted by Hitler to carry out his desires in Nazi-controlled Germany. The agents of the Gestapo were the secret state police who carried out Hitler's orders against citizens of Germany and eventually all occupied countries. They committed horrible atrocities against humans of all nationalities. The Gestapo used inhumane tactics and methods to get information or confessions from victims. At its height, the plainclothes secret state police numbered 40,000 strong and the law had no power over their decisions; they were above the law and could do anything to anybody without any reprisal. The fear that the Gestapo created kept the population subdued and willing to do whatever they were told.

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

moored (183)	floorboards (184)	pretending (185)	furious (188)	skirmishes (190)

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READ

Review Review the timeline from the beginning every day.

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

Read p. 181-190

Setting	Characters	Pages
Sachem's Head – Abel's sailboat studio	Abel Hoffman, Robert, Elliot	181-185
Grandpa and Grandma's house and Robert's cottage	Elliot, Robert, Robert's mother, Carolyn	186-190

RESPOND

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

Students might mention:

- Abel tells the story of his flight from Germany to the United States.
- Elliot is offered the painting of the bombs exploding that Abel just painted.
- Elliot accepts the painting and Robert helps him take it to the barn.
- Robert expresses Abel's need to leave to protect himself; Elliot gets angry.
- Robert runs home to find news that his father's plane was shot down over the channel and he is missing.
- Robert's mother is so upset that she takes off work; Carolyn keeps asking about her daddy so often that her mother cries.

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

Map
Add any new locations or added details described in this section of the story.

KWL Chart
Continue to work on the class KWL chart for *The Art of Keeping Cool.*

EXPLORE

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

Key Questions:

1. Do you think Abel Hoffman knows that Robert was the one who talked to the officer? Why or why not?
2. Why do you think Abel gave the painting to Robert? Do you agree with Elliot that Abel is running out of time?
3. Do you agree with Elliot when he says Abel Hoffman is a "magnet for trouble?" In what ways has trouble followed him?

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4. Why do you think Robert has this feeling that Abel is in danger now?
5. Is Robert on Grandpa's side? Or is he rooting for Abel?
6. Why do you think Elliot is so upset with Robert?
7. How is Robert's desire for Abel to leave different than the desire of the residents of Sachem's Head?
8. What do you make of the news that Robert's father's plane got shot down? Do you think he is dead? Or just MIA?
9. When did Robert change his mind about Abel Hoffman not being an enemy?

Analyze Analyze the key paragraph.

Key Paragraph, p. 187

"I shook my head. I did want him to leave, but not like everyone else. I'd changed my mind this afternoon. 'Abel doesn't fit in here, people are afraid of him,' I told Elliot" (p. 187).

EXTEND

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

Robert is speaking his mind, even though he knows Elliot disagrees with him. He is being a leader, who is concerned about Abel, and about the common good.

In 1-2 explanatory paragraphs, explain how Robert is showing Leadership and Engagement. Remember, Leadership 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 actions has Robert taken to show leadership? How has he worked to improve the community he belongs to? Be sure to maintain a formal tone in your writing. Use precise vocabulary, and be sure to use transitions such as "first," "next," "then," "last," and "also" to create cohesion in your writing.

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

How can you lead peacefully in your community or family? What kinds of things could you do to make sure everyone's voice is heard?

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Character Based Literacy Program 60-Minute Lesson Plan
The Art of Keeping Cool, Day 20

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

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

What is a clothesline?
Before people used dryers to dry their laundry, people had clotheslines and clothespins, which they used to hang wet clothes to dry. This was especially done during the spring and summer months because the breeze and sun would aid in the drying process. Clothesline was made of plastic-coated cotton rope just wide enough to clamp on a clothes pin. The clothespin held the clothes on the clothesline while the water evaporated from the material in the clothes. You can imagine seeing every bit of your mother's wash hanging on the clothesline for everyone passing by to see. Sometimes it was an item of conversation about what was hanging on somebody's clothesline.

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

casseroles (191)	fortifications (192)	faucet (193)	funnilessness (198)	scuffle (200)

READ

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Review Review the timeline from the beginning every day.

- Mention the setting and main character(s) of *The Art of Keeping Cool*.
- Point to each timeline event as you quickly review it.

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

Read p. 191-200

Setting	Characters	Pages
Sachem's Head, Robert's cottage and town	Robert's mother, Grandma, Robert, Carolyn, Elliot	191-200

RESPOND

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

Students might mention:

- Robert tells to Carolyn to stop asking their mother about their father.
- Grandma made casseroles and cookies and brought Robert drawings that Robert's dad drew when he was younger.
- Abel Hoffman was arrested again; agents found Elliot's drawings of the fort and thought they were Abel's drawings.
- Elliot asks Robert to help free Abel by telling the truth about the drawings belonging to Elliot.
- Some people set fire to Abel's sheds and burn his paintings.

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

Map
Add any new locations or new details described in this section of the story.

KWL Chart
Continue working on the KWL chart for *The Art of Keeping Cool.*

EXPLORE

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

Key Questions:

1. Why does Robert avoid Elliot when he tries to talk with him?
2. What conflict creates a problem for Robert to stay angry with Elliot?
3. Why doesn't the FBI believe Elliot? Do you think they have already made up their minds about Abel Hoffman without really studying the evidence?
4. Describe why Robert is hesitant at first to help Abel Hoffman.
5. Why does Robert decide to go to the FBI officers with Elliott?
6. How does Robert show leadership and engagement in his choice to stand up for Abel?

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7. Why does Elliot say he can't draw comics?
8. What does Robert mean when he says Elliot has "funny unfunniness?"
9. Who do you think set fire to Abel Hoffman's shed?
10. What do you think might happen next in Abel's life?

Analyze Analyze the key paragraph.

Key Paragraph, p. 196

"Then I looked up again and knew I couldn't say that. The reason was, it was unfair what was happening to the man. However stupid he was to be living in our woods, however German he was, he was no spy. He didn't deserve to be arrested. Somebody had to stand up for him. Somebody had to take the heat, or we might as well be living in Nazi Germany. 'Okay,' I said to Elliot, 'Let's go'" (p. 196).

EXTEND

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

In today's reading Robert decides to stand up for Abel. This was a difficult choice for him to make. How does Robert's choice display the CBL theme for this novel: Leadership Requires Engagement? **In 1-2 explanatory paragraphs, explain how Robert is promoting the common good in his choice to stand up for Abel. Refer to the CBL theme, as well as details and quotations from the text to help support your ideas. Be sure to maintain a formal tone in your writing, as well as transitions (first, next, then, last, also, however). Provide a conclusion that summarizes your topic.**

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

What are the important values this section of the novel communicates? Think about Robert and Elliot trying to help Abel and prove his innocence.

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Character Based Literacy Program 60-Minute Lesson Plan
The Art of Keeping Cool, Day 21

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

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

What is a throng?
When people gather together as a crowd or group to watch something, that group of people can be referred to as a throng. For instance, if a large building caught fire, a throng might gather to watch the firefighters attempt to put out the fire. The throng would stand together at a distance and look at the episode. A throng of people might gather to watch a baseball game or a political speaker they admire. A throng gathered on the mall in Washington DC to listen to Reverend Dr. Martin Luther King Jr. give his “I Have a Dream” speech years ago. That throng numbered in the thousands.

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

sluggish (201)	streambed (202)	maniacs (207)	taunting (208)	servicemen (210)

READ

Review Review the timeline from the beginning every day.

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

Read p. 201-210

Setting	Characters	Pages
Sachem's Head and the forest where Abel lived and worked	Abel Hoffman, throng of town folk, Larry Bean, police, FBI agents, Elliot, Robert, Uncle Jake, Aunt Nan, Grandma, Grandpa, Carolyn	201-210

RESPOND

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

Students might mention:

- Elliot tells Robert to not follow the crowd because he knows a shortcut.
- Elliot freezes when he sees the sheds with the paintings had been set on fire.
- Abel tries to save his paintings by entering the fire and perishes in the flames.
- Elliot goes home, gets sick, is confronted by and deflects his grandpa's anger.
- Robert notes that Sachem's Head seemed to move on with the routine of life and Abel Hoffman was just buried history without justice.

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

Map
Add any new locations or new details described in this section of the story.

KWL Chart
Continue working on the KWL chart for *The Art of Keeping Cool.*

EXPLORE

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

Key Questions

1. A man refers to Abel as a Nazi. Describe why it is unfair to label him this way.
2. Why does Elliot freeze when he sees the paintings on fire?
3. Why does Robert run towards the meadow where Abel's sheds of paintings were?
4. Why do you think Elliot stayed behind? From fear? Shock?
5. What thoughts or emotions may have been going through Abel's head when he stepped into the flames?
6. What do you think the major theme of this novel is?
7. What is Lisle's method of helping the readers experience the injustice done to Abel's paintings, his life's work, and his dreams?
8. How does the climax in this novel affect you emotionally?
9. How realistic was Lisle's description of the burning of Abel's paintings as injustice done to Abel?

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Analyze Analyze the key paragraph.

Key Paragraph, p. 210

"What Abel Hoffman had done and what he had deserved were questions most people didn't choose to think about very deeply or for very long. Whether this was due to shame, or shock, or a general nervousness brought on by the war, who knows, but within days of his death, Abel was buried history" (p. 210).

EXTEND

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

Why do you think people were so quick to forget Abel once he died? Do you think people were ashamed of the way they treated him? **Write an explanatory paragraph in which you describe the way the residents of Sachem's Head reacted to Abel's death and the fire in the woods. Provide details and quotations from the text to support your explanation. Use transition words such as "first," "next," "then," "last," and "also." Maintain a formal tone in your writing, and conclude with a summary of your ideas.**

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

What should leaders of the community do to ensure that other foreigners are never treated the way Abel was treated?

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Character Based Literacy Program 60-Minute Lesson Plan
The Art of Keeping Cool, Day 22

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

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

What does it mean to "carry on in a coat closet"?
This is an idiomatic expression that refers to someone who does not get their way and proceeds to complain and gripe about what they didn't get. It infers that the person is used to getting what they want. This expression speaks about a person who has been spoiled with too much, and does not appreciate what they have.

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

attributed (211)	bolstered (211)	newsreels (214)	superstition (216)	rationing (219)

READ

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Review Review the timeline from the beginning every day.

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

Read p. 211-220

Setting	Characters	Pages
Sachem's Head, various locations	FBI agents, Elliot, Grandma, Robert, Uncle Jake, Robert's mother – Helen Saunders, Aunt Nan, Carolyn	211-220

RESPOND

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

Students might mention:

- The FBI attributed Elliot to the fort drawings; he got Abel's pastels.
- Robert's father calls Helen Saunders, Robert's mother, from England.
- Robert and his mother get into an argument about Grandpa's philosophy.
- Robert brings up the subject of his father being taught a lesson by Grandpa.
- Elliot asked when Uncle Ken, Robert's dad, is coming home from the war.

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

Map
Add any new locations or new details described in this section of the story.

KWL Chart
Continue working on the KWL chart for *The Art of Keeping Cool.*

EXPLORE

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

Key Questions

1. Why does Robert get Abel's pastels for Elliot?
2. How does Robert feel at first when he hears they have received news about his father?
3. Do you agree that people should pay their own way? Should they be taught a lesson if they don't do the right things? Why or why not?
4. Describe the prank Uncle Jake and Robert's dad did when they were kids. Did they get away without anyone noticing like they thought?
5. What is the frustration that Robert is feeling about his grandpa?
6. What is Lisle's method of slowly exposing the elements of the conflict?
7. How does Lisle reveal the information about the inner workings of the family?
8. How does it make you feel to read of Robert's struggle with his grandfather?
9. How does Elliot's grief compare to his relationship with Abel Hoffman?
10. What is your prediction about how the story will end?

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11. What do you think might happen next with Grandpa's life?

Analyze Analyze the key paragraph.

Key Paragraph, p. 220

"We all wanted to talk about him, I think. His name had been outlawed for so long. Now, with his incredible return, everyone was thinking of him and, at the supper table, behind Grandpa's back, we began for the first time to speak about him as a family" (p. 220).

EXTEND

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

In today's reading, Robert learns about his father's relationship with Grandpa Saunders. He discovers more about his father's personality and his past.

Pretend you are Robert. **In a journal entry, write 1-2 explanatory paragraphs that explain your father's past, his relationship with his family, and your feelings about him returning home safely. Be sure to use details from today's readings to support your ideas. Use precise language to aid your explanations, and be sure to use transitions in your writing (first, next, then, last, also, however, etc.). Also, conclude your writing with a summary of your topic.**

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

What are the important elements of a good leader's character? Why is it important for leaders to learn from their mistakes?

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Character Based Literacy Program 60-Minute Lesson Plan
The Art of Keeping Cool, Day 23

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

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

What is a grouse?
Grouse are a species of plump chicken-like, ground-eating birds that are hunted for their meat. They can be found in regions from the arctic to the forests of the sub-arctic. Grouse species are even found on the flat prairie and are known as prairie chickens. Grouse can be cooked in many ways, just like chicken. Hunted for food, the grouse has been on the dinner tables of many families throughout the east coast and westward to New Mexico and Texas. Weighing up to 6.5 kilograms, the grouse is a colorful feathered bird that eats fruit, insects, and even pine needles. Grouse can also be found in many parts of Europe.

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

glowering (221)	grouse (225)	icebox (226)	graduation (229)	foulmouthed (230)

READ

Review Review the timeline from the beginning every day.

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

Read p. 221-230

Setting	Characters	Pages
Grandma and Grandpa's house	Grandma, Uncle Jack, Robert, Elliot, Aunt Nan,	221-230

RESPOND

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

Students might mention:

- While Grandpa was gone, Robert listened to stories from Uncle Jake and Aunt Nan about his father, Ken Saunders.
- Robert went to Elliot's room to talk with him while Elliot drew an Army jeep with a dog lying dead in front of it, killed by the jeep.
- Elliot slowly drew and explained the story about Grandpa's guns that were not used anymore.
- Through Elliot's drawings Roberts learned how his father's leg was injured by a bullet fired by Grandpa in anger.
- Robert's father would not do what his father, Grandpa, wanted him to do by going to college to become a doctor when he really wanted to be a pilot.

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

Map
Add any new locations or new details described in this section of the story.

KWL Chart
Continue working on the KWL chart for *The Art of Keeping Cool.*

EXPLORE

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

Key Questions

1. Why does Robert press Elliot for answers about his father?
2. How do you think Elliot knows these details about Robert's father?
3. What conflicts are being revealed in this section of the novel?
4. What is Lisle using to reveal the deep secret of what happened?
5. How does this novel develop? Does it have more than one climax?
6. Are you surprised that Grandpa Saunders is responsible for Robert's father's injury?
7. How would Robert's father's life be different if he had followed in Grandpa Saunders' footsteps and became a doctor?
8. How does Robert react to the facts concerning his father's injury?

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9. What do you think might happen next with Robert's life? Will his relationship with Grandpa Saunders be changed forever?

Analyze Analyze the key paragraph.

Key Paragraph, p. 230

"Grandpa was furious. Flying was a madman's game. He knew what was best. My father should go into medicine, become a doctor, aim for the things in life that were of known value, which had already been achieved by Grandpa, no less, and proven solid" (p. 230).

EXTEND

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

In today's reading, we learn the truth behind Robert's father's injury. Another dark side of Grandpa Saunders is also revealed.

Pretend you have the chance to re-write history. Instead of becoming enraged and resorting to violence, what could Grandpa Saunders have done to be a good leader and good father to his son? How could he have promoted the common good in his actions? Remember, Leadership Requires Engagement.

In 2-3 explanatory paragraphs, explain how Grandpa Saunders could have responded to Robert's father without resorting to violence. Refer to details and quotations from the text as well as the CBL theme for this novel. Use precise vocabulary to explain what he could have done step by step. Use transitions (first, then, next, last, also, however, finally, etc.) to create cohesion in your writing. Conclude your paragraphs with a summary that restates your explanation.

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

What can we do as leaders in our communities to develop our talents and promote the common good?

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Character Based Literacy Program 60-Minute Lesson Plan
The Art of Keeping Cool, Day 24

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

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

What is a bad temper?
A person with a bad temper does not have much patience with others, and is easily set off. A bad temper never allows justice to takes its course. Quick-tempered people let their anger and emotions get the best of them when they are making decisions. The art of keeping cool is the opposite of having a bad temper. Mastering the art of keeping cool in the midst of a stressful situation requires self-control. A bad temper can ruin relationships and lead to bad decisions. A true leader, one who promotes civic engagement, needs to control a bad temper, or be a master in the art of keeping cool in the midst of stressful situations.

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

ruination (231)	tourniquet (231)	excruciating (232)	secretively (235)	perfectness (238)

READ

Review Review the timeline from the beginning every day.

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

Read p. 231-238

Setting	Characters	Pages
Various locations – Sachem's Head, Washington DC, Ohio	Ken, Robert, Carolyn, Helen, Elliot, Uncle Jake, Aunt Nan	221-238

RESPOND

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

Students might mention:

- Grandpa went out to help his son after he had shot him in the leg with the rifle.
- Robert's dad left home the next night; three years later, his parents heard he was married, and later they learned that Robert had been born.
- Robert, Carolyn, and their mother met their dad in Washington DC and talked with him, and Elliot got an invitation to come and live with them in Ohio.
- Later, Elliot did come and live with Robert in Ohio, and went to school and became a famous artist, keeping Abel's last painting and his bird egg collection.
- Robert became a doctor, and slowly warmed up to Elliot's newest style of art.

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

Map
Add any new locations or new details described in this section of the story.

KWL Chart
Finish working on the KWL chart for *The Art of Keeping Cool.*

EXPLORE

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

Key Questions

1. Why does Robert's dad never go back to Sachem's Head?
2. Do you think Robert's father was wise to cut off all communication with his family? What would you have done?
3. Why do you think this book is called *The Art of Keeping Cool*?
4. What conflicts have been resolved in the novel at this point? Which conflicts are unresolved?
5. Which characters have stood out to you as true leaders? What actions have they taken to improve their communities?
6. Why do you think Robert decided to become a doctor? Whose footsteps is he following?
7. How realistic were Lisle's characters compared to other fictional novels?

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8. Who (or what) do you think inspired Elliot to be an artist?
9. What is your impression concerning how Robert's father is unveiled in the text? How do your early impressions of his character compare with the way you view him at the end of the novel?

Analyze Analyze the key paragraph.

Key Paragraph, p. 235

"Dad didn't answer for a while. He was so quiet I thought he might never answer, but finally he said, 'You tell Elliot to come visit us on the farm. Tell him that he can come stay with us after we settle back there, look into art schools in Cincinnati if he wants. He'll need to get out of Sachem's Head if he's going to do something with that talent. He'll need to get away before it's too late'" (p. 235).

EXTEND

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

Even though Elliot and Robert spent a lot of time together during their adolescence, they grow up to lead very different lives and choose different professions. Despite these differences, they are both leaders. Robert is a leader in the way he expresses his concerns and stands up for what he believes is right. Elliot displays his emotions and feelings in art. Using details from the text, compare Elliot and Robert's leadership styles.

In 3 explanatory paragraphs, explain the similarities and differences between the two characters. Dedicate one paragraph to introducing the two characters and explaining their relationship. Next, use one paragraph to explain similarities between the two: focus on their roles as leaders in their communities. Then, write one paragraph that examines the differences between the two: how do they deal with their feelings? How does each character respond to conflict? What differences exist in each character's leadership style? Be sure to maintain a formal tone in your writing. Use headings to separate and label each paragraph. Use details and quotations from the text, as well as the CBL theme Leadership Requires Engagement, to support the explanations you present.

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

What are the important values that build and bind a family together to overcome any hurtful and dysfunctional relationships, such as those Robert experienced?

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Character Based Literacy Program 60-Minute Lesson Plan
The Art of Keeping Cool, Day 25

Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
e.) Establish and maintain a formal style.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

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

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

What are some ways leaders can promote engagement?
There are several ways for leaders to promote engagement in their community. Leaders can promote democracy and the sharing of ideas within their communities; this allows for people to share their ideas, let their voices be heard, and work together to solve problems. Leaders can also be transparent with the people they work with. Transparency allows for people to be informed of exactly what is happening in their communities. Finally, leaders can work towards the common good by listening to others, hearing their concerns, and working towards justice for all, especially those who society tends to ignore or discriminate against.

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

breakdowns (239)	rumble (239)	muffled (241)	wrestling (241)	bellowed (243)

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READ

Review Review the timeline from the beginning every day.

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

Read p. 239-244

Setting	Characters	Pages
Sachem's Head at Grandpa and Grandma's house	Robert and Carolyn, Elliot, Grandpa, Aunt Nan, Robert's mother, Grandma	239-244

RESPOND

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

Students might mention:

- Robert and Carolyn are bedded down at Grandma's because the car broke down.
- Robert hears his Grandpa come home from visiting patients late at night.
- Robert cannot sleep and wrestles with anger at his dysfunctional family with his Grandpa and Grandma denying what happened to his dad.
- Elliot makes a great observation, "Don't let it bother you… you've got to figure how."
- Robert struggles to find how to not let it bother him and he stays awake all night. He feels a 'fire of anger' spreading to members of the family for their inability to fix their problems.
- Robert finds his father's initials in a beam near the skylight of his bedroom.
- He dozes off and returns to his familiar dream. He shouts at the pilot, hoping he will turn his head so that his face will be revealed. Elliot shakes Robert awake, and he has the "sun of a new day pouring on [his] face."

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

Map
Add any new locations or new details described in this section of the story.

KWL Chart
Continue working on the KWL chart for *The Art of Keeping Cool.*

EXPLORE

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

Key Questions

1. Why does Robert find solace in the initials of his father in the beam?
2. What conflicts have been remembered and resolved in this novel?

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3. Why does Robert use fire as a metaphor to describe the spread of his anger? What is he angry with his relatives?
4. How does Elliot control his anger? What is his advice to Robert?
5. Why do you think it is so important for Robert to see the face of the pilot in his dream?
6. Do you agree with Robert when he says that your enemy can be living in your own house, not just on the other side of an ocean?
7. Describe the understanding between Robert and Elliot. At times, how are they able to communicate without using words?
8. What is your impression of how Lisle ends the novel in the attic at Sachem's Head? Why do you think she chose to end the novel this way?
9. What do you think Robert might have done to be a leader who promotes engagement in his family? Do you think he will be a leader in his own family someday

Analyze Analyze the key paragraph.

Key Paragraph, p. 242

"'Don't let it bother you,' he said. 'That's the trick.'
'What trick?'
'The one that works against everything.'
'Well, it bothers me. I can't help it'
'You can help it,' said Elliot. 'You just have got to figure out how'" (p. 242).

EXTEND

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

At the close of the novel, Elliot offers advice to Robert: control your anger and don't let things bother you. Do you think it is necessary for good leaders to be able to stay focused and control their anger? Do you know of any leaders who promote engagement and promote the common good?

Think of someone who is a good leader. It could be a president, historical figure, author, inventor, teacher, or family member. Once you pick a leader to focus on, use reliable online or print resources to research their lives and their actions. What qualities do they have? What actions do they take to promote the common good? How do they work to improve their communities?

Write 3-4 explanatory paragraphs about the leader you have chosen. Focus on their qualities, their leadership style, the things they accomplished, their attitude, and any famous quotes or details from their lives. Be sure to refer to the CBL theme for this novel: Leadership Requires Engagement. How did the leader you picked promote the common good? Did they work towards improving their community? Maintain a formal tone in your writing, use transitions to clarify your thoughts, and be sure to conclude your writing with a summary of the importance of your leader.

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

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What can you do at your school to develop your leadership skills? How can you use your talents to improve you school community?

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