Character Based Literacy Program 60-Minute Lesson Plan
Falling Leaves, Day 1

Outcomes for Today

Standards Focus:
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.

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 foot binding?
When a girl turned anywhere from three to six years old in China, her mom would rip up strips of cloth and start binding her feet. The wrappings would be taken off daily, then rewound tighter and tighter. Sometimes the toes would be broken right away and folded under the foot; otherwise they would just be gradually bound in that direction so they'd end up there. The many bones in the top of the foot would be broken and the ball of the foot buckled in, then wrapped to the heel. It was common for the bound toes to develop gangrene due to lack of circulation and fall off. This was thought of as a blessing because it would enable the feet to be made smaller still. The girl would never be able to stand again; or play. If by some chance they even managed to stand up for one second, it was unstable and painful. That was considered insignificant in the quest for tiny feet. It was considered sexy and a sign of wealth. In reality it was a way to keep women repressed since they were unable to walk.
Source: http://www.anomalies-unlimited.com/OddPics/Bound.html

Also look at the tradition of mourning for the Chinese culture. How is it different from American and how is it the same?

Setting

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Time	Weather	Location
May 1988	Sunny	Hong Kong

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

Introduce 5 important, useful words from today's reading

desiccated (10)	solicitously (2)	coiffed (2)	codicils (2)	obsequious (8)

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the Word Wall

READ

Review Review the timeline from the beginning everyday.

Start at the beginning and review the story so far
- Mention the setting and main character
- Point to each timeline item as you quickly review it

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

Read p. 1-12

Setting	Characters	Pages
Hong Kong Law Offices	Niang and all the children except Susan	1-4
Shanghi	Grand Aunt, Great grandfather, grandfather=Ye Ye, Ms. Guang, grandmother, Aunt Baba	5-12

RESPOND

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

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

Students might mention:
- Although at the reading of the will these adults felt like children again.
- Grand Aunt opened the first Women's bank in Shanghai and refused to have her feet bound.
- Ye Ye or grandpa was a strict Buddhist, who entered into an arranged marriage but did not keep with all the traditions of marriage.
- Grandma's feet were painfully bound.
- Grandma and grandpa had 7 children.

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

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Open Mind Portrait
New character information can be added to an Open Mind Portrait.

KWL Chart
An answer can be added to a question from the KWL Chart.

Location
A new location or change can be added to the map.

Theme Charts
Create a class theme chart of "Longing for Family." Throughout the novel, Adeline strives to please her family and yearns for their love. After reading each chapter bullet point examples that show Adeline seeking ways to build close relationships with her family members. Point out Adeline's actions and decisions that show she places her family over her own interests.

Create a class theme chart on the "Growing Up." As the novel follows Adeline's life story, she learns many life lessons. After each chapter, bullet point examples that show Adeline is maturing and learning from experiences.

Create a class theme chart on "Determination." Throughout the novel, Adeline is faced with loneliness and negativity. Despite these circumstances, Adeline perseveres and is determine to seek a better life. After each chapter, bullet point examples of Adeline's determination.

EXPLORE

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

Key Questions

1. What does the chapter title mean, "The appropriate door fits the frame of the correct house"?
2. Why is it important that grand aunt opened a bank for women in Shanghai?
3. How was Grand Aunt different from other women of her time?
4. How is the grand aunt's action impact tradition and create societal changes.
5. What was different about grandma and grandpa's marriage?
6. What is the historical significance during the time of this chapter?
7. How does is this moment in time significant to this family?
8. Predict why Susan, the youngest child, was not invited to the reading of the will or acknowledged in the obituary?
9. How did a very rich man become penniless in death?
10. Why is Adeline Yen and her family in an attorney's office?

Analyze Analyze the key paragraph.

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Key Paragraph, p. 3

"In order to explain our collective docility that afternoon, I have to go back to the very beginning. A Chinese proverb says that "lou ye gui gen" (falling leaves return to their roots) My roots were from a Shanghai family headed by my affluent father and his beautiful Eurasian wife, set against a background of treaty ports carved into foreign concessions, and the collision of East and West played out within and without of my very home" (p. 3).

EXTEND

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

Reread the key paragraph above. **In an explanatory paragraph, describe what this proverb mean. Explain how the key paragraph relates to the theme of Leadership Requires Engagement. Why do these adults seem so "docile" during the reading of this will, as their stepmother telling them their father was penniless?**

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

1. How do you think it would feel to bind your feet?
2. Name a painful beauty practice that is commonly done in America.

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Character Based Literacy Program 60-Minute Lesson Plan
Falling Leaves, Day 2

Outcomes for Today

Standards Focus:
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.
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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.

PREPARE

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

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

What was the Boxer Rebellion?
The Boxer Rebelion was officially supported peasant uprising of 1900 that attempted to drive all foreigners from China. “Boxers” was a name that foreigners gave to a Chinese secret society known as the Yihequan (“Righteous and Harmonious Fists”). The group practiced certain boxing and calisthenic rituals in the belief that this made them invulnerable. It was thought to be an offshoot of the Eight Trigrams Society (Baguajiao), which had fomented rebellions against the Qing dynasty in the late 18th and early 19th centuries. Their original aim was the destruction of the dynasty and also of the Westerners who had a privileged position in China.
Source: http://www.britannica.com/EBchecked/topic/76364/Boxer-Rebellion

Setting

Time	Weather	Location
1858-1932	Varied	China

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

detrimental (14)	malaise (15)	nonplussed (19)	obeisance (22)	demurred (23)

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READ

Review Review the timeline from the beginning everyday.

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

Read p. 13-24

Setting	Characters	Pages
Historical review	Ye Ye, grandma, Aunt Baba, father, grand aunt	13-17
Westernized restaurant	Aunt baba, Miss Ren, waiter,	18-20
Shanghai and Tianjin	Father, new wife=Miss Ren=mother, Aunt Baba,	20-21
Shanghai	Dr. Ting, her uncle, father, mother,	21-24

RESPOND

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

Students might mention:

- Aunt Baba had to drop out of school to increase her marriage prospects; she started exploring westernization with Miss Ren and had a hot dog.
- Father finished his education and started a successful business, which was supported by Ye Ye.
- Father met mother through Aunt Baba.
- Mother had to give birth at home and needed to be hospitalized after but father refused to take her and took care of her but did not wash his hands.
- Mother died 2 weeks after Adeline's birth and 4 other children.

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

Theme Charts

Create a class theme chart of "Longing for Family." Throughout the novel, Adeline strives to please her family and yearns for their love. After reading each chapter bullet point examples that show Adeline seeking ways to build close relationships with her family members. Point out Adeline's actions and decisions that show she places her family over her own interests.

Create a class theme chart on the "Growing Up." As the novel follows Adeline's life story, she learns many life lessons. After each chapter, bullet point examples that show Adeline is maturing and learning from experiences.

Create a class theme chart on "Determination." Throughout the novel, Adeline is faced with loneliness and negativity. Despite these circumstances, Adeline perseveres and is determine to seek a better life. After each chapter, bullet point examples of Adeline's determination.

EXPLORE

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

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Key Questions

1. Why is it important that women have access to banks, loans, and credit?
2. Why does Aunt Baba have to quit school?
3. Explain how Aunt Baba uses her time and talent to promote the common good. How is this an example of leadership requires engagement?
4. Do you think its fair that Aunt Baba quit school but not Adeline's father? Why or why not?
5. Why is it so important for Aunt Baba to get married?
6. Why was Dr. Ting and her uncle disowned?
7. What was different about mother and father's wedding?
8. Why did mother have to have Adeline at home?
9. Describe what was happening in China at the time?
10. What caused mother's death?
11. Do you think Adeline should be blamed for her mother's death? Why or why not?
12. How has history affected Adeline's family directly?
13. Has China had the same freedoms as the US?
14. What is unique about China's history?

Analyze Analyze the key paragraph.

Key Paragraph, p. 24

"Towards the end there was a short period of lucidity. With father weeping at her side, she spoke to her parents-in-law and saw her children one by one, calling out each name with yearning. When Aunt Baba came in to say good-bye, mother was weak but clear-headed. She smiled at my aunt and asked for a hot dog. Then she added sadly, 'I've run out of time. After I'm gone, please help look after our little friend here who will never know her mother'" (p. 24).

EXTEND

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

How does Mother show leadership when she says, "After I'm gone, please help look after our little friend here who will never know her mother." **In an informative paragraph, explain mother's behavior before her death. What is the significance in mother asking for a hot dog? How does mother view her death? Does she blame anyone? If you were mother would you be able to look at death the same way? Why or why not?**

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

1. What historical event has impacted/changed your life?
2. How would your life be different if you lived in another country?

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Character Based Literacy Program 60-Minute Lesson Plan
Falling Leaves, Day 3

Outcomes for Today

Standards Focus:
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.
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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.

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 rickshaw?
A rickshaw is a small, light vehicle with two wheels that is pulled by one person on foot or on a bicycle and that is used in some Asian countries.
Source: http://www.merriam-webster.com/dictionary/rickshaw

Setting

Time	**Weather**	**Location**
1930's	Clear	Tianjin

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

surrogate (25)	exquisite (26)	beguiling (27)	ambiguous (29)	nebulous (34)

READ

Review Review the timeline from the beginning everyday.

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

Read p. 25-41

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Setting	Characters	Pages
Cruising in the city	Father, Miss Wong, Jeanne	25-28
Wedding, new house-old house	Father, Jeanne=Niang, grandma, Ye Ye, children	29-33

RESPOND

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

Students might mention:

- Father cruises the town and finds his next wife.
- He chooses a woman with mixed lines of French and Chinese
- Jeanne came into the wedding with no dowry.
- Father bought a house next door on Shandong road where he and Niang lived.
- The next child was born, Susan.
- The Japanese bombed Pearl Harbor.
- They hired a wet nurse for Susan, who was nurse to an American baby.
- Adeline describes her relationship with her brothers and sister.
- Niang has a second child who is a boy and is spoiled.
- Grandma dies and the household completely changes.

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

Theme Charts

Create a class theme chart of "Longing for Family." Throughout the novel, Adeline strives to please her family and yearns for their love. After reading each chapter bullet point examples that show Adeline seeking ways to build close relationships with her family members. Point out Adeline's actions and decisions that show she places her family over her own interests.

Create a class theme chart on the "Growing Up." As the novel follows Adeline's life story, she learns many life lessons. After each chapter, bullet point examples that show Adeline is maturing and learning from experiences.

Create a class theme chart on "Determination." Throughout the novel, Adeline is faced with loneliness and negativity. Despite these circumstances, Adeline perseveres and is determine to seek a better life. After each chapter, bullet point examples of Adeline's determination.

EXPLORE

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

Key Questions

1. Describe the new marriage to Niang.
2. What do you predict will happen after grandmother dies?
3. How is father blinded by love?

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4. How are the children from his first marriage treated?
5. Why isn't Aunt Baba married?
6. Do you think Aunt Baba's sacrifices are a sign of leadership? Why or why not?
7. Why does Niang insist on a costly wet nurse?
8. How do you think Franklin will be treated compared to Susan? Why?
9. Describe the Chinese funeral traditions.
10. How are Chinese traditions for a funeral different from American traditions?

Analyze Analyze the key paragraph.

Key Paragraph, p. 41

"The funeral marked the end of an era. We did not know it, but carefree years of childhood were over" (p. 41).

EXTEND

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

Write an informative paragraph that shows how life will change after the Adeline's grandma dies. How will Adeline's child carefree days change? How did Adeline and her siblings feel about their grandma? What do you predict will happen now that grandma is no longer with the family? Will the family try to promote the common good of all the family members? Why or why not?

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

1. Describe a time when you attended a funeral.
2. How would you console Adeline?

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Character Based Literacy Program 60-Minute Lesson Plan
Falling Leaves, Day 4

Outcomes for Today

Standards Focus:
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.
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e.) Establish and maintain a formal style.
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PREPARE

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

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What is the history of Shanghai?
Unlike many cities in China with long and varied histories, Shanghai's history is quite short. The British opened a concession in Shanghai after the first Opium War and ignited Shanghai's evolution. Once a small fishing village on the edge of the muddy Huang Pu River, it has become one of the world's most modern and sophisticated cities.

1842: The British establish a concession by forced treaty with the Qing Dynasty after China loses the first Opium War. Concessions were governed by the occupying country and were untouchable by Chinese law. The French, Americans and Japanese soon followed the British in establishing territories in Shanghai.

1930s: Shanghai has since become the most important port in Asia and the world's largest trading and banking firms have set up house along the Bund. Tea, silk and porcelain sail to Europe and America and opium comes in to pay for it. Shanghai is the most modern city in Asia - the Astor House Hotel has the first electric light bulb – but also the most licentious as opium dens, whorehouses and the ease of escaping the law abound. No visas or passports are required at the port and Shanghai soon becomes infamous as an exotic port of call.

1931-1941: Shanghai becomes a haven for Jews fleeing Nazi terror. As other countries

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closed their doors to immigrants in the lead up to the Second World War, over 20,000 Jewish refugees found asylum in Shanghai.

1937: Japanese bombs hit Shanghai and the foreigners evacuate en masse. Japanese control Shanghai and much of China's eastern coast until their defeat at the hands of the Allied Powers in 1945.

1943: The Allied governments abandon Shanghai during the War and sign their territories over to Chiang Kai-Shek and the Kuomintang government. The foreign concession era officially ends.

1949: Most foreigners have left Shanghai and the Chinese Communist state takes control of the city and the formerly privately held businesses. Industry suffers until 1976 under the Cultural Revolution (1966-76) as hundreds of thousands of Shanghainese locals are sent to work in rural areas throughout China.

1976: The advent of Deng Xiaopeng's open door policy allowed a commercial revival to take place in Shanghai.

Present: Shanghai is growing into one of the most cosmopolitan cities in Asia with increasingly modern infrastructure and services. It is China's second largest city (after Chongqing) with a population of over 17 million. Dynamic and innovative, Shanghai is helping to drive China's developing economy.
Source: http://gochina.about.com/od/shanghai/p/SH_History.htm

Setting

Time	**Weather**	**Location**
1943	Unknown	Travel on train to Shanghai

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

communal (43)	antimacassars (43)	relegated (44)	austerity (47)	usurpation (52)

READ

Review Review the timeline from the beginning everyday.

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

Read p. 42-57

Setting	**Characters**	**Pages**
Train on the way to Shanghai	The 4 children and Aunt Baba, James had to stay behind and recover	42
New home	Father, Niang, children, Aunt Baba	43-44
New school	Adeline, father	44-45
At home	The entire family	46-47

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Between home and school	5 children, Ye Ye, Aunt Baba, Niang, father, Franklin, Susan	48-57

RESPOND

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

Students might mention (pieces for timeline)

- Everyone has reunited in one place and Adeline sticks up for Susan who is being abused my her mother while the entire family watches.
- Niang's true personality is starting to show as the family is treated as second-class citizens.
- Lydia kisses up to Niang and father to get a room on the 1st floor.
- Boys and Adeline have to ask Ye Ye for bus fare since the school is up to 3 miles away despite their father's great wealth.
- Food and money is kept from Ye Ye and Aunt Baba.

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

Theme Charts

Create a class theme chart of "Longing for Family." Throughout the novel, Adeline strives to please her family and yearns for their love. After reading each chapter bullet point examples that show Adeline seeking ways to build close relationships with her family members. Point out Adeline's actions and decisions that show she places her family over her own interests.

Create a class theme chart on the "Growing Up." As the novel follows Adeline's life story, she learns many life lessons. After each chapter, bullet point examples that show Adeline is maturing and learning from experiences.

Create a class theme chart on "Determination." Throughout the novel, Adeline is faced with loneliness and negativity. Despite these circumstances, Adeline perseveres and is determine to seek a better life. After each chapter, bullet point examples of Adeline's determination.

EXPLORE

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

Key Questions

1. Why does James stay behind?
2. Why does Ye Ye stand behind for a certain amount of time?
3. What happens when everyone is reunited in the new house?
4. What does Adeline learn when she showsleadershipby sticking up for Susan even though she knew she would get in trouble?
5. Was Adeline being brave? Why or why not?
6. What is different about this family dynamic compared to most families?
7. Who is the head of the family? Why?

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8. Can father afford to send his children on a bus to school?
9. Why does he not give his children money for the bus fare?
10. What adult can Adeline count on to be there for her? Why?

Analyze Analyze the key paragraph.

Key Paragraph, p. 51

"'We are going to teach you some facts of life…' she paused. 'We're not saying we'll not give you your tram fares. But we want each of you to come to us individually. Apologize for your past behavior. Admit that you've been spoilt. Turn over a new leaf. Come to us and beg for your tram fare is not a birthright. We'll only give it if you show enough repentance'" (p. 51).

EXTEND

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

Pretend you are Adeline. **Write an informative letter that depicts Niang's parenting techniques. Provide 2-3 examples from today's reading, and address the following questions:** Does Niang choose to spend her time and effort to better her entire family? Why or why not? Why would she have the children, not her own, beg for money? Is this a sign a good parenting? Would you treat your children this way if you had enough money to give them the fare? Why or why not?

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

1. Would you stand up for your brother or sister if they were treated like Susan? Why or why not?
2. Describe a time when you stood up for someone else.

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Character Based Literacy Program 60-Minute Lesson Plan
Falling Leaves, Day 5

Outcomes for Today

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PREPARE

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

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What is a spinster?
Was Aunt Baba considered a spinster? Was this by choice? Why or why not? A spinster is an unmarried woman of gentle family**;** an unmarried woman and especially one past the common age for marrying; a woman who seems unlikely to marry.
Source: http://www.merriam-webster.com/dictionary/spinster

Setting

Time	Weather	Location
1943	Turning colder as winter sets in	Home in Shanghai to school

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

chivalrously (59)	superfluous (60)	mercurochrome (61)	revelry (69)	façade (69)

READ

Review Review the timeline from the beginning everyday.

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

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Read p. 58-74

Setting	Characters	Pages
Home	Niang, Lydia, Adeline, James, Gregory, father,	57-59
	Aunt Baba, Adeline, father, Jackie=German Shepard, duckling	60-63
	Adeline, Niang, father	64-72
	Adeline, Edgar	72-74

RESPOND

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

Students might mention (pieces for timeline)

- Lydia kisses up and received special treatment.
- Aunt Baba celebrates Adeline's success and good grades but is unhappy in the household.
- Adeline was given a duckling that meant everything to her; it was chosen to be killed by the dog.
- Adeline is caught in a lie and her friends show up to celebrate her success when Niang abuses her again and humiliates her in front of her friends.
- Edgar abuses her physically as well.

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

Theme Charts

Create a class theme chart of "Longing for Family." Throughout the novel, Adeline strives to please her family and yearns for their love. After reading each chapter bullet point examples that show Adeline seeking ways to build close relationships with her family members. Point out Adeline's actions and decisions that show she places her family over her own interests.

Create a class theme chart on the "Growing Up." As the novel follows Adeline's life story, she learns many life lessons. After each chapter, bullet point examples that show Adeline is maturing and learning from experiences.

Create a class theme chart on "Determination." Throughout the novel, Adeline is faced with loneliness and negativity. Despite these circumstances, Adeline perseveres and is determine to seek a better life. After each chapter, bullet point examples of Adeline's determination.

EXPLORE

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

Key Questions

1. Why was Adeline surprised she received a duckling?
2. How was Adeline treated after the dog bit her?
3. Why was the duck so important to Adeline?

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4. Why does Niang slap Adeline when her friends show up at her house?
5. Why does Adeline lie about school? What happens when Niang finds out?
6. Do you admire Adeline? Why or why not?
7. Why does Edgar abuse Adeline? Is this justified?
8. Would you get away with beating on your sister like that? Why?
9. Why does Adeline's father ignore her?
10. How is Aunt Baba a positive influence to Adeline? How is this an example of leadership requires engagement?

Analyze Analyze the key paragraph.

Key Paragraph, p. 74

"I went under the covers but did not sleep. I could not bring myself even to think of surrendering. I soon heard Aunt Baba snoring gently. As the night wore on I became more and more determined not to give in, no matter how cruel the torture. Defenseless and armed with nothing but my resolve, I knew only that I had to do it this way while hoping that Niang would posses no weapon powerful enough to vanquish me" (p. 74).

EXTEND

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

Write 1-2 informative paragraphs explaining how it is important to show leadership even during difficult and unjust circumstances. Include 2-3 examples of how Adeline still uses her time and talent to make her community better.

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

1. Have you ever had a pet taken away? How did you feel?
2. If you were Adeline would you be able to live in that house? Why or why not?

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Character Based Literacy Program 60-Minute Lesson Plan
Falling Leaves, Day 6

Outcomes for Today

Standards Focus:
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.

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 Confucianism?
Confucianism is meant the complex system of moral, social, political, and religious teaching built up by Confucius on the ancient Chinese traditions, and perpetuated as the State religion down to the present day. Confucianism aims at making not simply the man of virtue, but the man of learning and of good manners. The perfect man must combine the qualities of saint, scholar, and gentleman. Confucianism is a religion without positive revelation, with a minimum of dogmatic teaching, whose popular worship is centered in offerings to the dead, in which the notion of duty is extended beyond the sphere of morals proper so as to embrace almost every detail of daily life.
Source: http://www.newadvent.org/cathen/04223b.htm
Have them save this information for their magazine.

Is this belief similar to anything else they know of? How? This is related to the symbols Ye Ye shares with Adeline.

Setting

Time	**Weather**	**Location**
1948	Cold wind	Shanghai house

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

deigned (75)	extolled (76)	insolent (76)	ensheath (77)	epitome (77)

READ

Review Review the timeline from the beginning everyday.

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

Read p. 75-90

Setting	Characters	Pages
Home	Ye Ye, father, Niang, Aunt Baba	75-77
	Lydia, Niang, father, Samuel	77-79
	Father, Niang, Gregory, Ye Ye	80-90

RESPOND

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

Students might mention:

- As father and Niang travel the boys take more liberties not allowed when they are home.
- Gregory comes up with a scheme to make money with fake invoices as well as stealing from Ye Ye and is caught.
- Lydia is forced to get married after being told she was ugly and if she didn't do it now then she would never find a husband. Her dowry was 20,000.
- The Chinese economy is failing with the different take over and Aunt Baba loses all her savings.
- Father and Niang limit and inventory Ye Ye's snacks so he would not share with Adeline.

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

Theme Charts

Create a class theme chart of "Longing for Family." Throughout the novel, Adeline strives to please her family and yearns for their love. After reading each chapter bullet point examples that show Adeline seeking ways to build close relationships with her family members. Point out Adeline's actions and decisions that show she places her family over her own interests.

Create a class theme chart on the "Growing Up." As the novel follows Adeline's life story, she learns many life lessons. After each chapter, bullet point examples that show Adeline is maturing and learning from experiences.

Create a class theme chart on "Determination." Throughout the novel, Adeline is faced with loneliness and negativity. Despite these circumstances, Adeline perseveres and is

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determine to seek a better life. After each chapter, bullet point examples of Adeline's determination.

EXPLORE

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

Key Questions

1. How does Gregory earn money? Is he demonstrating integrity? Why or why not?
2. Why is Niang mean to everyone in the family?
3. What do the boys do while their parents are gone? Is this normal teenage behavior? Why or why not?
4. Do you think father is not aware of Niang's power over the entire family? Why or why not?
5. Would you ever allow yourself to be controlled like this family is by Niang?
6. If you were in Adeline's shoes what would you do? (Remember she is in China)
7. How does Ye Ye feel about how he is treated by his son and daughter-in-Law?
8. What do you predict will happen to Ye Ye?
9. How will the downfall of the economy affect father's business?
10. What do you think father will do? Why?

Analyze Analyze the key paragraph.

Key Paragraph, p. 88

"She was profoundly moved when she heard Chairman Mao's broadcast from Beijing on 1 October 1949, proclaiming the founding of the People's Republic of China. All her fellow employees fathered around a radio to hear Mao announce, 'The Chinese people have arisen'" (p. 88).

EXTEND

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

Pretend you are a newspaper reporter. **Write an informative article of 2-3 paragraphs, explaining the changes in China's politics and economy. Include stories of how these changes are affecting the people of China.**

When answering the question above, consider the following: How will stores and shops change? How will jobs be affected? Is Mao the leader they needed? Why or why not?

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

1. What would you do if you lost all your money because the economy failed?
2. What advice would you give to Aunt Baba?

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Character Based Literacy Program 60-Minute Lesson Plan
Falling Leaves, Day 7

Outcomes for Today

Standards Focus:
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.

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 history of China's civil war?
The civil war re-started soon after the war against the Japanese was over. Mao had carefully cultivated support in the areas he controlled, whereas, the Guomintang, lead by Chiang Kai-shek, had a different view on how China should be ruled.

Chiang did not believe in democracy. He supported the view that society was best served by one supreme leader supported by the military. He was called the "Generalissimo" and, like other dictators, he had his secret police to enforce law and order – the Blueshirts. Their job was to hunt down communists and to develop a spying system that would allow them to infiltrate the communists. The Blueshirts tended to brutalize society into obedience. In this sense, Chiang tried to enforce his authority by force – something that Hitler and Mussolini tried to do. Chiang's attempt to win the support of the people in his territory was minimal.

Have students look at history of China's civil war and save it to add to their magazine.

Setting

Time	Weather	Location
September 1948	Battlefield	Tianjin

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

pestilence (91)	squalor (91)	hermetic (92)	turgic (105)	balustrade (105)

READ

Review Review the timeline from the beginning everyday.

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

Read p. 91-106

Setting	Characters	Pages
St josephs	Adeline, Father, Niang	91-92
Home	Adeline, Aunt Reine, Father, Niang, Uncle Jean, Claudine, Victor	93-98

RESPOND

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

Students might mention:

- Adeline is locked up in a convent while there is a civil war going on outside the gates.
- She is unaware that everyone had been banned from seeing her or writing her.
- Her Niang's sister comes by with her family and picks up Adeline to take her home.
- Niang treats her the same and Victor stands up for her.
- Father quickly adapts to the British ways of business and Niang is becoming a social wife.

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

Theme Charts

Create a class theme chart of "Longing for Family." Throughout the novel, Adeline strives to please her family and yearns for their love. After reading each chapter bullet point examples that show Adeline seeking ways to build close relationships with her family members. Point out Adeline's actions and decisions that show she places her family over her own interests.

Create a class theme chart on the "Growing Up." As the novel follows Adeline's life story, she learns many life lessons. After each chapter, bullet point examples that show Adeline is maturing and learning from experiences.

Create a class theme chart on "Determination." Throughout the novel, Adeline is faced with loneliness and negativity. Despite these circumstances, Adeline perseveres and is determine to seek a better life. After each chapter, bullet point examples of Adeline's determination.

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EXPLORE

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

Key Questions

1. Why do father and Niang drop Adeline off at St. Josephs?
2. What is a convent?
3. What did Adeline do wrong?
4. Why do they ban anyone from seeing her or talking to her?
5. Does she deserve this punishment? Is she safe?
6. What do you predict Niang will do once her sister and family leave?
7. How is father surviving the communist take over?
8. Why doesn't anyone in the immediate family stand up to Niang and visit or write Adeline?
9. "Extend the same treatment to all" What does this mean? How does it show leadership?
10. Why does Victor stand up for Adeline?

Analyze Analyze the key paragraph.

Key Paragraph, p. 96

"'In that case I think I'll keep Adeline company.' Victor climbed out of the Studebaker and stood by my side as the care drove away. I have never forgotten his Chivalry" (p. 96).

EXTEND

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

Pretend you are a teacher at Adeline's convent school. **Write an informative letter (2-3 paragraphs) to parents, explaining the changes the instability of the city due to the civil unrest and therefore the parents must pick up their children as soon as possible.**

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

1. Would you stand up for Adeline?
2. Has there been a time in your life where you were chivalrous?

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Character Based Literacy Program 60-Minute Lesson Plan
Falling Leaves, Day 8

Outcomes for Today

Standards Focus:
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.

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 diabetes?
Diabetes is a disease that occurs when a person's body doesn't make enough of the hormone insulin or can't use insulin properly. There are 2 types of diabetes. Type 1 diabetes occurs when your body's pancreas doesn't produce any insulin. Type 2 diabetes occurs when the pancreas either doesn't produce enough insulin or your body's cells ignore the insulin. Between 90% and 95% of people who are diagnosed with diabetes have type 2 diabetes.
Source: http://familydoctor.org/familydoctor/en/diseases-conditions/diabetes.html

Have students predict what will happen to Ye Ye after his diagnosis?

Setting

Time	Weather	Location
1951	Warm humid	St Josephs, hospital, home

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

gesticulating (109)	filial piety (109)	despondent (110)	dearth (110)	exacerbated (119)

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READ

Review Review the timeline from the beginning everyday.

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

Read p. 107-121

Setting	Characters	Pages
Sacred heart convent school/orphanage	Adeline, Ye Ye, father,	107-108
hospital	Adeline, James, Ye Ye,	108-109
home	Franklin, Ye Ye, father, Aunt Baba	109-121

RESPOND

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

Students might mention:

- Adeline was dropped off at another boarding school/orphanage.
- Adeline came down with pneumonia and hospitalized, then sent home.
- Ye Ye tried to visit her and his youngest grand son puts grease on the soles of his shoes so he will fall.
- Father finds out Adeline has won a huge award not only competing with local students but with students all over the world. He finds out through a co-worker.
- Ye Ye dies and Father give him a quick funeral.
- Father fails to tell Aunt Baba that their father was dead.

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

Theme Charts

Create a class theme chart of "Longing for Family." Throughout the novel, Adeline strives to please her family and yearns for their love. After reading each chapter bullet point examples that show Adeline seeking ways to build close relationships with her family members. Point out Adeline's actions and decisions that show she places her family over her own interests.

Create a class theme chart on the "Growing Up." As the novel follows Adeline's life story, she learns many life lessons. After each chapter, bullet point examples that show Adeline is maturing and learning from experiences.

Create a class theme chart on "Determination." Throughout the novel, Adeline is faced with loneliness and negativity. Despite these circumstances, Adeline perseveres and is determine to seek a better life. After each chapter, bullet point examples of Adeline's determination.

EXPLORE

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

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Key Questions

1. What does Ye Ye splurge in that is not good for his diabetes?
2. Why is Ye Ye not interested in Susan?
3. How often is Adeline allowed to go home? Why?
4. What does father do to help Ye Ye with his disease? Does Ye Ye agree with the change?
5. What advise does Ye Ye give to Adeline? Why? Does she use his advice?
6. What was father's visit to the hospital like? Why?
7. How does Adeline describe Sacred Heart? Who is her friend?
8. Why does Adeline want to go to London?
9. How does she feel about Ye Ye's death?
10. Does anyone else in the family seem to share the same grief as Adeline? Why?
11. How does Adeline get to go to London? What does this mean for Adeline?
12. How is education different in China then in America?

Analyze Analyze the key paragraph.

Key Paragraph, p. 120

"It was a glittering occasion. Niang was dancing the night away in a green silk dress and matching jade earrings when she was urgently called to the telephone. It was Professor McFadden himself. He sounded tired and distressed. He said he felt duty-bound to give her the bad news himself. Franklin had suddenly taken a turn for the worse and had died" (p. 120).

EXTEND

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

Pretend you are Jeanne. **Write a eulogy (2-3 paragraphs) for Franklin's death. In the eulogy explain the highlights of Franklin's life. Include an explanation for his death.**

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

1. Describe a time when there was a death in your family or community of friends?
2. How did you mourn this person's death?

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Character Based Literacy Program 60-Minute Lesson Plan
Falling Leaves, Day 9

Outcomes for Today

Standards Focus:
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.

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 did London look like during the time Adeline was there for school?
During the Second World War, the City suffered appalling damage and loss of life. The Cripplegate area was virtually demolished and by 1951 the resident population stood at only 48, with 5,324 in the whole City.

Discussions started in 1952 on what sort of redevelopment should take place on the devastated site. Many people involved with the City of London voiced their concern at the dwindling number of residents living within the Square Mile and plans were considered for returning a stable population. A report was presented and the Court of Common Council, of 19 September 1957, accepted as a matter of policy that there should be a genuine residential area created on the site.

The Barbican site, which covers 40 acres, had more or less been gratuitously cleared by bombing but there was still much work to be done.

New sites had also to be found for the Electricity sub-station which had been situated in what is now Beech Street and also for the Fire Station.

This wide clearance gave many unusual opportunities to simplify the maintenance of the

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essential services to the Barbican. All of the electricity cables, the telephone wires, fringe and Garchey waste disposal systems are routed through three miles of underground passages, easily and quickly accessible when repairs are needed.

It was necessary to cover over the railway between Barbican and Moorgate stations. The line was straightened and a double roof installed affording a large air gap to assist noise insulation.

Setting

Time	**Weather**	**Location**
1952	raining	London

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

reticence (125)	magnanimity (126)	raucous (127)	carapace (128)	meticulous (128)

READ

Review Review the timeline from the beginning everyday.

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

Read p. 122-134

Setting	**Characters**	**Pages**
College dorm of Gregory and Edgar	Adeline, James, Gregory Edgar	122-123
Catholic finishing school	Father, Adeline, Lady Ternan	124
University college in Bloomsbury	Adeline, Edgar, Joan, James, Karl, C.S.	125-134

RESPOND

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

Students might mention:

- Adeline is on her way to London with James.
- Adeline ends up at the same school as Gregory and does better where he does not admit she is his sister.
- Adeline experiences extreme racism and sexism in London school.
- Adeline meets her first love that is a professor at the college.
- Adeline starts to follow C.S. who seems to be a revolutionary.

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

Theme Charts

Create a class theme chart of "Longing for Family." Throughout the novel, Adeline strives to please her family and yearns for their love. After reading each chapter bullet

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point examples that show Adeline seeking ways to build close relationships with her family members. Point out Adeline's actions and decisions that show she places her family over her own interests.

Create a class theme chart on the "Growing Up." As the novel follows Adeline's life story, she learns many life lessons. After each chapter, bullet point examples that show Adeline is maturing and learning from experiences.

Create a class theme chart on "Determination." Throughout the novel, Adeline is faced with loneliness and negativity. Despite these circumstances, Adeline perseveres and is determine to seek a better life. After each chapter, bullet point examples of Adeline's determination.

EXPLORE

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

Key Questions

1. What does it mean for Adeline to go study in London?
2. What type of school does her father enroll her?
3. How is she able to be accepted into medical school?
4. Is Adeline dependent on others? Where does her drive come from?
5. Why does Edgar treat her poorly and does not admit she is his sister?
6. Why do the other students in medical school make fun of her?
7. How will it be harder for Adeline to finish medical school?
8. What type of racism does Adeline experience?
9. Why is Adeline's first love unique? Is this a healthy relationship?
10. Why is Adeline naïve when it comes to relationships?

Analyze Analyze the key paragraph.

Key Paragraph, p. 127

"Consistently, I studied hard and gave my best effort. I dreamt of returning to Hong Kong with the highest academic honors and making a name for myself in my father's city so that he would be proud of me" (p. 127).

EXTEND

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

Reread the key paragraph. **In an informative paragraph explain why is it so important for Adeline to prove her worthiness to her father? Include a second paragraph on how you can relate to Adeline (or not).When answering the question above, consider the following:**

- Do you think she will be able to make her father proud of her? Why or why not?
- How are Adeline's choices an example of leadership requires engagement?
- Have you have worked this hard, in the hopes that someone would be proud of you?

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- What did you have to do and who do you want to be proud of you?
- Why is this so important?

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

1. What advice would you give Adeline regarding her harassment at school?
2. What should you do if you were harassed at school?

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Character Based Literacy Program 60-Minute Lesson Plan
Falling Leaves, Day 10

Outcomes for Today

Standards Focus:
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.

PREPARE

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

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

Why does China still boycott Japan? (Save this article to have students add to their magazine.)
It is not surprising that President Hu Jintao and his colleagues decided in mid-April to cool down anti-Japanese protests: a body blow has been dealt to China's reputation as a responsible member of the global community. The fact that the Chinese Communist Party (CCP) administration was close to losing control over xenophobic crowds has again alerted Beijing to the reality that nationalism is a double-edged sword. There are also signs that CCP factions not allied with Hu and his sidekick, Premier Wen Jiabao, have used the worsening crisis with Japan to fault the way that the Hu-Wen team has conducted its foreign policy.

A simple cost-benefit analysis would seem to suggest that Beijing has lost more than it gained in this confrontation with Japan – the worst in recent memory. The unexpectedly vehement outpouring of anti-Japan sentiments – apparently based on Tokyo's refusal to face up to history – has produced some results with which Beijing would be happy. For example, together with similar (though less disorderly) outbursts in South Korea, the protests have seriously hurt Tokyo's chances of securing permanent membership in the United Nations Security Council (PMUNSC). Also, the three weeks of often violent demonstrations have probably persuaded Prime Minister Junichiro Koizumi to postpone – at least until next year – his much-criticized visit to the Yasukuni Shrine. And Tokyo

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has felt obligated to suggest the formation of a Japanese-Chinese joint committee on the publication of historical textbooks.

Much as Beijing might have wanted to teach Tokyo a lesson and to prevent Japan's gaining a PMUNSC – which will give a big boost to Koizumi's bid to turn Japan into a "normal country" that has "normal" defense forces – it had not been the original intention of the Hu-Wen leadership to plunge Sino-Japan relations into such a new low. After all, at the end of the National People's Congress (NPC) last month, Wen had floated an olive branch to Tokyo by noting for the first time since Koizumi started visiting the Yasukuni Shrine in 2001 that both sides should "enthusiastically create conditions" for high-level exchanges. Moreover, Beijing has indicated that anti-Japanese protests – both at the official and popular level – are only aimed at "a minority of right-wing militarists." The blanket coverage of the past fortnight's events in the Japanese media, however, ensured that Beijing has alienated pretty much all sectors of Japanese society. The latter include business corporations whose investment and technology Beijing still desires despite the huge strides that China has made in attracting American and European capital and know-how.
Source: http://www.asianresearch.org/articles/2612.html

Setting

Time	**Weather**	**Location**
November 1963	cold	London to Hong Kong

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

fervor (136)	rhetoric (137)	enamored (139)	subsidies (142)	nefarious (143)

READ

Review Review the timeline from the beginning everyday.

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

Read p. 135-150

Setting	**Characters**	**Pages**
Residence in Tavistock Square	Adeline, H.H., Karl	135-140
Hong Kong	Gregory, James, Adeline	141-144
Dinning table	Father, and family	144-145
Dr. Chuns Tsa Yuk Hospital	Adeline, Niang, Dr. Chow	146-150

RESPOND

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

Students might mention:

- Adeline is proposed to by H.H.
- Adeline is rejected by Karl and decides to move back to Hong Kong.

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- Even though she returns a doctor she feels like a child and is treated as such.
- Father decides she should be an intern for Dr. Chun instead of taking a better job offer with more money, he also sees her has a gynecologist which is not what she wants to do.
- Niang dumps her off at the hospital as soon as she can get rid of her.

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

Theme Charts
Create a class theme chart of "Longing for Family." Throughout the novel, Adeline strives to please her family and yearns for their love. After reading each chapter bullet point examples that show Adeline seeking ways to build close relationships with her family members. Point out Adeline's actions and decisions that show she places her family over her own interests.

Create a class theme chart on the "Growing Up." As the novel follows Adeline's life story, she learns many life lessons. After each chapter, bullet point examples that show Adeline is maturing and learning from experiences.

Create a class theme chart on "Determination." Throughout the novel, Adeline is faced with loneliness and negativity. Despite these circumstances, Adeline perseveres and is determine to seek a better life. After each chapter, bullet point examples of Adeline's determination.

EXPLORE

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

Key Questions

1. Why does Adeline go back to Hong Kong?
2. Is it a good idea that Adeline goes back to Hong Kong?
3. Why does Adeline not accept the marriage proposal by H.H.?
4. What does Karl represent to her?
5. Why does Adeline keep listening to her father? Does he know anything about being a doctor?
6. Why was Niang in such a big hurry to get rid of Adeline? Why does Niang not like Adeline?
7. What do you predict Adeline will do about this job she does not want to take but does to save face for her father?
8. What would you do if you were Adeline? Why?
9. Does James really look out for his little sister? Why?

Analyze Analyze the key paragraph.

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Key Paragraph, p. 150

"I came to loathe their views expressed at those Sunday night dinners where I invariable remained silent, like a fish swimming in a cauldron and seething with frustrated discontent" (p. 150).

EXTEND

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

Reread the key paragraph**. In an explanatory paragraph, describe what Adeline means when she feels "like a fish swimming in a cauldron?"**

Why does Adeline keep going to those dinners that cause her to be frustrated? How are Adeline's choices an example of leadership requires engagement? What is the most important thing to her even though she has never been accepted? Why does Adeline continue to gain her father's acceptance? Would you work as hard as she did to win the acceptance of your parent?

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

1. When have you felt invisible?
2. How would you change your behavior to make sure your voice and opinions are heard?

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Character Based Literacy Program 60-Minute Lesson Plan
Falling Leaves, Day 11

Outcomes for Today

Standards Focus:
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.

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.

Who is Mao Zedong?
Mao Zedong loved to swim. In his youth, he advocated swimming as a way of strengthening the bodies of Chinese citizens, and one of his earliest poems celebrated the joys of beating a wake through the waves. As a young man, he and his close friends would often swim in local streams before they debated together the myriad challenges that faced their nation. But especially after 1955, when he was in his early 60s and at the height of his political power as leader of the Chinese People's Republic, swimming became a central part of his life. He swam so often in the large pool constructed for the top party leaders in their closely guarded compound that the others eventually left him as the pool's sole user. He swam in the often stormy ocean off the north China coast, when the Communist Party leadership gathered there for its annual conferences. And, despite the pleadings of his security guards and his physician, he swam in the heavily polluted rivers of south China, drifting miles downstream with the current, head back, stomach in the air, hands and legs barely moving, unfazed by the globs of human waste gliding gently past. "Maybe you're afraid of sinking," he would chide his companions if they began to panic in the water. "Don't think about it. If you don't think about it, you won't sink. If you do, you will."

Mao was a genius at not sinking. His enemies were legion: militarists, who resented his journalistic barbs at their incompetence; party rivals, who found him too zealous a

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supporter of the united front with the Kuomintang nationalists; landlords, who hated his pro-peasant rhetoric and activism; Chiang Kai-shek, who attacked his rural strongholds with relentless tenacity; the Japanese, who tried to smash his northern base; the U.S., after the Chinese entered the Korean War; the Soviet Union, when he attacked Khrushchev's anti-Stalinist policies. Mao was equally unsinkable in the turmoil--much of which he personally instigated--that marked the last 20 years of his rule in China.

Mao was born in 1893, into a China that appeared to be falling apart. The fading Qin dynasty could not contain the spiraling social and economic unrest, and had mortgaged China's revenues and many of its natural resources to the apparently insatiable foreign powers. It was, Mao later told his biographer Edgar Snow, a time when "the dismemberment of China" seemed imminent, and only heroic actions by China's youth could save the day.

Mao's earliest surviving essay, written when he was 19, was on one of China's most celebrated early exponents of cynicism and realpolitik, the fearsome 4th century B.C. administrator Shang Yang. Mao took Shang Yang's experiences as emblematic of China's crisis. Shang Yang had instituted a set of ruthlessly enforced laws, designed "to punish the wicked and rebellious, in order to preserve the rights of the people." That the people continued to fear Shang Yang was proof to Mao they were "stupid." Mao attributed this fear and distrust not to Shang Yang's policies but to the perception of those policies: "At the beginning of anything out of the ordinary, the mass of the people always dislike it."
Source: http://content.time.com/time/magazine/article/0,9171,988161,00.html

Setting

Time	**Weather**	**Location**
Summer 1964	Heavy Rain	Hospital

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

enclave (152)	exasperated (160)	perusal (161)	elated (162)	abject (165)

READ

Review Review the timeline from the beginning everyday.

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

Read p. 151-166

Setting	**Characters**	**Pages**
Hospital	Adeline, Martin	151-154
Home	Adeline, Niang, father, Gregory	155-156
America	Adeline, Martin, Byron	157-166

RESPOND

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

Students might mention:

- With no support from her family Adeline moves to America.
- Adeline already has a job in America and they are more supportive then her family.
- She stays at Martin's house and meets Byron who she then marries.
- She no longer is friends with Martin, and finds out Byron is a liar with no integrity, and is abusive to her; she gets pregnant.
- Niang and father visit Adeline in America and gave permission to divorce Byron.

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

Theme Charts

Create a class theme chart of "Longing for Family." Throughout the novel, Adeline strives to please her family and yearns for their love. After reading each chapter bullet point examples that show Adeline seeking ways to build close relationships with her family members. Point out Adeline's actions and decisions that show she places her family over her own interests.

Create a class theme chart on the "Growing Up." As the novel follows Adeline's life story, she learns many life lessons. After each chapter, bullet point examples that show Adeline is maturing and learning from experiences.

Create a class theme chart on "Determination." Throughout the novel, Adeline is faced with loneliness and negativity. Despite these circumstances, Adeline perseveres and is determine to seek a better life. After each chapter, bullet point examples of Adeline's determination.

EXPLORE

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

Key Questions

1. Why does Adeline marry Byron instead of Martin? Which one would be a better husband? Why?
2. Do you think she will stay in America? Why?
3. What happened in Byron's visit to Hong Kong?
4. What does father think of him?
5. What kind of father do you think Byron can be?
6. Why did Adeline marry him so quickly?
7. Was Byron showing integrity before or during their marriage? Why?
8. Why is Adeline's baby so important to her?
9. Is Adeline to the best for her baby by staying in an abusive relationship?
10. If you were Adeline would you stay in this bad marriage? Why?

Analyze Analyze the key paragraph.

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Key Paragraph, p. 166

"Towards our adorable baby, I lavished all my tenderness. I would rush home from work to bathe and feed him. I felt incredibly lucky to be able to give him all the love I had been deprived of during my own childhood.

Though the marriage was a complete sham, outwardly we gave the appearance of a nice wholesome Chinese-American family" (p. 166).

EXTEND

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

Pretend you are Adeline and **write an explanatory journal entry describing your marriage. Include a reflective paragraph on the future of this marriage.** When answering the question above, consider the following:

- How Adeline met her husband?
- Describe their relationship.
- How does Bryon treat her?
- Living in a marriage that is a "sham" is that an example of leadership? Why or why not?

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

1. What advice would you give Adeline about her marriage?
2. What should a person do if they were in an abusive relationship?

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Character Based Literacy Program 60-Minute Lesson Plan
Falling Leaves, Day 12

Outcomes for Today

Standards Focus:
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.

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 Chinese New Year?
The Chinese New Year is the most important of the holidays for Chinese. It is defined to be the first day of the first month in the traditional Chinese calendar. Unlike the Christian New Year which is based on a solar calendar, the Chinese New Year is based on a traditional Chinese lunisolar calendar whose date indicates both the moon phase and the time of the solar year. A lunar month is around 2 days shorter than a solar month. In order to "catch up" with the solar calendar, an extra month is inserted every few years. This is why, according to the solar calendar, the Chinese New Year falls on a different date each year.

Normally, the celebration will start from the New Year's Eve and will last for around 15 days until the mid of the first month. Before the celebration, people will normally do a complete cleaning of the house and put on the traditional New Year decoration. Family reunion is the most important part of the Chinese New Year celebration. The New Year's Eve is the time for family reunion. Following by the reunion, people will normally visit relatives and friends, doing shopping, watch some traditional Chinese shows, launch some fireworks, and plan for the coming year. The celebration will sometimes be highlighted with a religious ceremony given in honor of heaven, earth, and other gods, as well as the family ancestors. In modern China, working professionals will normally

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have 7 days of holiday including weekend to celebrate. After the family reunion, some modern Chinese may take the chance to visit some tourist destinations.
Source: http://www.chinesenewyears.info

Have students use a Venn diagram to compare the Chinese New Year with America's New Year celebrations. How are they the same? How are they different? Save this information for their magazine of Chinese culture.

Setting

Time	**Weather**	**Location**
New years day	Cool but not cold	South Coast Plaza in Orange County

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

reconciliation (170)	locums (170)	implemented (171)	conduit (171)	atrocious (172)

READ

Review Review the timeline from the beginning everyday.

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

Read p. 167-177

Setting	**Characters**	**Pages**
New shopping center South Coast Plaza	Adeline, Byron, Sales person	167-168
Back at home	Adeline, Byron, Mrs. Hsu, Ginger Morris	168-172
In Southern California	Niang, father, Adeline, Roger, Byron	173-177

RESPOND

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

Students might mention:

- Byron shows his abusive ignorance while trying on clothing.
- Byron takes off again and does not let Adeline know what he is doing or where he is going, she then cancels the dinner he had planned since he did not show up.
- Niang and father are taking a world tour and stop by to visit their grandson and Adeline.
- She has not told her family about her abusive marriage and continues to try and hide it.
- Father and Niang know that Byron is not a good husband and give permission for her to leave him and makes sure she does not place his name on any of her properties since her name was not on his.

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

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Theme Charts
Create a class theme chart of "Longing for Family." Throughout the novel, Adeline strives to please her family and yearns for their love. After reading each chapter bullet point examples that show Adeline seeking ways to build close relationships with her family members. Point out Adeline's actions and decisions that show she places her family over her own interests.

Create a class theme chart on the "Growing Up." As the novel follows Adeline's life story, she learns many life lessons. After each chapter, bullet point examples that show Adeline is maturing and learning from experiences.

Create a class theme chart on "Determination." Throughout the novel, Adeline is faced with loneliness and negativity. Despite these circumstances, Adeline perseveres and is determine to seek a better life. After each chapter, bullet point examples of Adeline's determination.

EXPLORE

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

Key Questions

1. How did father show he cares?
2. Has Niang changed her mind about Adeline?
3. What would you do in Adeline's place? Would you stay with abusive husband or leave him? Why?
4. What kind of father divorces a child's mother then has no contact with the child again? Is the child better off? Why?
5. How did father know that Byron lacked integrity?
6. What did father insist that Adeline do when she bought property? Why?
7. What kind of person did Byron turn out to be?
8. If you were to compare Byron to one of Adeline's brothers which one would it be? Why?
9. What does Adeline have to sacrifice to get out of the marriage amicable?

Analyze Analyze the key paragraph.

Key Paragraph, p. 176

"The day after Christmas Byron was transferred to work in Oceanside. My lawyer served him with divorce papers before he left for Hong Kong again some time in 1971. He offered not to contest suit if I signed over my half-share of the Fountain Valley house and if I desisted from making demands for alimony or child support. I acquiesced immediately and moved out into another house. After the divorce, Byron neither wrote to nor saw his son again" (p. 176).

EXTEND

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

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Pretend you are Adeline. Write a journal entry describing your divorce to Bryon. **Write an informative paragraph that explains why you wanted a divorce. When answering the question above, consider the following:**

- What do Byron's actions say about his integrity?
- Did Bryon do the right thing for his family and for his son? Why or why not?

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

1. How is divorce painful for a couple?
2. What are the financial costs?

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Character Based Literacy Program 60-Minute Lesson Plan
Falling Leaves, Day 13

Outcomes for Today

Standards Focus:
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.

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.

How was China involved in the Vietnam War?
The Vietnam War was fought between communist North Vietnam and the government of Southern Vietnam. The North was supported by communist countries such as the People's Republic of China and the Soviet Union. The South was supported by anti-communist countries, primarily the United States.
Source: http://www.ducksters.com/history/cold_war/vietnam_war.php

Setting

Time	Weather	Location
1965	Varied	Hong Kong

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

self-effacing (181)	hapless (180)	feckless (183)	acumen (186)	connivance (191)

READ

Review Review the timeline from the beginning everyday.

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

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Read p. 178-192

Setting	Characters	Pages
Hong Kong during the Vietnam war	Father, Gregory, Niang, Matilda, James, Edgar	178-184
From America to Hong Kong	Susan, Niang, Tony Liang	185-192

RESPOND

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

Students might mention:

- The Vietnam War has affected the local businessman in Hong Kong and father prepares for the impact.
- Gregory marries Matilda and have their first child, but they hate Nigeria.
- James replaced Gregory in Nigeria and Gregory moved to Canada with his family.
- Edgar is denied by father and Niang, Adeline feels obligated to deny him as well. Considering he was very abusive to Adeline he still felt entitled to her help.
- Susan marries and becomes very famous in Hong Kong while Niang is jealous and ex-communicates her from the family.

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

Theme Charts

Create a class theme chart of "Longing for Family." Throughout the novel, Adeline strives to please her family and yearns for their love. After reading each chapter bullet point examples that show Adeline seeking ways to build close relationships with her family members. Point out Adeline's actions and decisions that show she places her family over her own interests.

Create a class theme chart on the "Growing Up." As the novel follows Adeline's life story, she learns many life lessons. After each chapter, bullet point examples that show Adeline is maturing and learning from experiences.

Create a class theme chart on "Determination." Throughout the novel, Adeline is faced with loneliness and negativity. Despite these circumstances, Adeline perseveres and is determine to seek a better life. After each chapter, bullet point examples of Adeline's determination.

EXPLORE

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

Key Questions

1. Why does father dismiss Gregory?
2. Why does Matilda not get along with Niang?

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3. Does anyone in this book truly get along with Niang? Why or why not?
4. How does the family use Adeline? Why does she allow this?
5. How does Adeline show leadership in this chapter?
6. Does father treat Edgar the same as he does his other two sons? Why?
7. Is James really the best brother that Adeline has? Why?
8. Does anyone in the family really care about Adeline's best interest?
9. What does the title of the chapter "Hearts to ashes," mean?
10. Predict what you think will happen next.

Analyze Analyze the key paragraph.

Key Paragraph, p. 192

"'We're like prisoners over here,' Louise would lament. 'I feel as if I am in a straightjacket! I can't breathe! Lets get away from her, James. I am willing to do anything, live anywhere. I don't need very much.'

'I know,' James would reply, hanging his head and pouring himself another generous helping of whiskey, 'but not yet'" (p. 192).

EXTEND

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

Write an informative paragraph explaining James decision to wait. When answering the question above, consider the following: Is James demonstratingleadership by staying in Hong Kong and satisfying Niang's whims? To whom should James be true? Is this a sign of leadership and engagement? Why or why not? What is Louise willing to sacrifice to get away from the grips of Niang? Why?

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

1. Describe the challenges of moving to a new country?
2. What are the positives in moving to a new country?

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Character Based Literacy Program 60-Minute Lesson Plan
Falling Leaves, Day 14

Outcomes for Today

Standards Focus:
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.
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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.

PREPARE

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

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

What was the Chinese earthquake of 1976?
The quake virtually destroyed the city of Tangshan, north-east of Beijing, and Western sources believed the death toll may be much higher than the official figure of 240,000. Some believe the figure is more like 750,000.

It is feared that many miners were buried alive in coal works in the industrial city, which has a total population of 1.6m. Diplomatic observers say that up to 80,000 people died in the first shock of the natural disaster. Up to 164,000 people have been severely injured, according to initial reports from the city.

Tangshan was at the epicenter of the earthquake, although it badly damaged Tientsin. Tremors were also felt in Beijing, where residents were urged to live in the streets and keep to open spaces as it is not thought to be safe to return to their homes in the city. When the earthquake struck Tangshan at 0342 local time, more than a million people lay sleeping. The entire earthquake reportedly lasted approximately 14 to 16 seconds. It was followed by a 7.1 magnitude aftershock.

The survivors of the Tangshan quake were living in tents and were expected to be moved to winter shelters, the New China news agency reported. Aircraft and lorries

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have been taking large quantities of relief supplies to help the relief effort. The authorities later hoped to move people to simple houses, which can withstand tremors and are warm and rainproof before winter sets in.
Chinese officials rejected any offers of help from the outside world, saying that survivors have enough to eat and wear and there was sufficient medical supplies and doctors in the city.
Source:
http://news.bbc.co.uk/onthisday/hi/dates/stories/july/28/newsid_4132000/4132109.stm

Setting

Time	**Weather**	**Location**
1948-1951	cold	Shanghai

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

confiscated (199)	geomancy (200)	auspicious (200)	propaganda (201)	kowtowed (202)

READ

Review Review the timeline from the beginning everyday.

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

Read p. 193-205

Setting	**Characters**	**Pages**
Shanghai	Aunt Baba, Miss Chien, father, tailor Yeh	193-196
During interrogations of the government	Father, uncle Fredrick, Aunt Baba, Mr Nee, Grand Aunt	196-197
At the home of Aunt Baba trying to hide from housemate	Aunt Baba, Miss Chien, Lydia	198-205

RESPOND

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

Students might mention:

- Aunt Baba discovers that Miss Chien is steeling from the garage and reports this to father who does nothing.
- Grand Aunt's bank is under investigation for bee's wax and things under the name of her dead sister, Mr. Nee takes the blame and straightens out the misunderstanding.
- Aunt Baba is diagnosed with a duodenal ulcer, which makes her very sick.
- Aunt Baba visits Lydia and her family, Lydia begs her aunt to write her father to help her back into the family.
- Aunt Baba writes father to help grand aunt and china sees an 8.0 earthquake and reform.

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

Theme Charts
Create a class theme chart of "Longing for Family." Throughout the novel, Adeline strives to please her family and yearns for their love. After reading each chapter bullet point examples that show Adeline seeking ways to build close relationships with her family members. Point out Adeline's actions and decisions that show she places her family over her own interests.

Create a class theme chart on the "Growing Up." As the novel follows Adeline's life story, she learns many life lessons. After each chapter, bullet point examples that show Adeline is maturing and learning from experiences.

Create a class theme chart on "Determination." Throughout the novel, Adeline is faced with loneliness and negativity. Despite these circumstances, Adeline perseveres and is determine to seek a better life. After each chapter, bullet point examples of Adeline's determination.

EXPLORE

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

Key Questions

1. How does Aunt Baba find out Miss Chien is steeling?
2. Is Miss Chien an example of leadership requires engagement? Why or why not?
3. Would you live with someone like Miss Chien?
4. What does the title of the chapter "Scales and shells in the belly" mean?
5. Why would father purchase commodities in his dead mother's name?
6. Why was the government investigating Grand Aunt's bank?
7. How does this new government affect Aunt Baba?
8. Do you think the new government promotes the common good? Is the new government an example of leadership requires engagement? Why or why not?
9. Why was it important to purchase burial plots at this time?
10. Why is Lydia so mean to Niang's aunt?
11. Why does Lydia want to make up with Father?
12. Why was Aunt Baba forced to leave her house?
13. Where did she have to live? Why?
14. Why was Miss Chien nice to Aunt Baba and bandaged her scalp?

Analyze Analyze the key paragraph.

Key Paragraph, p. 204

"Aunt Baba wrote to father begging father to send Grand Aunt a regular allowance. Like everyone else she had been driven out of her penthouse home by the

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red guards in 1966. Her bank deposits were permanently frozen and non-transferable. Eking out of existence on the fifteen Yuan per month allowed by the government, she was often cold and hungry. After receiving Aunt Baba's letter, father sent money to Grand Aunt regularly until she died from pneumonia three years later" (p. 204).

EXTEND

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

In an explanatory paragraph, describe how father and Aunt Baba are examples of leadership require engagement. Provide an example for each character. When answering the question above, consider the following:

- How does Aunt Baba engage to find a solution to a problem.
- How does father promote the common good?
- How do Aunt Baba and father make sure their family members are better because of their actions?

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

1. Why is it important for your family to take care of the older family members?
2. How do you help your older family members?

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Character Based Literacy Program 60-Minute Lesson Plan
Falling Leaves, Day 15

Outcomes for Today

Standards Focus:
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.

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 Alzheimer's disease?
Alzheimer's is a type of dementia that causes problems with memory, thinking and behavior. Symptoms usually develop slowly and get worse over time, becoming severe enough to interfere with daily tasks.
Source: http://www.alz.org/alzheimers_disease_what_is_alzheimers.asp

Setting

Time	Weather	Location
spring	Hot, sunny, smoggy	Southern California

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

camaraderie (206)	aphasic (209)	tete-a-tetes (212)	queued (215)	rapprochement (217)

READ

Review Review the timeline from the beginning everyday.

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

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Read p. 206-217

Setting	Characters	Pages
Southern California	Adeline, Alcenith Crawford, Bob	206-211
Stanford Medical	Adeline, Bob, father, Niang, Professor Hanbury, James	211-217

RESPOND

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

Students might mention:

- Adeline makes friends with a nice older woman who understands her.
- Adeline meets Bob her "heaven-made union" they get married.
- Niang contacts Adeline about her father's health and comes out to see another doctor.
- Father goes to Stanford for extensive testing to find out he has Alzheimer's disease, they invite James out to southern California, Edgar is excluded.
- After Adeline pays for her father's medical bills, Niang is very nice to her and acts caring towards Adeline.

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

Theme Charts

Create a class theme chart of "Longing for Family." Throughout the novel, Adeline strives to please her family and yearns for their love. After reading each chapter bullet point examples that show Adeline seeking ways to build close relationships with her family members. Point out Adeline's actions and decisions that show she places her family over her own interests.

Create a class theme chart on the "Growing Up." As the novel follows Adeline's life story, she learns many life lessons. After each chapter, bullet point examples that show Adeline is maturing and learning from experiences.

Create a class theme chart on "Determination." Throughout the novel, Adeline is faced with loneliness and negativity. Despite these circumstances, Adeline perseveres and is determine to seek a better life. After each chapter, bullet point examples of Adeline's determination.

EXPLORE

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

Key Questions

1. Is Adeline still trying to win her parents approval? Why?
2. What is different about Bob? Why is he the "heaven-made union?"
3. How does Bob make sure his community is better because he chooses to be a part of it?

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4. What does it mean for father and Niang once he is diagnosed with Alzheimer's?
5. Why does Niang become nice to Adeline? Is she sincere?
6. What is Adeline's relationship with James? Is he sincere?
7. Does Adeline care about her father's money and inheritance?
8. What about Adeline's siblings, are they concerned with an inheritance from their father? Why or why not? Does this show leadership?
9. Why does Adeline pay her father's medical bills?
10. Would you do the same if you had the money? Why?
11. Is James honest with Adeline? Why does she trust him?

Analyze Analyze the key paragraph.

Key Paragraph, p. 217

"The result of her rapprochement was her deliberate exclusion of Edgar. Later that year she held a gala seventieth birthday celebration party for my father in Hong Kong. Gregory and Matilda flew over from Canada with their two children. Bob and I attended with Roger and Ann. James, Louise and their brood were also there. Besides out immediate family, she also invited a dozen other guests. Edgar was never informed and only found out much later" (p. 217).

EXTEND

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

Write an explanatory paragraph describing Niang's leadership.

When answering the question above, consider the following:

- Does Niangmake good choices? Why or why not?
- Does Adeline show leadership by not telling Edgar? Why?
- What benefit does Adeline receive from Niang by being on her good side? When father passes do you think Niang will think of his children? Why or why not?
- Do you think she will reimburse Adeline for medical expenses? Why?

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

1. What would you do if you had an expensive medical bill?
2. How does medical insurance help pay for medical expenses?

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Character Based Literacy Program 60-Minute Lesson Plan
Falling Leaves, Day 16

Outcomes for Today

Standards Focus:
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.

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 remittance transfer?
Many people use the word "remittance" when they refer to sending money from the United States to other countries. Federal law defines "remittance transfers" to include most electronic money transfers from consumers in the United States through "remittance transfer providers" to recipients abroad, including friends, family members, or businesses. Remittance transfers are commonly known as "international wires," "international money transfers," or "remittances."
Source: http://www.consumerfinance.gov/askcfpb/1161/what-remittance-transfer.html

Setting

Time	Weather	Location
December 1979	Cool to freezing	Visit to Hong Kong

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

perennially (218)	diatribe (219)	crevice (222)	abominable (228)	vacillated (233)

READ

3. Review Review the timeline from the beginning everyday.

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

Read p. 218-234

Setting	Characters	Pages
Return to Hong Kong	Bob, Adeline, Niang, Father, James, Aunt Baba,	218-222
Aunt Baba's room	Bob, Adeline, Aunt Baba	222-226
Beijing	Lydia, bob, Adeline, Samuel, Tai-lig, tai-way	227-232
Hong Kong	Father, Niang, James, Adeline,	232-234

RESPOND

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

Students might mention:

- Adeline has a chance to go back and see Aunt Baba and does so.
- Adeline does her best by Aunt Baba and spends time with her.
- Adeline then runs into her sister Lydia who asks Adeline to help her children go to America.
- Adeline helps mend the bad feeling between Niang and Lydia.
- Adeline sticks up for Niang and wants to help her while James is concerned with what Niang is doing with father's assets.

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

Theme Charts

Create a class theme chart of "Longing for Family." Throughout the novel, Adeline strives to please her family and yearns for their love. After reading each chapter bullet point examples that show Adeline seeking ways to build close relationships with her family members. Point out Adeline's actions and decisions that show she places her family over her own interests.

Create a class theme chart on the "Growing Up." As the novel follows Adeline's life story, she learns many life lessons. After each chapter, bullet point examples that show Adeline is maturing and learning from experiences.

Create a class theme chart on "Determination." Throughout the novel, Adeline is faced with loneliness and negativity. Despite these circumstances, Adeline perseveres and is determine to seek a better life. After each chapter, bullet point examples of Adeline's determination.

EXPLORE

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

Key Questions

1. Why is Niang transferring all of father's assets to her name?

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2. Do you think Niang's actions are an example of leadership requires engagement or promoting the common good? Why or why not?
3. Who is Adeline trying to help in this chapter? Do you think her family will be thankful? Why?
4. What does Adeline want from her family? Do her siblings feel the same way?
5. Why does Niang warn Adeline about Lydia? Do you believe Niang?
6. Why do Edgar and Gregory want to sue Niang? Would they win?
7. Why do Adeline and James not join the two in the lawsuit?
8. What happens to father?
9. Does anyone seem to care about his state of health? Why?
10. What is the expectation of the siblings once he dies?
11. Do you predict they will get what they think they deserve? Why?

Analyze Analyze the key paragraph.

Key Paragraph, p. 233

"'Yes. Gregory phoned to ask if I would join him and Edgar in legal proceedings against Niang. He is afraid that Niang might remarry. I told him to forget it. I think at this moment Niang needs out moral support'" (p. 233).

EXTEND

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

Write an informative paragraph that explains why Gregory and Edgar afraid that Niang would remarry? When answering the question above, consider the following:

- Are they concerned about their father?
- Does this show leadership requires engagement? Why or why not?
- Does Adeline show leadership or is she being naïve?

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

1. What is the most important thing you can do during the death of a family member?
2. Would you act like Adeline or her brothers? Why?

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Character Based Literacy Program 60-Minute Lesson Plan
Falling Leaves, Day 17

Outcomes for Today

Standards Focus:
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.

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 Amahs mean?
"Amah." An affectionate term used during the British Colonial era for a live-in housekeeper who is often treated as part of the family. Often associated with values such as reliability, trust and professionalism in work.
Source: http://www.amahsonwheels.com/?act=pages&do=story

Setting

Time	Weather	Location
May 1988	Spring like	Hong Kong

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

venomous (238)	asperity (241)	rebuked (241)	perplexed (242)	incredulous (243)

READ

Review Review the timeline from the beginning everyday.

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

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Read p. 235-243

Setting	Characters	Pages
Hong Kong	James, Adeline, Lydia, nurses, Amahs, Gregory, Edgar	235-239
St. Paul	Tai-way, Tai-ling, Lydia, Samuel, Bob,	240-243

RESPOND

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

Students might mention:

- Adeline has to fly to Hong Kong because her father is near death and Lydia is asked to stay with Niang.
- After father's death the will is read and states there is nothing because Niang had transferred everything to her name.
- Lydia starts a large fight with Adeline and is vicious and mean.
- Tai-way invites Adeline and Bob to Tai-ling's wedding who is then rude to her and Lydia promises to explain everything after Adeline finds out that Niang did not want her invited to the wedding.
- Adeline is upset when she leaves and Lydia does not meet with her to explain why they fought. James advises to let sleeping dogs lie.

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

Theme Charts

Create a class theme chart of "Longing for Family." Throughout the novel, Adeline strives to please her family and yearns for their love. After reading each chapter bullet point examples that show Adeline seeking ways to build close relationships with her family members. Point out Adeline's actions and decisions that show she places her family over her own interests.

Create a class theme chart on the "Growing Up." As the novel follows Adeline's life story, she learns many life lessons. After each chapter, bullet point examples that show Adeline is maturing and learning from experiences.

Create a class theme chart on "Determination." Throughout the novel, Adeline is faced with loneliness and negativity. Despite these circumstances, Adeline perseveres and is determine to seek a better life. After each chapter, bullet point examples of Adeline's determination.

EXPLORE

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

Key Questions

1. Would you work as hard as Adeline to be close to this family? Why?
2. Does Adeline see what is going on? Why?
3. What do you predict the family will do to Adeline in the long run?

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4. Why is Tai-ling so rude to Adeline?
5. Did Tai-ling have a right to be mad at Adeline?
6. Do you think Lydia has anything to do with Tai-ling's bad attitude? Why?
7. Is Tai-way showing integrity by convincing Adeline to go to the wedding?
8. In the entire family, who is the one person who constantly shows leadership? How do choose to spend their time and effort?
9. Why did Adeline want to go to the wedding? Why does Bob advise her not to go?

Analyze Analyze the key paragraph.

Key Paragraph, p. 243

'I suppose this is goodbye,' I told Tai-way, feeling baffled and hurt. My nephew said nothing and gently hung up the phone.

This how Bob and I left St. Paul's after Tai-ling's wedding. Afterwards there was neither a letter nor a phone call from any of the Sungs to clarify matters. However, our bank statement that month revealed that the wedding cheque we gave Tai-ling had been cashed on the Monday following her Saturday wedding" (p. 243).

EXTEND

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

Write an explanatory paragraph informing Adeline why Tai-ling is rude to her. When answering the question above, consider the following:

- Why did the Sung family not tell Adeline anything?
- What is Adeline missing here?

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

1. Have you been in a situation where people you should be able to trust withheld important information you needed?
2. What was the story and who were you to trust? Why?

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Character Based Literacy Program 60-Minute Lesson Plan
Falling Leaves, Day 18

Outcomes for Today

Standards Focus:
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.

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 happened in Tiananmen Square?
Tiananmen Square is located in the center of Beijing, the capital of China.
Tiananmen means "gate of heavenly peace."
In 1989, after several weeks of demonstrations, Chinese troops entered Tiananmen Square on June 4 and fired on civilians.
Estimates of the death toll range from several hundred to thousands.
It has been estimated that as many as 10,000 people were arrested during and after the protests. Several dozen people have been executed for their parts in the demonstrations.
Source:http://edition.cnn.com/2013/09/15/world/asia/tiananmen-square-fast-facts/
This will also be added to their Magazine of Chinese Culture and History.

Setting

Time	Weather	Location
May 1989	Torrential rains and howling winds	Tiananmen Square

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

clamoring (244)	abode (245)	biopsy (246)	entreating (248)	triumphant (249)

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READ

Review Review the timeline from the beginning everyday.

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

Read p. 244-251

Setting	Characters	Pages
Hong Kong	Niang, Adeline, Ah Fong, James, Edgar	244-251

RESPOND

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

Students might mention:

- Hong Kong experiences student protest.
- Niang's health is bad and no one was aware of how bad.
- Niang finally wants to be taken to America and Adeline is excited she is included in this and wants to rush her out to America.
- James then checks on Niang and advises Adeline to come to Hong Kong before Niang dies.
- James leaves a message that Niang died Gregory gives her some advice about James that she does not want to accept.

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

Theme Charts

Create a class theme chart of "Longing for Family." Throughout the novel, Adeline strives to please her family and yearns for their love. After reading each chapter bullet point examples that show Adeline seeking ways to build close relationships with her family members. Point out Adeline's actions and decisions that show she places her family over her own interests.

Create a class theme chart on the "Growing Up." As the novel follows Adeline's life story, she learns many life lessons. After each chapter, bullet point examples that show Adeline is maturing and learning from experiences.

Create a class theme chart on "Determination." Throughout the novel, Adeline is faced with loneliness and negativity. Despite these circumstances, Adeline perseveres and is determine to seek a better life. After each chapter, bullet point examples of Adeline's determination.

EXPLORE

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

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Key Questions

1. Why does Niang at the last minute of her life want to come to America? Does she have an alternative motive?
2. Why is James so short with Adeline? Is James looking out for Adeline's best interest? Why?
3. Why does Gregory offer Adeline advice about James? Has he done this before?
4. What is the consistent feeling about Niang? Why?
5. How was Susan different from her siblings?
6. How does Adeline feel about Susan? Do you agree?
7. What would you do if you had a stepmother like Niang?
8. Was Adeline's father partly to blame for Niang's nasty disposition? How?
9. Why does Niang hate these children so much?
10. Why does Adeline still experience that "longing to be accepted?"

Analyze Analyze the key paragraph.

Key Paragraph, p. 250

"Gregory was unimpressed. 'No one twisted his arm. Obviously, he felt his chances of making it were better by throwing in his lot with Niang than going out on his own. Don't be sure of anyone's behavior where money's involved.'

'Near vermilion, one gets stained pink; near ink one gets stained black.' James has changed a lot over the years" (p. 250).

EXTEND

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

Reread the key paragraph. **Write an explanatory paragraph describing what Gregory means when he says, "'Near vermilion, one gets stained pink; near ink one gets stained black.' James has changed a lot over the years." When answering the question above, consider the following:**

- How does it relate to this situation with Adeline, James and Gregory?
- Do you think Gregory is actually looking out for Adeline? Why?

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

1. In what ways can you relate to Adeline?
2. In what ways would you act differently?

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Character Based Literacy Program 60-Minute Lesson Plan
Falling Leaves, Day 19

Outcomes for Today

Standards Focus:
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.

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 Will?
A will is a legal document that sets forth your wishes regarding the distribution of your property and the care of any minor children. Wills come in several varieties, including the following:

- *Self-Proving/Testamentary Will* A self-proving will, also know as testamentary will, is the traditional type of will with which most people are familiar. It is a formally prepared document that is signed in the presence of witnesses.
- *Holographic Will* Holographic wills are written without the presence of witnesses. They rarely hold up in court.
- *Oral Will* Oral wills are spoken testaments given before witnesses. They are not widely recognized from a legal perspective.
- *Living Will* A living will has nothing to do with the distribution of assets, but rather sets forth your wishes for medical care in terms of life support should you be incapacitated.

To maximize the likelihood that your wishes are carried out, you want a will that is set forth in writing, and signed by you and your witnesses. If your will does not meet these standards, your instructions may not be carried out.
Source: http://www.investopedia.com/articles/pf/08/what-is-a-will.asp

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Setting

Time	**Weather**	**Location**
September 1990	Cooler	North Point Mortuary

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

interment (252)	abject (252)	spontaneous (258)	solicitor (259)	loathe (259)

READ

Review Review the timeline from the beginning everyday.

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

Read p. 252-260

Setting	**Characters**	**Pages**
Hong Kong	Bob, Adeline, James, Mr. Lu, Susan	252-260

RESPOND

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

Students might mention:

- James lies to Adeline claiming he has no idea what the will says
- Gregory is concerned about Adeline until he finds out he inherits and she does not.
- James avoids Adeline instead of being honest with her, this action hurts her the most the one brother she felt close to has betrayed her along with her Niang.
- Bob does a wonderful job being the only male to stick up for her.
- James does not feel remorse and tries to buy her off and threatens if she fights this it will be against him.

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

Theme Charts

Create a class theme chart of "Longing for Family." Throughout the novel, Adeline strives to please her family and yearns for their love. After reading each chapter bullet point examples that show Adeline seeking ways to build close relationships with her family members. Point out Adeline's actions and decisions that show she places her family over her own interests.

Create a class theme chart on the "Growing Up." As the novel follows Adeline's life story, she learns many life lessons. After each chapter, bullet point examples that show Adeline is maturing and learning from experiences.

Create a class theme chart on "Determination." Throughout the novel, Adeline is faced with loneliness and negativity. Despite these circumstances, Adeline perseveres and is

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determine to seek a better life. After each chapter, bullet point examples of Adeline's determination.

EXPLORE

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

Key Questions

1. Why didn't James stick up for his little sister?
2. Why would Niang give Lydia an inheritance and not Adeline?
3. What was Adeline looking for in the will?
4. After both parents are dead why is it still important to be accepted by them?
5. How would you feel if you were in Adeline's shoes?
6. In the end who was on Adeline's side? Why?
7. Do you think any of Adeline's siblings will give back to Adeline? Why?
8. Do you predict that Adeline will go to the apartment? What will she look for if so?
9. How do you deal with others who lack leadership and do not try to promote the common good?

Analyze Analyze the key paragraph.

Key Paragraph, p. 260

"'Isn't it incredible that Lydia, whom Niang hated and didn't even want to see four years ago, receives 10 percent, whereas I, who bought the airline ticket for Lydia in 1986 so that the two of them could be reconciled, should be left out in the cold?'

'That is how the Old Lady wanted it in the end,' James said. 'Who knows why? In any case, tomorrow morning everyone is invited to go up to her flat and divide up he furniture, antiques and jewelry. Give me a call if you're coming. I really have to go now. See you tomorrow'" (p. 260).

EXTEND

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

Write three explanatory paragraphs to James, informing him how he *should* react. How could he demonstrate positive engagement and be an example of a good leader? Include one paragraph describing his betrayal to Adeline. In the second paragraph, describe what he should have done instead. In the final paragraph compare the outcome of acting in betrayal and acting as a leader.

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

1. Describe a time when you've been betrayed?
2. How did that feel? Why?

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Character Based Literacy Program 60-Minute Lesson Plan
Falling Leaves, Day 20

Outcomes for Today

Standards Focus:
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.

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.

Is Hong Kong part of China?
The world's original international city, many people ask what country is Hong Kong in? The answer isn't as simple as it may seem; with its own money, passports and legal system Hong Kong isn't quite Chinese, but with Chinese flags flying from its buildings and Beijing appointing its chief executive it isn't quite independent. We unravel exactly what country Hong Kong is in.

Until 1997, and the Hong Kong handover, Hong Kong was a colony of the United Kingdom, ruled by a governor. Today, the **Hong Kong Special Administrative Region (SAR) is a part of China**, although this comes with a biblical size of caveats.
Seminar Hong Kong What occupations are in shortage?

Hong Kong's Basic Law, as agreed between China and Britain, means Hong Kong will retain its own currency (the Hong Kong dollar), legal system, and parliamentary system for fifty years. This means, for all practical purposes, Hong Kong is actually a separate country to China.

Visitors to Hong Kong, who usually receive visa free access, will have to apply for a visa to visit China. Chinese nationals also require permits to visit Hong Kong. Hong Kong and China maintain a border. China maintains a sort of quasi embassy in Hong Kong

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via the Chinese ministry of foreign affairs.
The Chinese Reminibi is not accepted in Hong Kong, expect in a handful of stores. The Hong Kong dollar is not legal tender in China.
Hong Kong has a wholly separate legal system to China.
Hong Kongers have their own separate passports, the HKSAR passport.
Source: http://gohongkong.about.com/od/travelplanner/a/hongkongcountry.htm

Setting

Time	**Weather**	**Location**
Magnolia Mansions	unknown	Niang'sflat

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

rhetorically (269)	gregariously (272)	grandiose (272)	macabre (272)	imbue (273)

READ

Review Review the timeline from the beginning everyday.

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

Read p. 261-274

Setting	**Characters**	**Pages**
Hotel in Hong Kong	Adeline, Susan	261-262
James and Louise's home	Adeline, Bob, Gregory, James, Louise	262-263
Magnolia Mansion	Adeline, Bob, James, Ah Fong	264-270
Shanghai, Aunt Baba's room	Bob, Adeline, Aunt Baba and various friends of hers	271-274

RESPOND

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

Students might mention:

- Adeline admires Susan and sees James for the true person he is.
- Gregory steps up and offers a portion of their inheritance with James where the other two Lydia and Edgar are not as generous.
- Adeline and Bob find letters Lydia wrote to Niang that were part of her plot against Adeline and father's will, which includes her.
- Adeline confronts James and he does not wish to accept it and reminds her that she is the only one who wanted the family together no one else shares this sentiment with her.
- She stays with Aunt Baba in her last days of life and learns she was entrusted to the best person ever.

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

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Theme Charts
Create a class theme chart of "Longing for Family." Throughout the novel, Adeline strives to please her family and yearns for their love. After reading each chapter bullet point examples that show Adeline seeking ways to build close relationships with her family members. Point out Adeline's actions and decisions that show she places her family over her own interests.

Create a class theme chart on the "Growing Up." As the novel follows Adeline's life story, she learns many life lessons. After each chapter, bullet point examples that show Adeline is maturing and learning from experiences.

Create a class theme chart on "Determination." Throughout the novel, Adeline is faced with loneliness and negativity. Despite these circumstances, Adeline perseveres and is determine to seek a better life. After each chapter, bullet point examples of Adeline's determination.

EXPLORE

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

Key Questions

1. What does Adeline learn from Susan?
2. What does Adeline learn about James?
3. Why was it so important she find her father's will?
4. How did Adeline feel after she found the will?
5. What did Adeline find out about Lydia? Did you predict this?
6. Why would Lydia to that to Adeline?
7. Does Niang even in death have an abusive power over her stepchildren?
8. How was Susan different?
9. What has this experience done for Adeline? Who is she now?
10. Did Adeline ultimately win through leadership and resilience?

Analyze Analyze the key paragraph.

Key Paragraph, p. 274

"In her modest and unassuming way, she had guided me towards a spirit of independence, which she herself had manifested by rebuffing Niang and remaining in Shanghai. Aunt Baba was not one to dwell on the bitter hardships she suffered during the Cultural Revolution. Love, generosity, and humor never left her.

Life had come full circle. Falling leaves return to their roots. I felt a wave of repose, a peaceful serenity" (p. 274).

EXTEND

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

Pretend you are Adeline. **Write an informative letter to your siblings explaining the one thing you wanted from them. Include one paragraph of**

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forgiveness and explain the type of family relationship you want to have with them in the future. Remember, Adeline is a leader who chooses to spend her time and effort to better her community.

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

1. What does the title of the book mean?
2. What does Adeline mean by the circle of life?
3. How does this relate to your life?

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